

The Use of Portfolio in Assessing English Writing Ability of Thai Undergraduate
Students



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การใช้แฟ้มสะสมผลงานเพื่อประเมินการเขียนภาษาอังกฤษของนักศึกษาไทยระดับปริญญาตรี



วิทยานิพนธ์นี้เป็นส่วนหนึ่งของการศึกษาตามหลักสูตรปริญญาศิลปศาสตรดุษฎีบัณฑิต
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This research study aimed to (1) develop the criteria of the portfolio assessment in assessing English writing ability, (2) document the progresses of the students' English writing ability by using portfolio assessment, and (3) investigate the perceptions toward the use of portfolio assessment in assessing English writing ability in a classroom-based setting of Thai EFL undergraduate students. The 25 first-year students who had enrolled in an English foundation course offered at a public university were the participants. These participants completed two types of essays, which comprised eight drafts in total for compiling the portfolios. Reflective journals, a perception questionnaire, a semi-structured interview, and a portfolio self-assessment form were utilized to collect data so that the perceptions toward the use of portfolios could be examined. The quantitative data from the perception questionnaire were analyzed by descriptive statistics (mean scores and standard deviation). The qualitative data from the reflective journals, semi-structured interview, and portfolio self-assessment form were analyzed by means of content analysis. Moreover, the progress of the eight drafts of two types of essays was analyzed by repeated measure ANOVA. It was found that there were four criteria of portfolio assessment in assessing English writing ability. Also, the participants had positive perceptions toward the use of portfolio assessment, and they wrote significantly better essays. In sum, portfolio assessment can be an effective alternative choice in a classroom-based setting.

Field of Study: English as an International Language Student's Signature

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Chapter 1

Introduction

1. Introduction

This chapter introduces the background of the study, statement of the problem, research questions, research objectives, statement of hypothesis, scope of the study, limitations of the study, definitions of terms, and significance of the study.

2. Background of the Study

2.1. Nature of writing skill

The advancements in transportation and technology allow individuals from other nations and cultures to connect, hence increasing the importance of communicating across languages. Consequently, the capacity to speak and write a second language is seen as an essential talent for educational, professional, and personal reasons. Therefore, the importance of writing ability has increased as a cornerstone of communicative language instruction. This indicates that teaching language is a system of communication rather than an object of study. It has become prevalent in both second- and foreign-language contexts (Weigle, 2002).

In a first-language context, learning to write entails a customized form of a language based on pupils' existing linguistic resources. The written language differs from the spoken language because writing is more standardized than speech,

allowing for harsher consequences when individuals depart from the standard (Grabowski, 1996).

In second- and foreign-language classrooms, students cannot write in a second- or foreign-language without at least some knowledge of the grammar and vocabulary of that language. Hawkins and Chan (1997) develop the Failed Functional Features Hypothesis (FFFH). This theory asserts that learners whose L1 grammar lacks a certain characteristic cannot acquire it in their L2. This indicates that the resemblance or dissimilarity between the two languages may be a factor in writing. Writing in a language that is closely connected to one's original language in terms of grammar, vocabulary, and writing system is unquestionably simpler than writing in a language that is radically different (Weigle, 2002).

According to Weigle (2002), the value of strong writing ability improves as students advance from compulsory school to higher education. In other words, for kids to be able to write, they must go through the educational system. When pupils attain a higher level of education, the degree of difficulty will grow. Thus, there are a number of elements that contribute to pupils' advancement to the next level. Writing evaluation is one of the criteria that may be viewed as evidence of a student's aptitude and preparedness for the next level.

2.2. Writing assessment

There are several forms of writing evaluations. They may be divided into two basic categories: conventional assessment and alternative evaluation. According to

Brown and Hudson (1998), traditional assessment can be divided into two types: (1) selected-response assessments that include test items such as true-false, matching, and multiple-choice questions, and (2) constructed-response assessments that include fill-in-the-blank, short answer test items. Since the mid-1980s, alternative evaluation formats such as self-assessment, peer assessment, and portfolio assessment have been utilized in the context of language acquisition (Turkcorur, 2005).

Since writing is both a product and a process, the writing evaluation should be able to evaluate both writing talent and writing process. Traditional testing may not be an acceptable method for evaluating writing ability. Consequently, the alternative evaluation appears to be the best method for evaluating writing ability. Portfolio assessment is one form of alternative assessment used to evaluate written work.

In addition, there are several models of the writing process (Hayes & Flower, 1980; Hayes, 1996; Bereiter & Scardamalia, 1987) since researchers feel that generating a written work should involve more phases than simply writing. The cognitive portion (linguistic knowledge, content knowledge, thinking process) and the writing part comprise the majority of models (drafting, revising, editing).

2.3. Portfolio assessment

In English as a foreign language education, portfolio evaluation is one of the numerous assessment methods that have been utilized. There are several portfolio

definitions in the literature. Paulson, Paulson, and Meyer (1991) describe portfolios as "a deliberate collection of student work that demonstrates the student's efforts, growth, and accomplishments in one or more areas." In addition, "the collection must include evidence of student self-reflection and student engagement in determining the contents, selection criteria, and merit evaluation standards." Writing samples, reading logs, thoughts, drawings, journals, audio or videotape recordings, comments from peers and instructor feedback can be included in portfolios.

According to Weigle (2002), portfolio assessment as a tool for program-wide assessment did not gain popularity in the United States until the mid-1980s, when Elbow and Belanoff (1986) demonstrated that program-wide portfolio assessment was not only feasible, but also advantageous for students, teachers, and program administrators. Portfolios enable students to assess their own development and assume responsibility for their own education. In order for instructors to adopt a more learner-centered approach, not only do they find students' abilities and competency, but they also diagnose students' preferences, styles, and learning techniques (Nunes, 2004). Similarly, portfolio assessment is viewed as a tool that incorporates students' success records and assignments, and it is a record of students' learning process for the purpose of facilitating learner reflection (Chung, 2012; Yaghoubi & Mobin, 2015; Bamahra, 2016).

In writing education, portfolio evaluation is considered an authentic assessment approach since teachers may study diverse linguistic contexts and skills

over a period of time, as opposed to relying on only one or two writing samples. Portfolios also allow children and instructors to track language development progress. Because students are evaluated using a variety of instruments, portfolios are thought to be legitimate and trustworthy assessment methods (Chung, 2012).

Reflection is a vital feature of authentic portfolio assessment. Students may reflect on what it was like to pick writing samples for their portfolios, what they found difficult and troublesome, and what they found enjoyable. Students may be motivated to reflect on their learning as a result of the thought processes required in formulating a response. The processes of reflection can encourage pupils to become more active, reflexive, and reflective. The reflection process is important not only for students, but also for teachers, who may evaluate their own teaching performance through the eyes of their students. Different student experiences can impact teachers' beliefs about teaching and learning and help them redefine their teaching method (Chung, 2012).

3. Statement of the Problem

Despite the fact that various studies were conducted to find advantages of portfolio assessment on English language writing ability in both EFL and Thailand context, less is known about the studies on portfolio implementation in an EFL undergraduate-students context in Thailand. It is likely that there have been some

limitations in implementing portfolio assessment in all levels of education which can be seen as follows (Burnaz, 2011).

- *The teachers may find portfolio assessment implementation overwhelming and time-consuming;*
- *The teachers may not be aware of the positive effects of keeping a portfolio on students' personal development and;*
- *The teachers may be unaware of the existence of portfolios as an alternative assessment tool (p.3)*

In addition, Tangdhanakanond and Wongwanich (2012) examined instructors' needs assessments about the usage of student portfolio assessment. The researchers discovered that the desired performance and the actual performance of teachers regarding the use of student portfolio assessment in all steps (i.e., planning for portfolio assessment, collecting created products, selecting products and reflecting on the selected products, revising and evaluating products, and utilizing portfolio assessment results) differ significantly. The discrepancy between the anticipated performance and the actual performance implies that instructors have some difficulties executing portfolio assessments, hence decreasing the popularity of portfolio assessment for evaluating writing ability. In Thailand, there are thus very few portfolio evaluation studies.

However, it is noteworthy to highlight that executing portfolio evaluation presents certain obstacles. Joshi et al. (2015) examined the effects of portfolio

evaluation in medical education settings and uncovered various obstacles to its implementation. A significant obstacle is the need for greater study on the use of portfolio evaluation. The majority of individuals also believe that portfolio evaluation is subjective and non-standardized. In addition, Afrianto (2017) investigated the difficulties associated with adopting portfolio assessment as an alternate evaluation approach for teaching English in Indonesian schools. A difficulty is that the comparability and dependability of portfolio assessment are low. It is extremely difficult to aggregate many performance-based assessments into a single score or grade. In addition, he elaborated on the role of well-trained instructors as evaluators. Teachers must be educated to deploy and evaluate portfolios in order to evaluate students' writing ability. However, portfolio assessor training may be expensive and include other stakeholders, such as government budget administrators. Additionally, it may be difficult to locate a competent trainer. As a result, while adopting portfolio evaluation, teachers may evaluate students' work as generic pieces of writing, rendering the obtained score potentially unreliable and invalid. Therefore, band scores should be used to evaluate the revision process.

4. Portfolio Assessment in Thai Context

Several research works on portfolio evaluation in the Thai setting include the following:

Wanchid and Charoensuk (2015) examined the influence of paper-based and weblog-based electronic portfolios on the writing success of students with poor English proficiency. The participants enrolling in the Writing for the Service Industry course were hotel and tourism majors. The impacts of paper-based portfolios and blog-based electronic portfolios on writing achievement were not statistically different, according to the findings. This indicates that the diversity of portfolio examinations, including paper-based portfolios and blog-based portfolios, has no effect on the students' writing abilities. Depending on the situation, teachers can pick any sort of portfolio to evaluate students' writing ability.

Kalra, Sundrarajun, and Komintarachat (2017) investigated the impact of portfolios on the development of writing ability among English as a foreign language (EFL) students. The participants' major at an overseas institution was Business English. In terms of writing abilities, the results demonstrated that the experimental group outperformed the control group.

As a result of these two studies, portfolio assessment has been utilized to evaluate writing ability mostly in English-related writing courses. To the best of the researcher's knowledge, there may not be many portfolio evaluation studies undertaken with students whose majors are unrelated to English. In addition, there may not be a large number of portfolio evaluation studies undertaken in English foundation courses. In order to address this deficiency, the researcher intends to

undertake a portfolio evaluation study with non-English majors in an English foundation course.

5. Motivation in Conducting the Research with Writing Ability

Due to the context of an English foundation course in this study, and based on the researcher's seven years of teaching this course, the students' writing ability appeared to be troublesome. For instance, the pupils consistently produced grammatical errors and lacked clarity and structure in their papers. 15 percent of the score allocation for the foundation course was allocated to writing evaluation. Additionally, there were two forms of writing. Each category had two writing assignments. In other words, the students had the opportunity to enhance their writing ability from the first to the last work in each writing style. Although the foundation course was billed as a course in which all four talents should be equally emphasized, the writing skill appeared to be the most prominent in this course. In addition, this foundation course was mandatory for all students in order to enroll in higher-level courses.

The scoring system made portfolio evaluation more objective and consistent. The criteria in the scoring rubric should be derived from the agreement between teachers and students. Using portfolio evaluation, two evaluators analyze writing and portfolios in terms of comparability and dependability.

One of the two raters was the researcher since he had a thorough understanding of the study procedure. Another rater was an English language instructor who could evaluate writing samples. However, they both discussed the grading criteria in order to have the same understanding of the score. Therefore, the purpose of this study was to examine portfolio evaluation from the perspectives of both teachers and students. This study aims to construct portfolio evaluation criteria for evaluating English writing competence from the perspective of instructors. To make the criteria more objective and standard, instructors and students collaborated to develop them. The purpose of this study was to demonstrate, from the perspective of students, the development of their writing ability as a result of the deployment of portfolios, so that students may learn how to revise their own drafts in order to compose excellent essays. In addition, the purpose of this study was to evaluate the benefits of portfolio evaluation on writing ability, including 1) the efficacy of portfolio assessment usage and 2) the students' impressions of portfolio assessment use.

6. Research Questions

In this study, the following research questions were investigated:

1. What are the criteria of the portfolio assessment in assessing English writing ability?

2. What are the progresses of the students' English writing ability by using portfolio assessment?

3. What are the benefits of the use of portfolio assessment in assessing English writing ability?

3.1. What is the effectiveness of the use of portfolio assessment in assessing English writing ability?

3.2. What are the students' perceptions toward the use of portfolio assessment in assessing English writing ability?

7. Research Objectives

In this study the following research objectives were proposed:

1. To develop the criteria of the portfolio assessment in assessing English writing ability

2. To document the progresses of the students' English writing ability by using portfolio assessment

3. To investigate the benefits of the use of portfolio assessment in assessing English writing ability

3.1. To examine the effectiveness of the use of portfolio assessment in assessing English writing ability

3.2. To examine the students' perceptions toward the use of portfolio assessment in assessing English writing ability

8. Expected Outcomes

The anticipated results based on the study questions were as follows:

1. The portfolio evaluation standards for evaluating English writing ability were devised.
2. The development of the students' English writing ability was documented using portfolio evaluation criteria.
3. The usage of portfolio evaluation would improve English writing ability.
 - 3.1 The English writing proficiency of the students was substantially and favorably effective.
 - 3.2 The students' attitudes about the usage of portfolios to evaluate English writing ability were favorable.

9. Scope of the Study

This study was conducted in one public university in Thailand. The population was the Thai EFL first-year undergraduate students who enrolled in an English foundation course of that university. The portfolio assessment was implemented with the intact groups which did not affect the main evaluation process of the course.

10. Limitations of the Study

In this study, there were some limitations to be concerned. First, the writing essays which were given to the participants were compulsory, so the researcher must follow the course description. Second, there were many instructors teaching this English foundation course, so the researcher could not redesign or adjust the course contents. Last, the participants in this study were intact groups. They were randomly assigned to study with the researcher.

11. Definitions of Terms

There were three definitions of terms in this study:

1. Portfolio assessment referred to a collection of writing essays during the seventeen-week period of an English foundation course. This collection of writing essays contains four drafts of a persuasive essay and another four drafts of a problem-solution essay created and reflected by the participants.

2. English writing ability referred to an ability to write the assigned essays in the English foundation course. There are two types of essays in this study which are 1) persuasive essay and 2) problem-solution essay.

3. Thai undergraduate students referred to Thai undergraduate students at one public university who enroll in an English foundation course, academic year 2018.

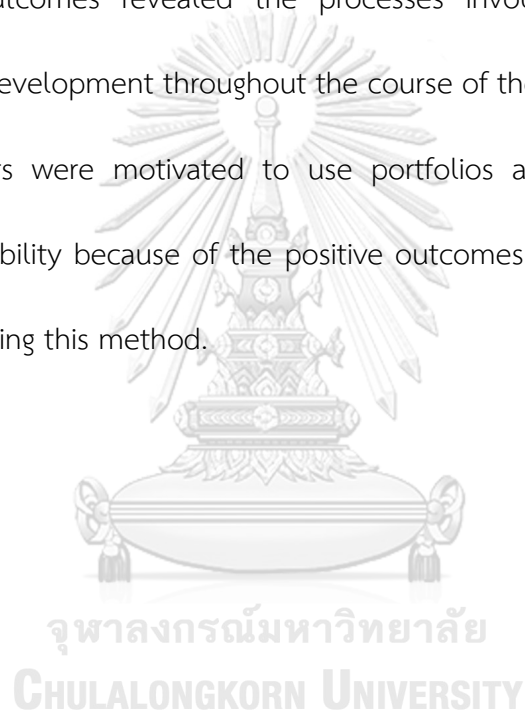
12. Significance of the Study

There were three main takeaways from this study's findings.

1. The recommended portfolio assessment criteria served as a jumping off point for educators to create their own criteria of portfolio assessment for evaluating students' proficiency in written English.

2. The outcomes revealed the processes involved in keeping track of students' writing development throughout the course of the semester.

3. Teachers were motivated to use portfolios as a means of evaluating students' writing ability because of the positive outcomes that had previously been observed when using this method.



Chapter 2

Literature Review

1. Introduction

This chapter was divided into four sections. The first section provided information of writing in the L2 classroom. It focused on types of L2 writing, assessment of L2 writing, and types of writing assessment. The second section described the information of portfolio assessment. It included background of portfolio assessment, examples of portfolio assessment, advantages of portfolio assessment, challenges of portfolio assessment, criteria for assessing portfolios, and research on the use of portfolios. The third section explained the qualities of test usefulness of portfolio assessment. The last section explained about the conceptual framework which was implemented in this research study.

2. Writing in the L2 Classroom

In the classroom, written language is frequently viewed as an extension or supplement to other abilities. It can be used to reinforce the acquisition of grammar or vocabulary. For instance, a teacher may require students to compose a paragraph on a specific topic, and the paragraph must include at least one sentence or a few words that were taught in class. In addition, writing might serve as preparation for a

spoken activity. For example, students scribble down the anticipated discourse in order to reflect and boost their confidence (Harmer, 2007).

There are two primary methods for teaching writing: the product-oriented method and the process-oriented method (Reid, 2002).

The product-focused strategy relates to Communicative Language Competence (CLC) (Canale & Swain, 1981; Bachman, 1990; Bachman & Palmer, 1996; Grabe & Kaplan, 1996). This taxonomy relates to writing proficiency, which may be broken down into four knowledge domains:

- 1) Linguistic knowledge, including the written code, phonology and morphology, vocabulary, syntactic/structural information, registers, and language distinctions.
- 2) Discourse knowledge: textual knowledge and a component of linguistic proficiency
- 3) Sociolinguistic knowledge: the understanding of language's appropriateness in various communication circumstances.
- 4) Knowledge of the world: the understanding of many subjects and processes.

Regarding process-oriented knowledge, Duong et al. (2011) offer two crucial skill sets:

- 1) Process writing abilities: the cognitive abilities that writers use to apply product-oriented knowledge. This involves a comprehension of the stages of the

writing process, such as internal goal-setting, metacognitive verbal processing, and revision.

2) Process writing methods: the metacognitive, executive, and indirect tactics writers employ during the writing process.

However, the teaching and grading of writing have shifted from a focus on products to a focus on processes (Tabatabaei & Assefi, 2012). This indicates that the emphasis in writing education and evaluation is on the writing process.

2.1. Types of L2 Writing

There are plenty of types of writing depending on what categorization is applied. One categorization that is widely taught in second language classes was proposed by Roman Jakobson and adapted by Rodgers (1989, as cited in Brown & Rodgers, 2002, pp. 40 - 42). This categorization is called “Communicative Functions of Language.” In this categorization, the various genres are grouped by the language functions which are shown below:

1) *Emotive function* focuses on the feelings of the message sender.

Genres: graffiti, confession

Sample: Message of the graffiti, the report of the confession

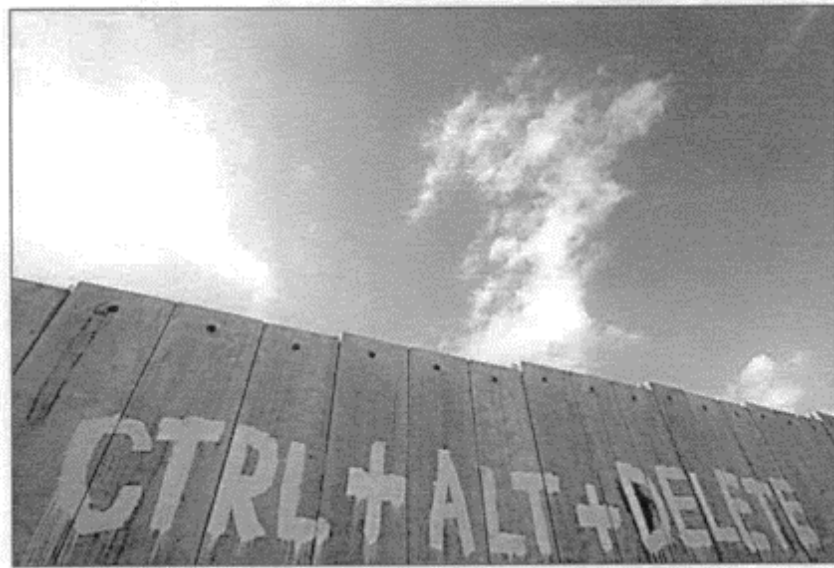


Figure 1: Graffiti on the Qalandia Wall. Used with permission of Photographer Philipo Minelli.
From <https://www.flickr.com/photos/filippominelli/2046317179> (Sansur, 2017)

2) *Referential function* focuses on the message content.

Genres: textbook, news broadcast

Sample: News report

CNN: The Pakistani and U.S. militaries have been working to rout suspected militants from within the country's borders in the form of airstrikes and arrests.

Figure 2: Example of news report (Shaobin & Qingyang, 2016)

3) *Metalinguistic function* focuses on the linguistic code.

Genres: grammar, dictionary

Sample: Grammar textbook

Shall is sometimes used with *I* and *we* in formal English. In informal English, however, *will* is used for all persons.

Figure 3: Excerpt from Living English 4A, p. 86 (Lee & Collins, 2009)

4) *Poetic function* focuses on the artistry of message composition.

Genres: novels, songs, poems

Sample: Shakespeare's novels and poems

“And still you hold our longing gaze
With languorous look and lavish limb!
Are you not weary of ardent ways?
Tell no more of enchanted days.”

Figure 4: Excerpt from *A Portrait of the Artist as a Young Man* by Joyce (Dong, 2016).

5) *Phatic function* focuses on the social contact.

Genres: birthday card, invitation

Sample: Invitation cards in any occasions



Figure 5: Wedding invitation card (Faramarzi, et al., 2015)

6) *Persuasive function* focuses on influencing receiver.

Genres: advertisement

Sample: Commercial advertisements in the newspapers

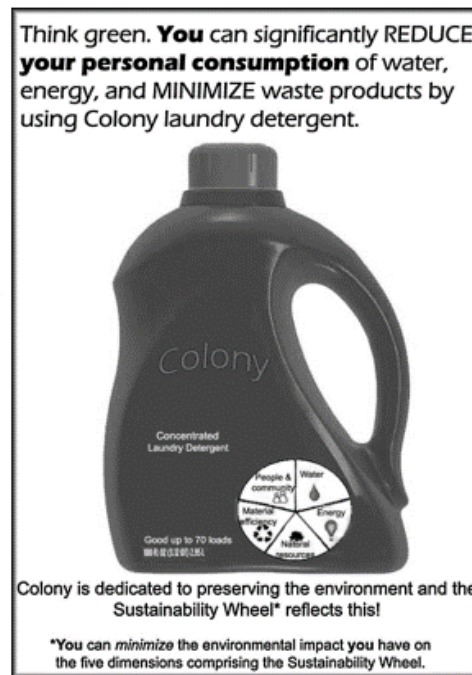


Figure 6: An advertisement of Colony Oil (Cho, 2015)

Tribus (2017) explores the “Communicative Functions of Language.”

He elaborates more on each function as follows;

1) Emotive Function

This role is largely involved with a writer or a speaker. The intent of the writer or speaker is to evoke a particular emotion. This role is manifest in interjections and other remarks directed towards the writer or speaker. The lack of this communicative function deprives English language learners of the ability to emotionally interact with an interlocutor and may diminish the

likelihood of retention, expression, or formation of a fully formed L2 identity, so hampering their ability to communicate successfully. In addition, the emotional function enables the writer or speaker to enhance communication with tonal subtleties, infuse speech with emotion and authentic self-expression, and comprehend and empathize with others.

2) Referential Function

This function is addressed most frequently in ESL/EFL contexts because it involves descriptions and contextual information. Most first ESL/EFL course materials focus on the immediate surroundings (e.g., classroom items and procedures, asking for or providing directions) or explaining activities in physical or chronological context (e.g., daily routine, telling time). As students go through the intermediate and advanced levels of study, their vocabulary grows and they are able to articulate more complicated concepts with more precision. Nonetheless, each of these statements has a referential role due to their orientation toward context.

3) Metalinguistic Function

This function is concerned with language-related utterances, which are sometimes referred to as "code." It may be utilized 1) to discuss semantic or grammatical structures, 2) to offer students with methods to measure their learning, and 3) to explain misconceptions. In many ESL/EFL textbooks, dialogues move smoothly with no need for mending knowledge, but in real

language learning, English language learners will likely want tools and survival tactics to validate the code, such as "Sorry, I missed that" or "Could you spell it for me, please?" It is necessary to train students to use the metalinguistic function by modeling language analysis, focused reflection, and clarification/repair strategies, and by providing opportunities and a scaffolded structure for students to discover and explore the form, meaning, and application of a variety of language elements.

4) Poetic Function

Alternatively known as the "Aesthetic Function." It focuses on the language whose major emphasis is on the beauty of the language itself. Richness and equilibrium of sound and texture transform the language into an aural work of art or lyrical expression. Formulaic language is another example of the poetic function. It consists of chunks, collocations, situationally-restricted preferred formulas, and frames. Not only does providing students with formulaic language increase their execution of language within the poetic function, but these frames and phrases may be cognitively retrieved as units as opposed to as isolated parts.

5) Phatic Function

This function is concerned with the relationship between speakers or authors and their audiences. Its major goal is to attract/establish, extend, check, confirm, or terminate this relationship, and it may consist of culturally

or non-culturally bound fixed words such as "Well, I'm not going to keep you." By highlighting the existence of the phatic function in current dialogues and presentations, teachers may challenge students to think on what is natural for them in their interactions and where these behaviors coincide with and deviate from those that are typical in English.

6) Persuasive Function

This function is involved with influencing the recipient's behavior, and is hence concerned with persuasion. It is often evaluated based on the influence of the message on the recipient's behavior. For instance, "Let's get out of here!" is the most frequently used line of dialogue in film history, likely due to its versatility; because it implies the expectation of action/compliance from the addressee, or listener, this is a prime example of the persuasive function at work in commonly used language.

Moreover, Tribus (2017) also suggests the summary of teaching communicative functions of language as illustrated in Table 1.

Table 1

Summary of Teaching Communicative Functions of Language (Tribus, 2017)

Summary of Teaching Communicative Functions of Language	
Emotive Function	Create a word bank of emotive interjections and practice in context
	Highlight intonation as an indicator of the presence of the emotive function
	Practice embodied cognition and paralanguage to support self-expression in ways that are both authentic to the English language learner and culturally appropriate
Referential Function	Consider cognitive and knowledge dimensions
	Employ multimodality
	Draw and build on students' contextual knowledge
Metalinguistic Function	Support embodied cognition and socio-cognitive awareness
	Teach students to produce and respond to indicators of non-understanding
	Provide a variety of frames to ask for/offer clarification
	Share specific tools for students to monitor their own learning
	Model and create space for targeted reflection on language learning
Poetic Function	Address and engage in the cycle of form, meaning, and use
	Use mnemonic devices to illustrate characteristics that draw focus to the message
	Demonstrate nuance of meaning that elevates language to an art
	Practice formulaic language whose patterns are poetic in function
Phatic Function	Value diversity and creative assembly as the result of multilingual sophistication
	Activate students' background knowledge of appropriate phrases/topics
	Consider power differential between speakers/participants
	Design activities that focus on improving ability to attract/establish, prolong, check, confirm, or discontinue connection
	Illustrate and emphasize the impact of phatic function on perceived proficiency
	Practice application of phatic function in relevant contexts
Persuasive Function	Supplement phatic utterances with appropriate extralinguistic elements
	Familiarize students with structures and types of imperatives
	Practice using the persuasive function in different registers, power dynamic, etc.
	Raise awareness of unseen dimensions to avoid reductionist interpretations

In the present study, the writing skill that was evaluated was essay writing, which was regarded a referential function because the emphasis was on the essay's content. The writing skill related to the capacity to compose the given essays in the

English foundation course. There were two types of essays: persuasive essays and problem-solving essays.

According to course descriptions, a persuasive essay is an essay that convinces readers to adopt a certain point of view or to perform a specific action. A writer must introduce a topic, give a certain point of view on the issue, and persuade readers to embrace his or her position via the use of justifications and supporting data. In a persuasive essay, the background and thesis statement are delivered in the first paragraph, followed by the writer's arguments in the subsequent paragraphs, and the conclusion in the last paragraph.

The issue-solution essay is an essay that outlines a problem and offers two solutions to that problem. A writer should outline a problem and then provide potential remedies to that problem. Similar to writing a persuasive essay, the writer must persuade the audience to examine the issue and adopt the advised action.

2.2. Assessment of L2 Writing

Hyland (2003) states that assessing writing is not simply administering exams and giving scores. Nowadays, evaluating students' writing skill tends to focus more on formative assessment which strongly influences the student learning process, the writing course design, teaching approaches and strategies, and teacher feedback.

There are four principal types of scoring scale for rating essays which are as follows:

1) *Holistic*. According to Cohen (1994), holistic scoring evaluates the language performance as a whole. The score represents an overall impression of the writing ability. A sample of holistic scoring is given below in Figure 7.

4	Excellent - Communicative; reflects awareness of sociolinguistic aspects; well-organized and coherent; contains a range of grammatical structures with minor errors that do not impede comprehension; good vocabulary range.
3	Good - Comprehensible; some awareness of sociolinguistic aspects; adequate organization and coherence; adequate use of grammatical structures with some major errors that do not impede comprehension; limited vocabulary range.
2	Fair - Somewhat comprehensible; little awareness of sociolinguistic aspects; some problems with organization and coherence; reflects basic use of grammatical structures with very limited range and major errors that at times impede comprehension; basic vocabulary used.
1	Poor - Barely comprehensible; no awareness of sociolinguistic aspects; lacks organization and coherence; basic use of grammatical structures with many minor and major errors that often impede comprehension; basic to poor vocabulary range.

Figure 7: Holistic Scale for Assessing Writing (Tedick & Klee, 1998, p. 31)

Ayhan and Turkyilmaz (2015) propose the advantages and disadvantages of holistic rubric which can be seen in Table 2.

Table 2

Advantages and Disadvantages of Holistic Rubrics (Ayhan & Turkylmaz, 2015)

Advantages and Disadvantages of Holistic Rubrics	
Advantages	They are often written generally and can be used with many tasks.
	They emphasize what learners can do, rather than what they cannot do.
	They save time by minimizing the number of decisions raters must take.
	Trained raters tend to apply them consistently, resulting in more reliable measurement.
Disadvantages	They are usually less detailed than analytical rubrics and may be more easily understood by younger learners.
	They do not provide specific feedback to test takers about the strengths and weaknesses of their performance.
	Performances may meet criteria in two or more categories, making it difficult to select the one best description.
	Criteria cannot be differentially weighted.

2) *Analytical*. This scoring requires separate scales in assessing each feature of writing (Cohen, 1994). Each subcategory is scored separately and then added up for an overall score. A sample of analytical scoring is given below in Figure 8.

Content	30 – 27	Excellent to very good: knowledgeable – substantive – thorough development of the thesis – relevant to assigned topic
	26 – 22	Good to average: some knowledge of subject – adequate range – limited development of thesis – mostly relevant to topic, but mostly lacks detail
	21 – 17	Fair to poor: limited knowledge of subject – little substance – inadequate development of topic
	16 – 13	Very poor: does not show knowledge of subject – non-substantive – not pertinent – OR not enough to evaluate
Organization	20 – 18	Excellent to very good: fluent expression – ideas clearly stated/supported – well-organized – logical sequencing – cohesive
	17 – 14	Good to average: somewhat choppy – loosely organized but main ideas stand out – limited support – logical but incomplete sequencing
	13 – 10	Fair to poor: non-fluent – ideas confused or disconnected – lacks logical sequencing and development
	9 – 7	Very poor: does not communicate – no organization – OR not enough to evaluate
Vocabulary	20 – 18	Excellent to very good: sophisticated range – effective words/idiom, choice, and usage – word form mastery – appropriate register
	17 – 14	Good to average: adequate range – occasional errors of words/idiom form, choice, usage, but meaning not obscured
	13 – 10	Fair to poor: limited range – frequent errors of words/idiom form, choice, usage – meaning confused or obscured
	9 – 7	Very poor: essentially translation – little knowledge of English vocabulary, idioms, word form OR not enough to evaluate
Language Use	25 – 22	Excellent to very good: effective complex constructions – few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
	21 – 18	Good to average: effective but simple constructions – minor problems in complex constructions – several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured
	17 – 11	Fair to poor: major problems in simple/complex constructions – frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions, and/or fragments – meaning confused or obscured
	10 – 5	Very poor: virtually no mastery of sentence construction rules – dominated by errors, does communicate, OR not enough to evaluate
Mechanism	5	Excellent to very good: demonstrate mastery of conventions – few errors of spelling, punctuation, capitalization, paragraphing
	4	Good to average: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured
	3	Fair to poor: frequent errors of spelling, punctuation, capitalization, paragraphing – poor handwriting – meaning confused or obscured
	2	Very poor: no mastery of conventions – dominated by errors of spelling, punctuation, capitalization, paragraphing – handwriting, OR not enough to evaluate

Figure 8: Analytical ESL composition scoring profile (Jacob et al., 1981)

Moskal (2000) states that analytical scoring has some advantages, while McNamara (1996) proposes the disadvantages of analytical scoring. They are summarized in Table 3.

Table 3
Advantages and Disadvantages of Analytical Rubrics (McNamara (1996) & Moskal (2000))

Advantages and Disadvantages of Analytical Rubrics	
Advantages (Moskul, 2000)	They provide useful feedback to learners on areas of strengths and weaknesses.
	Their dimensions can be weighted to reflect relative importance.
	They can show learners that they have made progress over time in some or all dimensions when the same rubric categories are used repeatedly.
Disadvantages (McNamara, 1996)	They take more time to create and use.
	It is difficult to reach inter- and intra-reliability on all the dimensions in comparison to a single scored holistic rubric.
	Raters tend to evaluate grammar related categories more strictly than other categories. In other words, they overemphasize the role of accuracy.

3) *Primary trait rubrics* are used for single judgement, whether it is good or not, by referencing criterion that is developed for that prompt (Hamp-Lyons, 1991). A sample of primary trait rubric scoring is given below in Figure 9.

Primary Trait: Persuading an Audience	
0	Fails to persuade the audience
1	Attempts to persuade but does not provide sufficient support
2	Presents a somewhat persuasive argument but without consistent development and support
3	Develops a persuasive argument that is well develop and supported

Figure 9: Primary Trait Rating Scale (Tedick & Klee, 1998, p. 35)

According to Fluckiger (2010), primary trait rubrics have some advantages and disadvantages, as presented in Table 4.

Table 4

Advantages and Disadvantages of Primary Trait Rubrics (Fluckiger, 2010)

Advantages and Disadvantages of Primary Trait Rubrics	
	They can be appropriate tool for giving qualitative feedback on the processes, performances, and products of constructed responses in any subject area.
Advantages	They are best suited for helping students assess their own learning in any subject area in which students construct an original response.
	They help students to analyze their own work and to identify areas of quality and areas needing growth.
Disadvantages	They take a lot of time to involve students in creating and revising them.
	They need time for training if the teachers ask the students to self-assess by using these rubrics.
	Information provided is limited and may not easily translate into grades.

4. *Multi-trait rubrics* are used with many aspects of assessing essay, but it is different from analytical scoring (Cohen, 1994; Grabe & Kaplan, 1996).

A sample of multi-trait rubric scoring is given below in Figure 10.

	Main Idea / Opinion	Rhetorical Features	Language Control
5	The main idea in each of the two articles is stated very clearly, and there is a clear statement of change of opinion.	A well-balanced and unified essay, with excellent use of transitions.	Excellent language control, grammatical structures and vocabulary are well chosen.
4	The main idea in each article is fairly clear and change of opinion is evident.	Moderately well balanced and unified essay, relatively good use of transitions.	Good language control; and reads relatively well, structures and vocabulary generally well chosen.
3	The main idea in each of the articles and a change of opinion are indicated but not so clearly.	Not so well balanced or unified essay, somewhat inadequate use of transitions.	Acceptable language control but lacks fluidity, structures and vocabulary express ideas but are limited.
2	The main idea in each article and/or change of opinion is hard to identify in the essay or is lacking.	Lack of balance and unity in essay, poor use of transitions	Rather weak language control, readers aware of limited choice of language structures and vocabulary.
1	The main idea of each article and change of opinion are lacking from the essay.	Total lack of balance and unity in essay, very poor use of transitions.	Little language control, readers are seriously distracted by language error and restricted choice of forms.

Figure 10: Multi-trait Rubrics (Cohen, 1994, p. 330)

According to Salmani-Nodoushan (2009), multi-trait rubrics have some advantages and disadvantages, as demonstrated in Table 5.

Table 5

Advantages and Disadvantages of Multi-trait Rubrics (Salmani-Nodoushan, 2009)

Advantages and Disadvantages of Multi-trait Rubrics	
Advantages	They are flexible because each task can be related to its own scale with scoring adapted to the context, purpose, and genre of the elicited writing.
	They encourage rater to attend to relative strengths and weaknesses in an essay.
	For the students, they provide opportunities for the students to have access to detailed feedback in relation to their writing performance.
	They provide rich data which will inform decisions about remedial instruction and course content.
Disadvantages	They require enormous amounts of time to devise and administer.
	Teachers may still fall back on traditional general categories in their scoring although traits are specific to the task.

From the advantages and disadvantages of each type of scoring scale, the researcher adopted multi-trait rubrics to assess the essays in this study. It was because this type of scoring scale provided opportunities for the students to have access to detailed feedback in order that they could use the feedback to improve their next drafts of essays.

2.3. Types of Writing Assessment

The sample of IELTS academic writing task 1 is demonstrated in Figure 11.



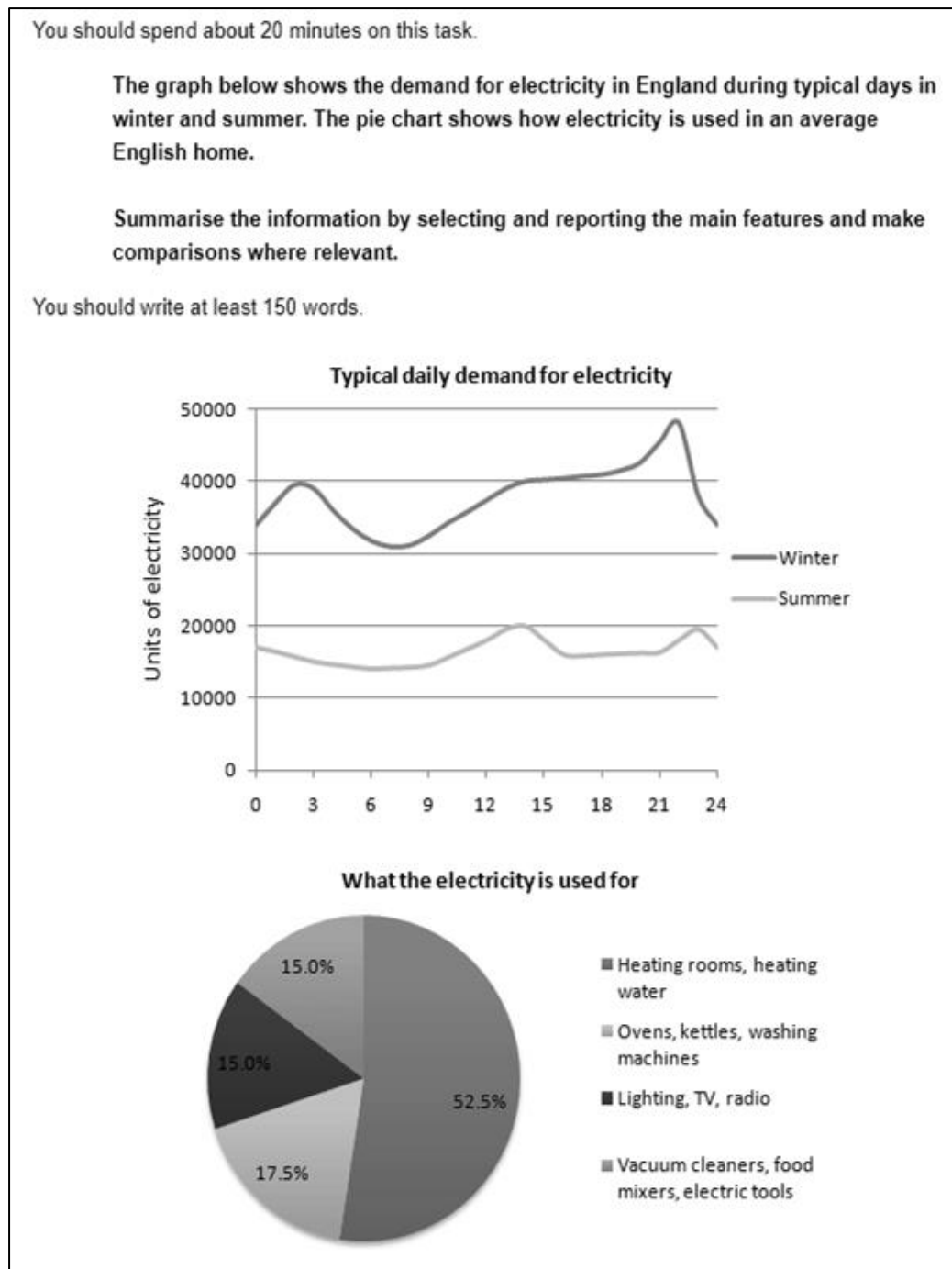


Figure 11: An example of IELTS academic writing task 1 (Freimuth, 2016)

The purpose of this study was to evaluate writing ability as a distinct talent. The researcher was responsible for evaluating the essays in the English foundation course as a distinct competence. The participants would next compose an essay

after reading the prompts. This study thus focuses on measuring writing ability as a distinct skill in the types of writing assessments used.

However, according to the course description, students will develop four language skills: listening, speaking, reading, and writing. In addition to comparing, analyzing, and synthesizing the gathered data to expand existing knowledge, the students would deliver the final result orally and/or in writing. According to the course description, students must demonstrate their oral and written communication abilities. This meant that the students' writing ability was evaluated separately.

In addition, 25% of the overall grade was based on written examinations and assignments. Twenty percent out of twenty-five percent of the writing grade was derived from high-stakes, autonomous writing skill examinations, including the midterm and final writing exams. Students must compose an essay in response to the essay question. There was no information offered for writing examinations. It appears that writing ability is the most important skill in this course. The types of writing assessment can be categorized as follows:

1) Multiple-choice Writing Test

This type of test is a conventional evaluation. It emphasizes understanding of syntax at the sentence level. In addition, it is challenging to establish that knowledge of writing and the score are important. Multiple-choice writing assessments do not examine the actual behavior of writing because no writing is required. In addition, the examinations do not assess

other aspects of writing, such as structure, cohesion, or substance. Anderson (1998) contends that because these assessments focus on discrete information, the informational fragments need just lower-level cognitive abilities.

As an illustration, the error identification test (or error detection test) is sometimes referred to as a writing test. Each item has four highlighted words or word clusters. Examinees must identify one erroneous response option. It genuinely assesses the test-takers' grammatical understanding.

1. (a) The passengers (b) have just boarded the plane when the pilot announced that they (c) would have to return (d) to the terminal.

Figure 12: An example of an error recognition test item (Nihae, 2014)

2) *Impromptu Writing Samples*

According to Camp (1993), impromptu writing samples relate to a test activity in which test-takers are required to create an essay on a randomly assigned topic within a restricted amount of time. IELTS's writing section is the most prominent example of an impromptu examination. Examinees must compose two essays on the relevant themes. Examinees are evaluated on their ability to convey facts, build arguments, and address topics.

David (2015) administered two ad hoc timed writing exams. When he delivered the examinations, he offered the test-takers with supplementary reading passages as suggestions. The test-takers were given 45 minutes to answer to the essay prompts.

Obesity is a healthcare concern worldwide, but especially in the United States. Two solutions being proposed are: 1) to tax junk food to discourage people from buying it; and 2) to ban the sales of large sodas in some establishments. Do you believe these solutions would encourage people to reduce their consumption of unhealthy foods? Propose other solutions to the problem in the United States. Be sure to fully develop your essay by including logical supporting ideas, clear explanations, relevant examples, and specific details.

Figure 13: An example of an impromptu timed-writing test (David, 2015)

3) Alternative Assessment

Due to the disadvantages of conventional evaluations, the concept of alternative evaluation has been established. According to Brown and Hudson (1998), there are several other evaluation methods. They may include checklists, notebooks, self-evaluation, peer evaluation, and portfolio evaluation. The common qualities of alternative assessments need the employment of higher-order thinking and problem-solving abilities by students. Tasks are relevant and hard, and both method and result are evaluated. The following are examples of different assessment methods.

- An Example of Checklist

Collier (2016) established the Classroom Language Interaction Checklist (CLIC). This checklist measures and compares a student's classroom language proficiency in English and their native language. The CLIC enables instructors to record and compare a student's fundamental interpersonal communicative abilities (social language) and academic cognitive language competence (instructional language) in English and another language or dialect in a typical classroom situation. Because the checklist's verbs pertain to speaking and writing ability, speaking and writing ability are evaluated based on its criteria. For instance, "verbalizes key terms" and "exchanges frequent greetings" imply that these two criteria evaluate speaking abilities. In addition, the phrases "writes from dictation" and "composes and revises a one-page paper" suggest that these two criteria test writing ability. The detailed checklist is demonstrated in Figure 14 and Figure 15.

Classroom Language Interaction Checklist (CLIC)		
Social Language Interaction		
Criteria	Home Language	English Language
1. Follows general directions: refers to your student's ability to follow your or others' general directions, e.g. line up now, put on your coat, come inside, and other such "non-academic" commands.		
2. Acts out common school activities: refers to your students physically following and performing the behaviors and actions expected, e.g. putting pencil down when finished, paying attention to speaker, picking up book when reading is to be done, and other common school activities.		
3. Points, draws, or gestures responses: refers to your students understanding the outcome expected but not having the expressive language to tell you or others what they want to say about it.		
4. Verbalizes key words: refers to your students beginning to express nouns or verbs, often in isolation or short phrases, to communicate.		
5. Gives commands to peers: refers to your students' ability to give commands to other children or students either in the classroom or in play or cafeteria etc.		
6. Exchanges common greetings: refers to your students responding appropriately to greetings or other common social exchanges with peers and school personnel.		
7. Use limited vocabulary: refers to your students being able to name, recall, draw, record, point out, underline, categorize, and list words but at a more limited level than peers.		
8. Describes objects; describes people: refers to your students being able to use simple adjectives and nouns in appropriate order to describe people or things.		
9. Retells a familiar story: refers to your students' ability to repeat something they have heard, told, or read by others.		
10. Initiates and responds to a conversation: refers to your students approaching you or others with a non-academic question or comment and respond appropriately to basic interpersonal comments or questions.		
11. Appears to attend to what is going on: refers to your students' ability to track what is going on around them even if they cannot communicate fluently about what they see or think about it.		
12. Appropriately answers basic questions: refers to your students being able to share, retell, follow, associate, organize, compare, and restate.		
13. Participates in sharing time: refers to your students being able to tell and retell events, describe interesting objects or happenings, or to role-play an action or activity they have participated in.		
14. Narrates a simple story: refers to your students being able to tell others a simple story with well-defined beginning, middle and end though with simple vocabulary.		
15. At least 1000-word receptive vocabulary: refers to students who are able to use short phrases, may have any mistakes in grammar, almost always responds orally, hears smaller elements of speech, and in general functions well on the social level. You could use test information to determine the receptive vocabulary of your students as well.		
Total		

Figure 14: Classroom Language Interaction Checklist (Social Language) (Collier, 2016)

Classroom Language Interaction Checklist (CLIC)		
Academic Language Interaction		
Criteria	Home Language	English Language
16. Follow specific directions for academic task: refers to your students being able to begin a task after you have given the directions and, though not necessarily giving correct answers, demonstrate that they understand what they are supposed to do.		
17. Follow along during oral reading: refers to your students being able to show where others are in the reading even if they cannot read it well themselves.		
18. Understands teacher's discussion: refers to your students getting the general idea of the lesson or content from your remarks.		
19. Uses sound/symbol association: refers to your students being able to match sound and symbol in phonics and reading, i.e. when you say the sound they can point to the letter or a word beginning with the sound. A higher-level skill is being able to give the sound when you point to the letter.		
20. Decodes words: refers to your students being able to give the sounds of the letters in a word and blend them into a unified word.		
21. Generates simple sentences: refers to your students giving simple sentences in communication, either in general conversation or as an answer to a question. An example of a basic simple sentence is noun-verb (Joe ran.).		
22. Complete simple unfinished sentences: refers to your students' ability to participate in oral or written "cloze" activities. For example, if you say "The bird flew up to the __," the students could reply "tree" or "sky".		
23. Make some pronunciation and basic grammatical errors but is understood: refers to your students' communicative ability. For example, although making some errors, they can make their meanings known.		
24. Asks for clarification during academic tasks: refers to your students' ability to ask a question when they are unsure of what to do or what is needed in the task.		
25. Asks/answers specific questions regarding topic: refers to your students being able to ask or answer a question about the content or focus of the activity you are presenting.		
26. Actively participates in class discussion; volunteers to answer questions: refers to your students being able to engage in an exchange in the classroom and to initiate questions as part of this interaction.		
27. Responds orally or in written form: refers to your students' ability to speak or write down simple answers to your questions.		
28. Can explain simple instructional tasks to peers: refers to your students' ability to provide guidance about tasks to another student.		
29. Adds an appropriate ending after listening to a story: refers to your students' ability to complete a short story by giving an appropriate ending sentence or phrase or comment.		
30. Initiates conversation and questions: refers to your students' ability to begin a conversation or a set of questions and answers about a topic in your classroom.		
31. Demonstrates an interest in reading: refers to your students' interest in reading short stories, comics or paragraphs. This may be low vocabulary with lots of pictures. The key here is your students show they want to read and are interested in printed matter and/or on the computer.		
32. Understand and uses temporal and spatial concepts: refers to your students' ability to use and understand such terms as first, second, third and top, bottom, under, etc. Can make simple sentences using these terms.		

Figure 15: Classroom Language Interaction Checklist (Academic Language) (Collier, 2016)

Classroom Language Interaction Checklist (CLIC)		
Academic Language Interaction		
Criteria	Home Language	English Language
33. Distinguishes main ideas from supporting details: refers to your students being able to identify (underline or point out) when the main idea is in a communication whether written or spoken.		
34. Understands rules of punctuation and capitalization for reading: refers to your students' demonstrating that there are rules for reading and writing that mark off sentences from one another, e.g. specific notation at the beginning and end of sentences.		
35. Engages in and produces connected narrative: refers to your students' ability to understand how elements of an extended communication, whether written or spoken, connect to or relate to one another. Your students can give an account of something with a beginning, middle and end in logical sequence.		
36. Can communicate thoughts: refers to your students' ability to express themselves usually with about an active vocabulary or approximately 10,000 words.		
37. Make complex grammatical errors: refers to your students' ability to communicate increasingly complex ideas, with errors in more complex syntactic areas.		
38. Writes from dictation: refers to your students' ability to copy down what is spoken. May need the spoken words given slowly, but are able to write them down with moderate accuracy.		
39. Understands and uses academic vocabulary appropriately: refers to your students being able to use the new vocabulary of science, math, social studies, and other content areas appropriately. These may not be complete sentences, but content vocabulary should be correct for the context.		
40. Reads for comprehension: refers to your students' ability to tell you what a story or paragraph means after they have read it.		
41. Can discuss vocabulary: refers to your students being able to speak about the words and phrases they are learning. Able to define the words and give simple examples of how they are used.		
42. Uses glossary, index, appendix, etc.: refers to your students' ability to use reference books, texts, and menus, whether in print or on the computer.		
43. Uses expanded vocabulary: refers to your students being able to take their basic vocabulary and add new words on a regular basis, to use new and different words to describe familiar concepts and activities.		
44. Functions somewhat on academic level with peers: refers to your students' ability to complete academic tasks at a similar accuracy rate to at least low average students in your class. Not completely lost with the tasks in your classroom.		
45. Maintain two-way conversation: refers to your students being able to keep up their end of a simple dialog with another student or adult.		
46. Writes short paragraphs: refers to your students being able to write brief paragraphs of several sentences. This may be on the computer rather than paper only.		
47. Writes in cursive: refers to your students using "long-hand" or other advanced writing on paper rather than printing.		
48. Uses correct punctuation, capitalization, paragraphing, margins: refers to your students' ability to use these aspects of writing accurately and appropriately.		

Figure 15: Classroom Language Interaction Checklist (Academic Language) (Collier, 2016)

(continued)

Classroom Language Interaction Checklist (CLIC)		
Academic Language Interaction		
Criteria	Home Language	English Language
49. Demonstrates an interest in writing: refers to your students' interest in writing short papers or paragraphs. This may be on the computer rather than paper only.		
50. Can discuss aspects of language/grammar: refers to your students being able to appraise, contrast, predict, estimate, evaluate, verify, or justify the use of language and grammar choices in their speech or writing.		
51. Initiates writing activities: refers to your students' ability to begin writing activities that include relating an event or write about their suppositions about something.		
52. Composes and edits over one-page papers: refers to your students' ability to outline, revise, summarize, and rewrite a paper of several-page length.		
53. Can explain complex instructional tasks to others: refers to your students being able to explain, model, express, report, critique, illustrate, and judge content and topics in your classroom.		
54. Demonstrates decontextualized comprehension: refers to your students' ability to imagine, create, infer, or hypothesize about content.		
55. Uses academically appropriate vocabulary: refers to students who are able to respond orally and in writing, hear small elements of speech, and in general function well on the academic level. You could use test information to determine the receptive vocabulary of your students as well.		
Total		

Figure 15: Classroom Language Interaction Checklist (Academic Language) (Collier, 2016)

(continued)

- An Example of Journal

Chabon and Wilkerson (2006) described "reflective journal" as an educational technique for assessing student learning in relation to dealing with a culturally and linguistically diverse population. Implementing a reflective diary is predicated on explaining the course objectives, learning outcomes, instructional structure, and justifications for doing so. The purpose of the reflective notebook is to allow students to demonstrate learning in relation to course objectives. It requires an honest examination of values, feelings, and beliefs, the recognition of preexisting biases and assumptions, the connection of

new experiences with prior learning, and the modification or development of new perceptions or perspectives regarding oneself, others, and the learning process. An example of reflective journal is shown in Figure 16.

DIALOGUES ON DIVERSITY I

Name _____ Date _____

Reflection Outline

(Select a minimum of three examples, at least two of which must relate to your readings.)

- On the left half of the divided notepaper, copy a few short lines or short passages from the text or quotes or comments from class discussions or supervisory sessions on diversity that are particularly meaningful to your clinical work.
- On the right half of the page, explain why you chose each excerpt. Write your reactions, agreements, disagreements, questions, etc., with reference to your clinical work.

Figure 16: An example of reflective journal (Chabon & Wilkerson, 2006)

- An Example of Self-assessment

Nelson, Range, and Ross (2012) created a writing checklist for graduate students. They noticed that several graduate students experienced writing difficulties. The majority of graduate students lacked writing ability, contrary to teacher expectations. The faculty members anticipated their graduate students to possess fundamental writing abilities. Then, the researchers (Nelson, Range, & Ross, 2012) investigated many methods for enhancing the writing ability of graduate students. They selected the 'Mechanics and Checklists' approach. They believed that addressing mechanical defects might be simple for two reasons. Initially,

they were widespread. As starting graduate writers attempt to achieve both their teachers' and their own unreasonable standards of literary grandeur, they frequently bury their own valuable material in a haze of jargon, fragmentary notions, and unsubstantiated viewpoints. Second, mechanical errors tended to be more plain and well-defined than content- and structure-related errors. Therefore, graduate students may find it simpler to provide and receive comments on the technical aspects of writing than on the substance and arrangement. A checklist may be particularly useful for assisting students with mechanical faults, since it may serve as a physical reminder of potential problems and revision issues. In addition, the checklist neatly addresses the issues of faculty time for feedback, student initiation of writing groups and capacity to provide excellent feedback, and student comfort with peer review.

After selecting the checklist approach, the researchers outlined their objectives. The primary objective was to augment oral and written comments rather than to replace them. The second objective was to encourage and hold students accountable for self-monitoring. After elaborating on the aims and scope of the checklist, the researchers compiled a list of the most common mechanical faults identified in student writing. They presented the list to the professors, changed it based on their input, and reorganized it. Figure 17 illustrates the amended

research checklist. Figure 15 depicts a different checklist than this one.

Figure 17 is a self-evaluation checklist designed to assist students in

evaluating their own work. Figure 15 is a check-list designed for teachers to

watch and evaluate the speaking and writing ability of their students based

on the provided criteria.

Checklist for Graduate Student Paper	
Overall Organization	
<input type="checkbox"/>	Title less than 15 words
<input type="checkbox"/>	At least 2 headings if paper over 20 pages
<input type="checkbox"/>	At least 2 paragraphs per headings
Introduction	
<input type="checkbox"/>	Builds case for importance of/need for paper
<input type="checkbox"/>	Foreshadows paper organization (e.g., explicitly mentions all major sections)
<input type="checkbox"/>	Closes with explicit statement of purpose
Body and Reference List	
<input type="checkbox"/>	Every section introduced and summarized
<input type="checkbox"/>	Every point fully developed, clearly explained
<input type="checkbox"/>	Every hypothesis tested
<input type="checkbox"/>	Every paragraph has introductory and summary sentences
<input type="checkbox"/>	All paragraphs at least two or more sentences, but less than one page in length
<input type="checkbox"/>	Most paragraphs roughly equal length
<input type="checkbox"/>	Most sentences roughly equal length
<input type="checkbox"/>	References every statement of fact
<input type="checkbox"/>	No secondary sources
<input type="checkbox"/>	Few direct quotes; all have quotation marks and page numbers
<input type="checkbox"/>	Few authors or sources outside parentheses
<input type="checkbox"/>	Most in-text citations at end, not middle, of sentences
<input type="checkbox"/>	Few cites of a source more than once in the same paragraph
<input type="checkbox"/>	Body is appropriate length (__ pages) [professor fills in blanks]
Conclusion	
<input type="checkbox"/>	Summarizes major points
<input type="checkbox"/>	Includes limitations
<input type="checkbox"/>	Gives recommendations and/or implications

Figure 17: Checklist for Graduate Student Papers (Nelson, Range, & Ross, 2012)

Checklist for Graduate Student Paper (Continued)	
Mechanics / APA	
<input type="checkbox"/>	Uses 1" margins, -point Times New Roman font
<input type="checkbox"/>	Numbers pages
<input type="checkbox"/>	Abstract includes at least one sentence from introduction, method, results and discussion
<input type="checkbox"/>	Uses <i>et al.</i> correctly
<input type="checkbox"/>	Each comparative (e.g., "most", "better") explicitly names comparison (e.g., "than")
<input type="checkbox"/>	Uses (a), (b), etc. rather than (1), (2), etc. for lists within sentences
Final Steps	
<input type="checkbox"/>	Peer/college has read the manuscript critically and has given written feedback, and that written feedback is attached
<input type="checkbox"/>	All prior drafts edited by my professor are attached
<input type="checkbox"/>	All feedback has been addressed (changes made, explanation if needed)
<input type="checkbox"/>	All Microsoft Word red and green underlines checked
<input type="checkbox"/>	References checked for accuracy against reference list
<input type="checkbox"/>	An outline of all headings is attached
<input type="checkbox"/>	This draft is saved as a file labeled with date/title, my name/phone
<input type="checkbox"/>	Reference list includes appropriate numbers of sources ____ [professor fills in blank]
Statement of Personal Commitment	
	I have carefully reviewed my paper and complete every checklist item. (I understand that my professor will return this draft without reading it unless I have done so.)
	I understand that what constitutes plagiarism and the university policy regarding plagiarism. I attest that the submitted document is my own work.
Signed: _____	Date: _____

Figure 17: Checklist for Graduate Student Papers (Nelson, Range, & Ross, 2012) (continued)

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University
- An Example of Peer-assessment

Ebersviller (2013) studied the impact of peer assessment on the writing ability, attitudes, and knowledge gained of 24 students in the twelfth grade. The study's primary tool was peer evaluation. In this study, peer assessment, also known as peer review and peer feedback, was defined as a method for evaluating the work of an individual with comparable skills to the creator. After the participants

completed their writing, data were collected through peer review. The peer evaluation has two components. The first section consisted of the peer evaluation form. The evaluators were required to provide an example for each of three strengths and three areas for development. The second section featured a summary form for peer evaluations. The evaluators were required to provide comments from their peers on the articles. During the peer assessment session, students read each other's writing and responded to the questions on the peer evaluation form. The detailed of peer evaluation form is demonstrated in Figure 18 and Figure 19.

Peer Evaluation Form (Part I)	
Name of Writer:	_____
Writing Assignment:	_____
Editor/Reviewer (Your name):	_____
<u>List three strengths of the paper and provide an example for each strength from the essay</u>	
1.	_____
Ex.	_____
2.	_____
Ex.	_____
3.	_____
Ex.	_____
<u>List three areas of improvement and provide an example for each area from the essay</u>	
1.	_____
Ex.	_____
2.	_____
Ex.	_____
3.	_____
Ex.	_____

Figure 18: Peer Evaluation Form (Part I) (Ebsviller, 2013)

Peer Evaluation Form (Part II)	
1. Does the first paragraph include a thesis statement?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Underline the thesis statement. Do you have a clear picture of where the paper is going from the thesis?	
Comments: _____	
2. Does the first paragraph also include a preview of the points the paper will use to support the thesis statement?	
Comments: _____	
3. Underline the topic sentence for each paragraph. Do these topic sentences clearly link back to the thesis statement and preview of main points in the first paragraph?	
Comments: _____	
4. Review each paragraph. Does each paragraph include specific, concrete examples to help you visualize what it is your peer is describing and do those examples both support the topic sentence and advance the thesis statement?	
Comments and suggestions: _____	
5. Read the concluding paragraph. Does it summarize the main points and link back to the thesis statement?	
Comments and suggestions: _____	
6. Is the writing style appropriate for you – the audience? The paper should be interesting to read, provide necessary background, and be written at an appropriate level for a college student to read.	
Comments and suggestions: _____	
7. Do you see any problems with grammar, punctuation, spelling, or any other writing conversations? The paper should be written in standard formal English. Highlight these issues and write suggestions on the paper itself. Be sure to indicate the “rule” they did not follow, i.e., “subject and verb do not agree.”	
Tips: Look for subject/verb agreement, pronoun use and clarification, word choice, etc.	

Figure 19: Peer Evaluation Form (Part II) (Ebsviller, 2013)

In conclusion, there are several sorts of writing exams used to evaluate students' writing abilities. Some kinds cannot be considered valid measures of writing skill. The problems on the examination do not require students to demonstrate their writing ability. In other words, they do not produce any writing. They choose just the

finest solutions from those provided. On the other hand, different methods of writing evaluation, particularly alternative assessment, may be used to evaluate students' writing abilities. At the conclusion of the procedure, the scoring rubric is utilized to evaluate the students' writing ability. However, the above-mentioned instances of alternative evaluations are supplemental instruments for assessing writing papers. Teachers may utilize the information from alternative assessments with rubric scoring to evaluate students' writing works.

3. Portfolio Assessment

3.1. Definitions of Portfolio Assessment

Camp and Levine (1991) described portfolio evaluation as a way to demonstrate evidence of the processes and techniques used to create writing, the authors' knowledge of these processes, and the writers' growth through time. In addition, they recommended the following characteristics of portfolio evaluation:

- 1) Multiple writing samples are collected on many occasions.
- 2) Represented many types of writing and purposes for writing.
- 3) Process evidence in the development of at least one piece of writing.
- 4) Reflection on specific pieces of writing and/or observed changes over time.

Paulson et al. (1991) suggested the portfolio definition. It is a curated collection of student work that demonstrates effort, development, and accomplishment in one or more subject areas. The collection must include evidence of student self-reflection as well as their participation in selecting the materials, the selection criteria, and the merit evaluation standards.

Pierce and O'Malley (1992) defined portfolio evaluation in the following manner:

- 1) The utilization of records of a student's work throughout time and in various formats to demonstrate the student's breadth, depth, and progress.
- 2) It is the deliberate and methodical collecting of student work that demonstrates achievement in relation to certain educational aims or objectives.
- 3) It may be utilized as a method for combining information from alternative and regular examinations.
- 4) It emphasizes student reflection and self-monitoring as essential components.

Hamp-Lyons and Condon (2000) identify nine portfolio traits that are present to varying degrees:

- 1) A portfolio is a collection of written works as opposed to a single sample of writing.

2) It allows the writer to demonstrate a variety of writing abilities in various genres and for various audiences and objectives.

3) A portfolio is context-rich insofar as it accurately reflects the learning setting and illustrates the writer's achievements within that context.

4) A significant aspect of the majority of portfolio systems is delayed evaluation, which gives students the time and motivation to modify their written work prior to receiving their final grade.

5) Portfolio includes the selection of items to be included in the portfolios, often by the student with the instructor's direction.

6) Delayed evaluation and selection provide students control chances. Students may choose which works best meet the set assessment criteria and improve them prior to including them into their portfolios.

7) A portfolio typically entails introspection and self-evaluation. Students are frequently requested to write a reflective essay about their progress as writers and how the items in their portfolios represent that development, reflecting on their effort in arranging their portfolios.

8) Portfolios may be used to assess progress in addition to particular metrics, such as linguistic correctness or the capacity to construct and build an argument.

9) Portfolios offer a method for assessing growth over time in ways that neither teachers nor students may have imagined.

The most significant components of a portfolio are collecting, reflection, and selection, which are three of its nine features (Hamp-Lyons and Condon, 2000).

According to Richards and Renandya (2002), a typical portfolio includes the student's whole writing output to reflect his or her overall performance or student's work from the beginning to the conclusion of the semester, allowing both teachers and students to evaluate the student's writing growth.

The characteristics of portfolio assessment from the mentioned researchers (Camp & Levine, 1991; Paulson et al., 1991; Pierce & O'Malley, 1992; Hamp-Lyons & Condon, 2000; Richards & Renandya, 2002) can be summarized into the three most important components of a portfolio (collection, reflection, and selection) as in Table 6.

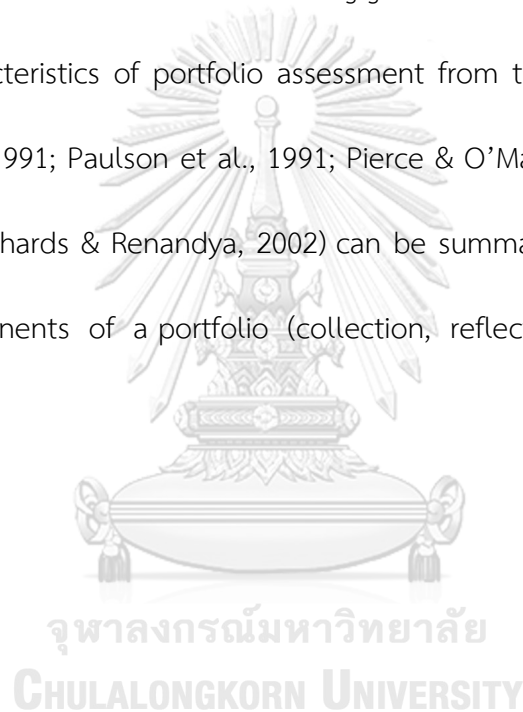


Table 6

The Three Most Important Components of Portfolios

(Camp & Levine, 1991; Paulson et al., 1991; Pierce & O'Malley, 1992; Hamp-Lyons & Condon, 2000; Richards & Renandya, 2002)

Three most important components of portfolio assessment (Hamp-Lyons & Condon, 2000)	Characteristics of portfolio assessment (Camp & Levine, 1991)	Definition of portfolios (Paulson et al., 1991)	Characteristics of portfolio assessment (Pierce & O'Malley, 1992)	Characteristics of portfolio assessment (Hamp-Lyons & Condon, 2000)	Definition of portfolios (Richards & Renandya, 2002)
Collection	1. Multiple samples of writing are gathered over a number of occasions.	It is a purposeful <u>collection</u> of student work that exhibits the students' effort, progress and achievement in one or more areas.	1. It is the use of <u>records of a students' work</u> overtime and in a variety of modes to show the depth, breadth, and development of the student's abilities. 2. It is the purposeful and systematic <u>collection of student work</u> that reflects accomplishment relative to specific instructional goals or objectives.	1. <u>Collection</u> : portfolio should be able to measure the students' progress over different areas and needs to include more than a single sample.	A typical portfolio contains the student's total writing output to represent his or her overall performance or student's work <u>from the beginning of the term to the end</u> .

Table 6: The Three Most Important Components of Portfolios (Continued)
 (Camp & Levine, 1991; Paulson et al., 1991; Pierce & O'Malley, 1992; Hamp-Lyons & Condon, 2000; Richards & Renandya, 2002)

Three most important components of portfolio assessment (Hamp-Lyons & Condon, 2000)	Characteristics of portfolio assessment (Camp & Levine, 1991)	Definition of portfolios (Paulson et al., 1991)	Characteristics of portfolio assessment (Pierce & O'Malley, 1992)	Characteristics of portfolio assessment (Hamp-Lyons & Condon, 2000)	Definition of portfolios (Richards & Renandya, 2002)
Reflection	4. <u>Reflection</u> on individual pieces of writing and/or on changes observable over time.	The collection must include students' participation in selecting contents, the criteria for selection, the criteria for judging merit and evidence of students' <u>self-reflection</u> .	4. It has as key elements <u>student reflection</u> and self-monitoring.	7. <u>Reflection</u> : Students are able to self-assess their texts and reflect on their own works little by little as they go on.	-
Selection	2. Variety in the kinds of writing or purposes for writing that <u>represented</u> . 3. <u>Evidence</u> of process in the creation of one or more pieces of writing.	The collection must include students' participation in <u>selecting contents</u> , the criteria for <u>selection</u> , the criteria for judging merit and evidence of students' <u>self-reflection</u> .	-	5. <u>Selection</u> : students have the right to select their own works for making a portfolio.	-

From the key concepts of portfolio assessment proposed by Hamp-Lyons and Condon (2000), which are collection, reflection, and selection, Lam (2018) proposes “the average portfolio procedures,” as illustrated in Figure 20.

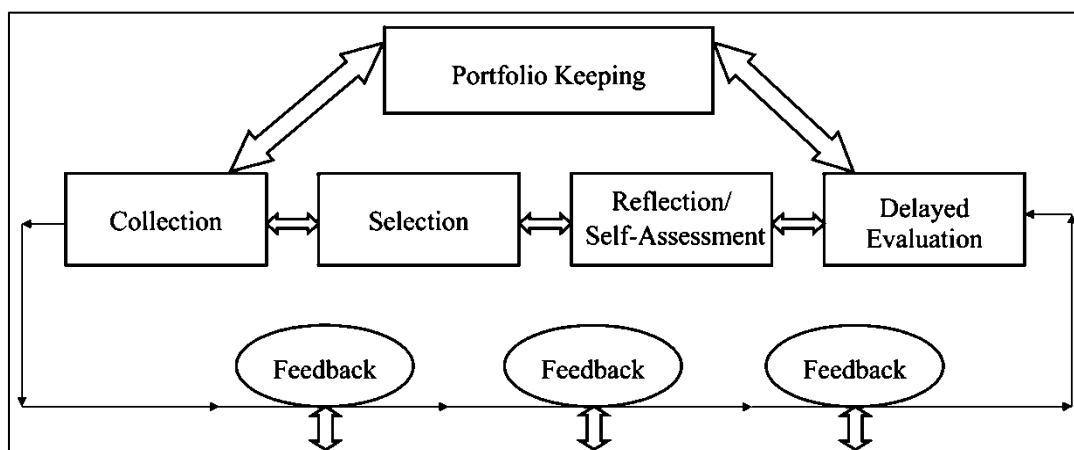


Figure 20: The average portfolio procedures

In this diagram, the three feedback loops at the bottom indicate feedback sources created by self, peer, and/or instructor evaluation during the portfolio development process. The usage of double-sided arrows in the loops implies that students use many sources of input to make educated judgments when compiling their portfolios for evaluation. Although these portfolio methods may appear to be sequential and prescriptive, they are not intended to be one-size-fits-all. Instead, instructors are recommended to use them strategically and flexibly to meet their pedagogical/assessment objectives (Lam, 2018). Due to the addition of this figure, the fundamental ideas of portfolio evaluation include more than three components. Deferred evaluation is the additional component. The delayed evaluation of the

portfolio implies that a final draft is not granted a summative mark until it has been appropriately changed in response to formative input.

In conclusion, the key concepts of portfolio assessment comprise of four components (Hamp-Lyons & Condon, 2000; Lam, 2018) are as follows.

1) **Collection**. This component refers to the record of multiple writing pieces of a student. The multiple writing pieces can indicate the student's writing progress rather than writing product.

2) **Reflection**. This component refers to the opportunity for students to identify the strengths and weaknesses of their writing pieces. That means the students can develop their strengths and improve their weaknesses in writing ability.

3) **Selection**. This component refers to the students' decision in choosing their writing pieces with a reasonable explanation. The selected writing pieces are the evidence for the assessment.

4) **Delay evaluation**. This component refers to the final draft will be graded as a summative assessment after the students satisfactorily revise it by using formative feedback. It is demonstrated in Figure 21.

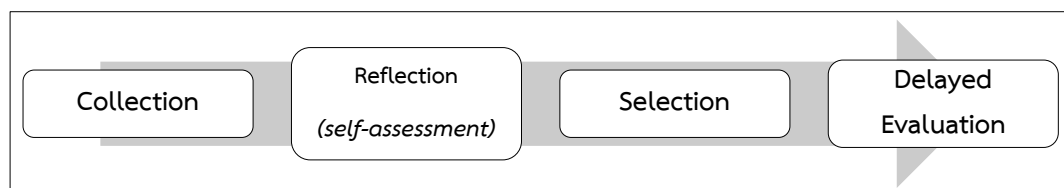


Figure 21: Key concepts of writing portfolio assessment at a university level

3.2. Background of Portfolio Assessment

The United States Department of Education issued a request for a transition from "mastery of minimal skills to promotion of educational excellence" in 1993. This reform was intended to transform the current system into a new evaluation system that emphasized the development of metacognitive abilities, such as critical thinking, and the capacity of students to manage a range of performance tasks. Consequently, portfolio evaluation garnered a great deal of attention and was utilized for a variety of objectives (Douglas, 2000).

Portfolio evaluation plays an essential part in the educational system. It impacts kids, educators, administrators, and policymakers. It also impacts other evaluation instruments used to track the student's development and provide feedback.

3.3. Types of Portfolio Assessment

Several authors (Danielson & Abrutyn, 1997; Cain et al., 2012; Lam, 2018) classify portfolios into three primary types: working portfolio, display portfolio, and progress portfolio (which is also known as assessment or developmental portfolio).

Danielson and Abrutyn (1997) contend that despite the fact that these three kinds are separate in principle, they frequently overlap in practice.1)

1) A **working portfolio** is so named because it is a project "in the works," containing work in progress as well as finished samples of work. It serves as a holding tank for work that may be selected later for a more

permanent assessment or display portfolio. A working portfolio is different from *a work folder*, which is simply a receptacle for all work, with no purpose to the collection. A working portfolio is an intentional collection of work guided by learning objectives.

Purpose

The primary function of a working portfolio is to act as a repository for student work. The items relating to a certain topic are stored here until they are transferred to an evaluation portfolio, a display portfolio, or sent home. Additionally, the working portfolio may be utilized to identify student requirements. Students and teachers are provided with evidence of students' strengths and limitations in accomplishing learning objectives. The acquired knowledge is incredibly valuable for developing future teaching.

Audience

Due to its diagnostic function, the primary audience for a working portfolio is the students, under the direction of the professors. By working on their portfolios and commenting on the quality of their work, students become more self-directed and thoughtful. However, the major audience for very young kids is the teachers, with student engagement.

Parents may also be a significant audience for a student's portfolio, since it can shape parent-teacher conferences. Parents who do not accept the limitations of their kid's existing skills or who do not have a realistic view of how their child is growing relative to other youngsters will find the portfolio very beneficial. In such circumstances, portfolio proof may actually "speak a thousand words." A portfolio can also be used to chronicle the student's growth, which the parent may not be aware of.

Process

Typically, a working portfolio is organized around a certain curriculum area; the items gathered connect to the unit's objectives and demonstrate the student's progress toward mastery. In order to give adequate proof of student success, instructors and/or evaluators must gather a substantial quantity of student work. Due to the fact that diagnosis is one of the primary purposes of the working portfolio, a few of the included pieces will demonstrate incomplete comprehension and will assist design future education.

Periodically or at the conclusion of the learning unit, the working portfolio is analyzed as a whole, and its components are assessed. Some parts may be moved to an assessment portfolio to record student attainment of teaching goals. Other works may be

transferred to a student's portfolio (or finest works) or celebration of individual learning. Still, students are sent home with more assignments.

As students move items from a working portfolio to either an evaluation or display portfolio, they provide justifications for their selections. In this process of selection and description, students must thoughtfully consider what their work reveals about them as learners. As students and teachers examine the portfolios, they establish short-term goals for attaining specific curricular objectives. Thus, the portfolios give proof of the student's strengths and limitations and specify the next steps in their education.

2) *Showcase portfolios* seem to be the most rewarding use of student portfolios. It is the display of the students' best work, the work that makes them proud. Students, as well as their teachers, become most committed to the process when they experience the joy of exhibiting their best work and interpreting its meaning. Many educators who do not use portfolios for any other purpose engage their students in creating display portfolios. The pride and sense of accomplishment that students feel make an effort well worthwhile and contribute to a culture for learning in the classroom.

Purpose

The objective of a display portfolio is to represent the student's greatest level of achievement. This portfolio is the student's method of stating, "This is who I am. Here is my capability."

It is possible to keep a display portfolio from year to year, adding new items each year to illustrate growth over time. In addition to documenting student efforts in relation to academic objectives, a portfolio of student work may also include documentation of extracurricular activities (a story written at home, for example).

There are several options for a show portfolio's contents. The first discipline to understand the benefits of portfolios was language arts, notably writing. Thus, writing portfolios are the most popular and well-known. Students may include a favorite artwork, a poem they have written, a list of books they have read, or a tough issue they have solved in their portfolio of finest works.

Audience

The target audience for a display portfolio is the student and any other significant persons, such as parents and elder siblings, that the student wishes to exhibit the portfolios to. Other audiences include the present teacher and the instructor for the next year, who might learn a great deal about the student by reviewing the portfolios.

In addition, a student may send portfolios of their greatest works to institutions or future companies as a supplement to other material; art students have long utilized this strategy. These portfolios may comprise videos, written work, projects, resumes, and testimonials, depending on the interests of the audience. High school students might be motivated to generate high-quality work by creating a portfolio for such a practical reason.

Process

The majority of display portfolios are compiled in a portfolio of student projects. Occasionally, though, a student will incorporate work from outside the classroom, such as a Scouts project or a home-written poetry. Students choose the objects to include in a portfolio presentation. Their decisions identify them as learners and as students. In selecting their picks, students demonstrate what they deem significant about their learning, what they value and wish to demonstrate to others.

3) The primary function of an **assessment portfolio** (or progress portfolio) is to document what a student has learned. Therefore, the substance of the curriculum will dictate what students choose for their portfolios. The focus of their reflecting remarks will be on the extent to which they consider the portfolio entries indicate mastery of the course goals. For

instance, if the curriculum requires examples of persuasive, narrative, and descriptive writing, an evaluation portfolio should have samples of each. Similarly, if the program requires mathematical problem solving and mathematical communication, the portfolio will include entries demonstrating both problem solving and communication, potentially in the same entry.

Purpose

The fundamental objective of an assessment portfolio is to document student mastery of particular curricular goals. Therefore, the elements in the portfolio must be structured to elicit the desired knowledge and competence. Only by describing precisely what students must accomplish and how effectively they must do it can these claims of learning have any relevance.

Portfolios of assessment can be used to demonstrate competence in any subject area. They may range in duration from a single unit to a complete year. And they may be devoted to one or several themes. For instance, a teacher may need proof that a student has sufficient abilities in a subject area to advance to the next level or grade. The criteria for advancement and types of proof required must be set. The portfolios are then gathered and evaluated.

Audience

Depending on its intended use, an evaluation portfolio may have a variety of potential audiences. One audience may be the classroom instructor, who may be persuaded that an instructional unit's objectives have been mastered or opt to place a student in advanced or special classes. Alternately, the audience may be the school district or even the state, which seeks evidence of student learning and approval for a student's advancement to high school or receipt of a diploma. A secondary, though crucial, audience is always the student, who offers proof of substantial learning.

Process

There are eight fundamental phases in building a portfolio system for assessment. Since portfolio entries reflect a sort of performance, these stages are analogous to the guidelines for creating effective performance evaluations.

1. Determine the curricular goals that the portfolios will cover.
2. Determine which choices will be made based on portfolio evaluations. Will the exams be utilized for high-stakes examinations at particular stages of education (e.g., to facilitate the transition from middle school to high school)?

3. Create assessment assignments based on the curriculum's objectives. Ensure that the activity accurately reflects the knowledge and abilities (including the appropriate level of difficulty) that students are expected to acquire. These factors will guarantee the legitimacy of the evaluation tasks.

4. Define the criteria for each assessment task and set performance expectations for each criterion.

5. Determine who will review the entries in the portfolio. Will they be instructors from the school of the students? Teachers from a rival institution? Or does the government choose and train evaluators?

6. Teach instructors or other evaluators how to grade the tests. This will assure the validity of the evaluations.

7. Teach the curriculum, conduct tests, collect results in portfolios, and score tests.

8. As decided in Step 2, make decisions based on the portfolio assessments.

Cain et al. (2005) offer three primary types of portfolios utilized in the classroom. They include a functioning portfolio, a display portfolio, and a developmental portfolio (or progress portfolio).

1) The working portfolio is a collection of student work in progress that serves a specific function. The collection is compiled in

accordance with the instructor's explicit objectives and guidelines. All portfolios begin as working collections, and final decisions for presentation are chosen from these collections. The advantage of the working collection is that it allows students to reevaluate their work and consider how to enhance it in the future. It is a break from the typical practice of considering the initial draft of an assignment to be the final version.

2) The student's greatest work is showcase portfolio, which is used to promote and demonstrate achievement in a course/subject area or other learning activity. This asks the student to pick from a variety of projects (portfolio of work) based on predetermined criteria. These criteria may be established by an external examination body, the instructor, or the student in conjunction with the instructor.

3) The developmental portfolio (or progress portfolio) is a collection of student work that has been completed. It includes material that demonstrates the student's progress toward mastery of established objectives for a topic, theme, or course of study, as well as proof of his/her accomplishment over time. By analyzing, modifying, and assessing the final result, this form of portfolio increases learning. These portfolios may be used for diagnosis since the feedback gathered at intervals can impact the student's future

education and learning. This form of portfolio displays the integration of education, learning, and assessment in a transparent manner.

Lam (2018) focuses on the logic, structure, and content of the three most frequent forms of writing portfolios (working, showcase, and progress) utilized in school and university contexts.

1) Working Portfolios (Efforts)

Working portfolios often consist of a comprehensive collection of completed and unfinished writing tasks. Working portfolios are intended to demonstrate what a student has done and/or accomplished in their writing programs. In the majority of educational environments, working portfolios perform both of these functions concurrently. The purpose of working portfolios is to illustrate a student's efforts in learning to write and to help teachers understand how the student has achieved his or her goals so that they may improve their pedagogies (Weigle, 2002). Consequently, working portfolios may be viewed as a significant kind of formative evaluation that provides feedback to inform the teaching and learning of writing during the portfolio construction process (Klenowski, 2010). Assisting students in observing their efforts in assembling various portfolio activities can improve their writing ability and sense of ownership over the language-learning experience as a whole.

Working portfolios are designed to encourage students to provide as much evidence of their learning as feasible. These artifacts can be used to document the process of learning to write and to assess the effectiveness of this learning experience. In addition, working portfolios allow students to reflect on a variety of their written tasks and to analyze their strengths and flaws through portfolio conferences. This workshop-like structure encourages students to be introspective and collaborative through active monitoring and peer/teacher support scaffolding. Working portfolios contain a variety of artifacts, including notes, drawings, half-completed drafts, final drafts, papers with instructor comments, unedited diary entries, and self-evaluation questionnaires. The content of working portfolios mostly satisfies two major criteria: to recognize student efforts in portfolio maintenance and to contain works that reflect the process of learning to write. Briefly, the essence of working portfolios is to display all accumulated works with an emphasis on ongoing activities.

2) Showcase Portfolios (Achievements)

Showcase portfolios are often dossiers that contain students' representative writing samples to demonstrate their greatest writing abilities. Students are not expected to include notes, intermediate

drafts, or incomplete written tasks in their portfolios of work. They must instead review all portfolio assignments and make an informed selection regarding which portfolio item best portrays their accomplishments. The idea behind showcase portfolios is that students have greater influence over the portfolio maintenance process by analyzing and selecting finished drafts for showing their superior achievement in programs (Tierney et. al., 1991). In reflective writing, students are required to justify if they have made the correct decision. The portfolio approach is expected to accelerate the development of metacognitive and strategic management abilities in students, since picking the best writing samples for a portfolio can help students realize their writing achievements (Lam, 2008). Consequently, portfolio assessment instills in students a sense of pride in their writing and a greater sense of self-assurance in their writing abilities.

Students were responsible for preparing, evaluating, and choosing two to three of their best writing samples for inclusion in their portfolios. Although students are expected to choose their greatest works on their own, they can seek guidance from their classmates and professors if they are having trouble selecting the most suitable pieces. With this portfolio method, students may

assume greater responsibility for their learning and cultivate a criterion-based approach to writing, as they continuously return to rubrics to make judgments. This portfolio layout also encourages introspection, autonomy, and metacognition. Showcase portfolios consist mostly of a few student-selected completed works and reflective journals that explain the selection process. Students are encouraged to submit process-oriented works (e.g., original drafts) to demonstrate how they have attained particular personal goals and learning outcomes despite the presence of these end outputs. If showcase portfolios are used for summative marking, students should compose a convincing cover letter to explain to an anonymous rater how their showcase portfolios make sense.

3) Progress portfolios (Growth)

As its name indicates, progress portfolios are intended to track the progression of student writing over time. Its primary objective is to determine whether or not students have improved their writing ability. Teachers may also perform observations and use qualitative commentary as part of portfolio evaluation, in addition to quantitative measures. The purpose of writing portfolios is to recognize progress, whether good or bad, in order to improve overall writing skill and performance. In other words, progress portfolios are nascent, partly

longitudinal, and developmental in character, while they may satisfy some summative evaluation standards imposed by institutions (Foster and Masters, 1996). In addition, similar to their counterparts, progress portfolios enable students to be aware of where they stand in their writing trajectories and how they might reach their goals by reviewing, monitoring, and implementing suitable tactics in relation to internally and externally enforced criteria.

Progress portfolios are intended to contain both process-based and product-based artifacts, ranging from notes and drafts to completed papers and final reports. The objective of progress portfolios is to determine if and how much learning progress students have made by analyzing relevant data contained in their writing portfolios. Therefore, students should have more freedom to pick works that demonstrate their learning progress with justification. Since students may achieve significant progress in a variety of ways, the content of progress portfolios should be as flexible and open-ended as possible. For example, a cover letter describing the objective to be attained and a reflection essay reflecting the progress accomplished are vital components of progress portfolios. Exam papers, pop quizzes, interim and graded final drafts, and continuous reflective diaries are all equally important for evaluating writing ability. In any

case, adopting an inclusive strategy for maintaining progress portfolios might enable students to track their progression more effectively and metacognitively.

To summarize the three types of writing portfolio, their rationale, design and content are demonstrated in Table 7

Table 7
Three Types of Writing Portfolios (Lam, 2018)

	Working portfolios (efforts)	Showcase portfolios (achievement)	Progress portfolios (growth)
Purpose	Mainly formative; partially summative	Mainly summative; partially formative	Mainly diagnostic; partially formative; minimally summative
Rationale	Celebrate student efforts in writing; assist students to achieve learning goals and foster ownership in learning	Demonstrate student best writing ability via representative work; showcase learning achievements	Keep track of student writing development; nurture growth in learning writing; promote learner agency
Design	Developmental; reflective; workshop-like	Autonomous; metacognitive; emphasize learner choice in writing	Longitudinal; sustainable; process-based or product-based
Content	Embrace a wide range of learning evidence including unfinished works; works-in-progress; journal entries	Mainly final products of best entries; reflective pieces	Flexible; open-ended; artefacts include pop quizzes examinations, interim drafts, reflective pieces

However, some scholars (Smith & Tillema, 2001) proposed different points of view in categorizing portfolios.

Smith and Tillema (2001) argue that portfolio evaluation should be explicitly subdivided into at least four distinct categories in order to speak intelligently about the instrument's precise nature. They highlight two fundamental characteristics that separate portfolio types: 1) the aim of the portfolio, which is either selection or promotion focused or learning or developmentally oriented; 2) the environment of usage, which is either imposed by external requirements or self-directed or launched willingly for personal use. These two dimensions result in four differently labeled portfolio types which is illustrated in Figure 22.

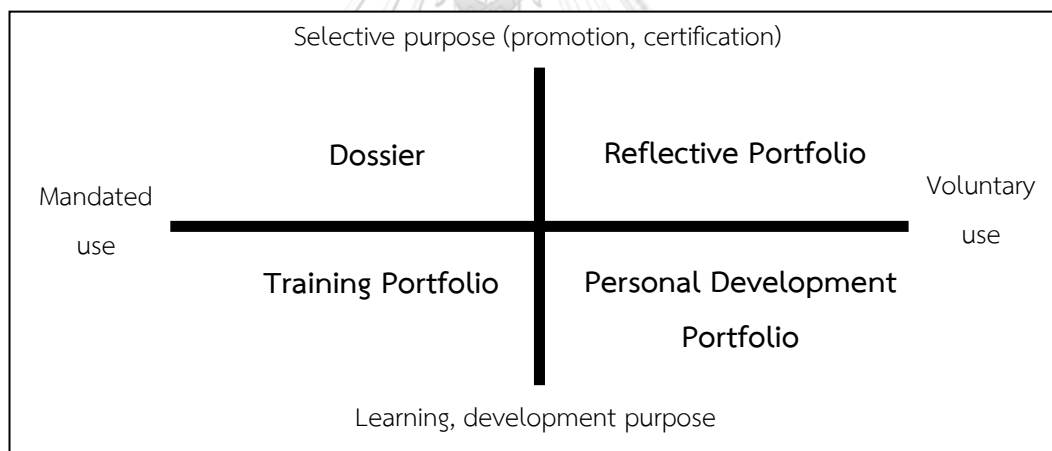


Figure 22: Different types of Portfolios (Smith & Tillema, 2001)

1) The dossier portfolio is a record of accomplishments or a prescribed collection of work for selection or promotional purposes necessary for admittance to a profession or a program; it is a comprehensive account of accomplishments. It is necessary to establish standards and precisely define degrees of expertise. For

example, a portfolio requested by a firm or educational institution to evaluate the profile and experience of an applicant.

2) The training portfolio is an obligatory or mandatory collection of learning or curriculum-related initiatives. It emphasizes the key professional knowledge, abilities, or competencies a person has learned and is gathered as a representative sample of the students' work throughout the course of a course. In the training portfolio, some reflecting remarks might explain the selected evidence. Typically, this sort of portfolio has a predetermined format to aid the collector in providing pertinent material. For instance, a portfolio used as a teaching and grading tool in an English class to evaluate writing ability.

3) The reflecting portfolio is a deliberate and deliberately compiled collection of work demonstrating progress and successes to be presented for promotion and admittance. The collection of evidence indicates best practices or essential competences chosen to fulfill certain requirements, as well as a self-evaluation demonstrating development through time and comprehension of accomplishments in various contexts. The annotation (why and when) of evidence is just as significant as the evidence itself. For instance, a portfolio featuring

the work of several job candidates that is submitted as an additional document to the CV.

4) The personal development portfolio is a self-evaluation and reflective account of professional progress over an extended period of time. The collection itself provides a chance to examine and respect the identity-building actions of the individual. The significance of the collect lies in the possibility to engage in lengthy dialogue with peers or coworkers regarding experiences and in refining or restructuring one's development. For example, a filmmaker's field notebook written during the filming of a documentary.

For the following reasons, the researcher merged the features of progress portfolio (Lam, 2018), developmental portfolio (Cain et al., 2012), evaluation portfolio (Danielson & Abrutyn, 1997), and training portfolio (Smith & Tillema, 2001) in the current study.

1) The purpose of the progress portfolio is to document student learning on specific curricular outcomes, which corresponds to the second objective of the research, which is to document the development of students' English writing ability through the use of portfolios.

2) The purpose of a training portfolio is to showcase the fundamental professional knowledge, abilities, or competences a

person has learned, and it is compiled over the duration of a course. Consequently, this feature might contribute to the third study purpose, which is to explore the efficacy of using portfolios to evaluate English writing competence.

In conclusion, the portfolio evaluation in this study refers to a compilation of two types of writing essays completed over the course of 17 weeks in an English foundation course. This collection of writing essays had eight drafts generated and analyzed by participants. All drafts demonstrated the development of the participants' writing ability.

In addition, the most essential qualities are gathering, contemplation, and selection (Hamp-Lyons & Condon, 2000). The process of collection and reflection remained in the portfolio assessment in this study. In this study, less emphasis is placed on the selection process because the participants gather all versions so that the researcher may evaluate the development of the final document. In addition, it enabled the selection of the progress and training portfolios. It is demonstrated in Figure 23.

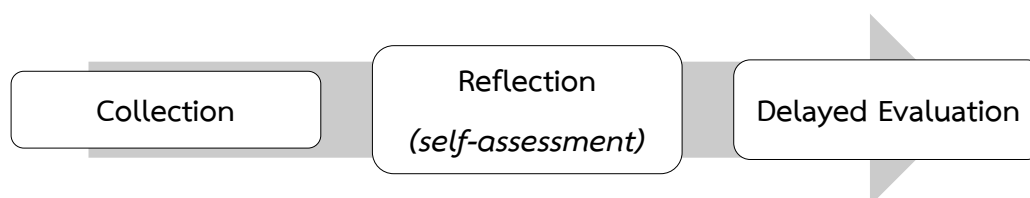


Figure 23: Key concepts of writing portfolio assessment

3.4. Advantages of Portfolio Assessment

Portfolio assessment provides a lot of benefits to several stakeholder groups, including teachers and students.

According to Paulson, Paulson, and Meyer (1991), portfolios have the ability to disclose a great deal about their authors, or students, and can serve as a window into their minds. According to Brown and Hudson (1998), portfolio assessment enhances learning by increasing learners' attention, motivation, and involvement in their learning processes, fostering student-teacher and student-student collaboration, and encouraging students to acquire the metalanguage required for students and teachers to discuss language growth (p. 664).

In addition, De Fina (1992) contrasts the benefits of portfolio evaluation and standardized testing. It is illustrated in Table 8.

Table 8

Comparison of Portfolio assessment and Standardized Testing (De Fina, 1992)

Portfolio Assessment	Standardized Testing
- occurs in the child's natural environment	- is an unnatural event
- provides an opportunity for student to demonstrate his/her strengths as well as weaknesses	- provides a summary of child's failures on certain tasks
- gives hands-on information to the teacher on the spot	- provides little diagnostic information
- allows the child, parent, teacher, staff to evaluate the child's strengths and weaknesses	- is a one-time "snapshot" of a student's abilities on a particular task
- is ongoing, providing multiple opportunities for observation and assessment	- assesses artificial task, which may not be meaningful to the child
- assesses realistic and meaningful daily literacy tasks	- asks child to provide a singular desired response
- invites the parents to be reflective of child's work and knowledge	- provide parents with essentially meaningless and often frightening numerical data
- encourages teacher-student conferencing	- forces teacher-administration conferencing
- informs instruction and curriculum; places child at center of the educational process	- reinforces idea that the curriculum is the center of the educational process

As presented in Table 8, Portfolio assessment enables measuring higher-order thinking skills with meaningful and realistic activities for students as opposed to measuring lower-order thinking skills in a limited amount of time, using multiple assessment methods as opposed to a single measurement method, assessing students continuously as opposed to occasionally, and identifying their strengths and weaknesses. In addition, it encourages kids to actively engage in the evaluation process and to communicate effectively with their instructors and parents. As

portfolio evaluation places the student at the center of the educational process, it enables the student to lead the instructor.

Ponnamperuma (2005) provides a list of the benefits of portfolio assessment as a technique of learning and evaluation, including: - Portfolio assessment and promotion of critical thinking.

- It encourages students to take accountability for their own education.
- It might be the topic of conversation between student and instructor.
- It fosters introspection and self-evaluation.
- It can accommodate many learning methods, however not all learning types are supported.
- It can track and evaluate students' development over time.
- It can measure performance in real-time realistic environments by applying theory practically.
- It employs several ways of evaluation.
- It incorporates the opinions of several evaluators.

Face validity, content validity, and construct validity are all excellent.

- It combines learning and evaluation.
- It encourages inventiveness and problem-solving.
- It encourages the study of learning (i.e., metacognition).
- It may be standardized and utilized for summative evaluation.

- It combines subjective and objective, qualitative and quantitative evaluation techniques.

- It may be used to evaluate attitudes as well as professional and personal growth.

- It permits the detection of subpar or failing performers.

- It provides teachers with essential data for identifying students' strengths and shortcomings in order to enhance their performance (i.e., formative assessment).

- It demonstrates the advancement of students toward learning outcomes (i.e., student profiling).

In addition, Birgin and Baki (2007) offered the following advantages of portfolio assessment:

- Portfolio offers several methods for evaluating students' growth over time.

- It gives a more accurate evaluation of academic material than traditional pencil-and-paper exams.

- It enables students, parents, instructors, and staff to assess students' strengths and weaknesses.

- It offers several chances for observation and evaluation

- It gives students the opportunity to exhibit both their talents and flaws.

- It supports the development of skills necessary for students to become autonomous, self-directed learners.

- It also assists parents in seeing themselves as learning partners.

- It allows students to express themselves freely and evaluate their own learning and improvement as students.
- It motivates students to come up with inventive methods to convey their learning.
- It strengthens parental support for students and improves communication between instructors, students, and parents.
- It pushes instructors to modify their teaching practices and is an effective means of connecting curriculum and instruction to assessment.

Lam (2018) outlined the benefits of writing portfolio evaluation as follows.

1) Portfolio evaluation helps teachers in portfolio-based programs to make solid professional judgments. For instance, teachers of writing must have the knowledge and abilities necessary to provide students with constructive comments for reflection and improvement.

2) Portfolio-based pedagogy enables teachers to monitor and adapt to the learning requirements of children who are struggling with writing. Ultimately, teaching students to write in a language other than their L1 is a complex endeavor, particularly if students are expected to simultaneously grasp cognitive, motivational, and emotional components of producing processes.

3) Teachers play an auxiliary role as co-participants in teaching writing rather than as an authoritative figure who unilaterally imparts information to

students, stressing that students, not teachers, are at the core of learning within the context of portfolio development.

4) On the subject of language acquisition, there is empirical data to suggest that despite their nervousness and initial reluctance, school-level and university-level students grow more motivated and confident in their writing by using portfolios (Chen, 2006).

5) During the portfolio construction process, students have learner choice (i.e., selection) and are encouraged to make their own decisions.

In conclusion, the benefits of portfolio evaluation may be summed up as follows: (Lam, 2018),

- (Teacher) Enhanced writing teacher literacy assessment
- (Teacher) Effective pedagogical content expertise
- (Teacher) Responsibility sharing in portfolio construction
- (Student) Enhanced writing motivation and assurance
- (Student) Enhanced learner autonomy

3.5. Challenges of Portfolio Assessment

In order to conduct portfolio evaluation effectively, a number of possible obstacles must be taken into account. Brown and Hudson (1998) classified the problems of employing portfolios into five areas that might have an effect on portfolio implementation: design choice, logic, interpretation, and reliability and validity.

1) Design decision issues

They pertain to the portfolios' contents and grading standards. The most tough challenges for instructors using portfolios in their classrooms include who will choose the material and who will identify the purposes. Teachers must select what to include in portfolios and how to evaluate them at the start of each term. If the instructor does not decide on these matters, it is impossible to develop grading standards.

2) Logical issues

Dealing with logical concerns, such as lack of time and increasing paper load and effort, is a further worry about portfolios. Time management is the most difficult aspect of portfolio evaluation since professors assist students in all phases of portfolio development, including planning, collecting, editing, and reviewing. During the portfolio implementation phase, student-teacher conferences enhance the time and effort expended by teachers in establishing this process.

3) Interpretation issues

These topics pertain to grading standards and ensuring that students are treated fairly. According to Brown and Hudson (1998), evaluating portfolios is not a simple task. Therefore, they assert that teachers require aid from professionals in leading and assessing students.

4) Validity and reliability

According to O'Malley et al. (1996), because portfolio evaluation relies on teacher judgment to establish a score, there may be subjectivity and lack of agreement among instructors. There may be issues about rating inconsistency in portfolio evaluation if multiple raters are unable to produce the same score with consistency. If an evaluation system is unreliable, it is also invalid. Validity involves examining the extent to which portfolios accurately represent students' work, progress, and talents, as well as whether portfolio aims and judgments are consistent with these purposes.

Dealing with these obstacles is challenging for educators and needs dedication. However, it is essential to establish a balance between the benefits and difficulties of portfolio implementation through rigorous planning in tandem with the goals.

Lam (2018) also outlined the difficulties of portfolio assessment writing as follows.

1) Workload is the initial restriction of portfolio evaluation. Teachers would likely feel buried behind a mountain of papers that must be graded quickly. Similarly, students should not be required to rewrite and resubmit the same copy for feedback, which requires more time, effort, and commitments.

2) The second restriction relates to portfolio scoring. Using portfolios to evaluate student writing is difficult since composing processes requiring attempts, goal-setting, motivation, and metacognitive writing abilities are difficult to analyze systematically, much alone evaluating a broad variety of written genres, such as reflective writing. Another difficulty with portfolio evaluation is subjectivity (rater bias) and consistency (extended portfolio reading).

3) Due to the disadvantage of subjectivity, the question of fairness cannot be ignored, given that examples of suspected plagiarism and ghostwriting may be found with computerized tests for unoriginal content. Due to the fact that writing portfolios are often compiled over time, it can be difficult for teachers to determine whether or not all student works were completed independently.

4) Another drawback of portfolio assessment is that it may be difficult for students to learn self-evaluation and reflective abilities, which need the cyclical actions of planning, monitoring, and assessing in the writing process. Students used to a product-based approach to writing instruction might interpret reflection as self-admission or conformity with externally imposed writing standards (Torrance, 2007). For less confident students, revealing their deficiencies out of fear of admitting ineptitude in front of the teacher is difficult.

5) The final disadvantage is incorrect utilization of learning evidence in portfolios by students. If students follow portfolio methods uncritically, they are less likely to make sense of diverse learning evidence to enhance their writing, such as utilizing cover letters to assess the strengths and flaws of drafts or comparing their own drafts to exemplars to close the learning gap. Without effectively assessing and understanding the learning data (i.e., engaging in iterative reflection), students may not successfully enhance their writing.

In conclusion, the benefits of portfolio evaluation may be summed up as follows: (Lam, 2018), For instructors,

- (Teacher and student) Intensive workload
- (Teacher) Portfolio scoring's complexities
- (Teacher) Issues in fairness
- (Student) Lack of ability to reflect
- (Student) Misapplication of learning evidence

3.6. Development of Portfolio Assessment

The creation of portfolio assessment in this section relates to how a teacher plans and develops the portfolio assessment procedure prior to deploying it with students. Several authors have offered the following method for planning and developing portfolio evaluation.

The portfolio assessment model (PAM) was created by Moya and O'Malley (1994) and consists of the following six steps:

1) Determine the objective and concentration of the portfolio procedures.

- Establish a portfolio committee
- Portfolio emphasis

2) Plan portfolio contents

- choose assessment techniques
- describe portfolio contents
- establish assessment frequency

3) Analysis of design portfolio standards and criteria

- Determine procedure for information integration
- Schedule analysis staff tasks

4) Prepare for instruction by planning instructional usage and student and parent feedback

5) Plan procedure verification

- develop a system to assess dependability
- establish a system to validate choices

6) Employ the design

These techniques are highlighted in the portfolio evaluation planning processes. Because there is no implementation step description. In addition, the portfolio review procedure is absent.

Hamp-Lyons and Condon (2000) provide an overview of portfolio assessment's evolution. The following are the steps:

1) Teacher engagement

Teachers must support the notion of portfolio evaluation and participate in the assessment process. Teachers are the agents for blending the assessment with teaching and curriculum, for instance, and they will also be the agents for programmatic change as they try to meld the assessment with their own aims and values as well as those inherent in the curriculum.

2) Student autonomy

Portfolios must be accessible to students. Students who sense that they have control over their portfolios will also believe that they have control over their own destinies, as measured by their grades. This type of ownership fosters a higher commitment to learning, which in turn motivates students to devote more time and effort to their writing.

3) Responding to local context

There are portfolios in institutional settings such as classrooms, writing programs, colleges, universities, etc. Each of these settings must acknowledge

and capitalize on the portfolio's capacity to simultaneously serve several aims and objectives. In consideration of students' and instructors' workloads, portfolios should only contain compositions that meet the assessment's requirements.

4) Roles of other parties involved

The criteria for evaluating portfolios must remain in touch with the requirements, aims, and goals of the stakeholders, including students, instructors, administrators, and even external organizations and institutions. These stakeholders will view portfolios as significant if they provide them with information on their worth. However, a portfolio program must establish academic community-wide legitimacy in order for portfolio-based findings to be seen as acceptable and valuable.

5) Being a method of evaluation

First, portfolio assessments need thorough and meticulous creation, and the effort required to maintain an ongoing assessment is at least equivalent to the effort required to maintain any other type of exam. Second, portfolio reading requires the same training and adherence to standards as other types of direct writing tests. Thirdly, the criteria for evaluating a portfolio should incorporate traditional psychometric factors. Tests should be conducted to ensure that practices are equitable, that judgments are

consistent within an acceptable range, and that findings are maintained and reported securely.

6) Specific directives

Without a defined focus of responsibility, the evaluation is likely to veer off course and lose touch with the interests of stakeholders.

7) Experimental methodology

Each each instance of portfolio assessment generates fresh information regarding this sort of evaluation. Each fresh effort provides valuable insight on where, how, and with whom portfolios are successful.

Brown (2004) proposes many processes for the development of portfolio evaluation. These measures are:

1) Specific aim statement

Demonstrate how these objectives are related to, integrated with, or a reinforcement of your previously stated curricular objectives. In addition, demonstrate to students how course resources will be included into their portfolios and how this collection will contribute to the achievement of course objectives.

2) Providing instructions for what to include

After determining the objectives, identify the sorts of activities that should be included. Hamp-Lyons and Condon (2000) offered advantages for student management of portfolio material, but teacher direction will keep

students focused on curriculum goals. Since many students have never built a portfolio before and may be unsure about what to do, it is useful to provide clear instructions on how to get started. An example portfolio from a prior student might provide inspiration for what to include.

3) Informing students about assessment criteria

This feature is both the most significant and the most complicated. Self-evaluation and teacher assessment should be implemented for greatest benefit to students. Self-evaluation should be as straightforward and easy as feasible. Similarly, the teacher evaluation should emphasize the formative aspect of the assessment. Student-teacher conferences serve as essential milestones for both students and instructors. Because the conversation during the conferences can provide students with helpful information for refining their manuscripts. The material presented at the conferences might be utilized by instructors to enhance formative assessment (Black and William, 1998). Maintain the same degree of consistency in evaluating all portfolios, so that all students receive equal consideration and are evaluated using the same criteria.

4) Designating instructional time for portfolio creation

The portfolio approach will be less successful if students feel pressured to gather and reflect on the contents. Consequently, ensure that

students have sufficient time to complete their portfolios (including in-class time) and that your possibilities for conferencing are not hampered.

5) Establishing frequent review and conference schedules

Teachers will discourage students from putting everything together at the conclusion of the semester if they take this action.

(6) Designating a convenient location to store portfolios

It may not be cumbersome for students to transport stacks of papers. If the instructor can offer a space to store the materials, this is a viable alternative. However, professors must instruct students as to when to bring their materials to class.

7) Providing good feedback and concluding evaluation

Numeric scores provide easy data for comparing student achievement. For portfolios incorporating written work, Wolcott (1998) suggested a holistic grading system ranging from 1 to 6 based on factors such as the inclusion of out-of-class work, error-free work, topic richness, inventiveness, organization, writing styles, and student participation.

On the other hand, it may be appropriate to provide qualitative feedback for such an open-ended effort. Such an evaluation might include a final review of the work by the students, using a self-evaluation form with a list of questions. These final evaluations should highlight strengths while also highlighting prospective learning obstacles.

Birgin and Baki (2007) suggest three processes for the development of portfolio evaluation, including:

1) Establishing the objective of the portfolios

The first and most important step in portfolio planning is determining the portfolio's objectives. Not only do the aims influence the portfolio creation process, but they also dictate the types of goods that should be included. The aims of the portfolios can be tailored to the needs of the users (or instructors).

The objectives of a teacher's use of portfolios are 1) to evaluate the development of students over time, 2) to determine the efficacy of instruction, 3) to review the education program, and 4) to assist in identifying students' learning weaknesses. Consequently, it is necessary to define the aims of the portfolios before determining the qualities and groupings of objects contained inside the portfolios. When deciding the objective of portfolios, it is crucial to consult with others, particularly students. In this regard, it will aid in the execution and appropriation of the portfolio.

2) Establishing the evidence to be contained in portfolios

After determining the portfolio's objectives, the following stage is to select the evidence to collect. Consultation with students during the selection of studies to be included in a portfolio is crucial since it helps students to have a sense of ownership and responsibility. Instead of being

chosen at random, the selection of evidence should reflect performance and the learning process, as well as be consistent with the portfolio's objectives.

In addition, portfolio evaluation should be multidimensional and trustworthy. To improve the reliability of portfolios, data should be gathered from several sources, including students (self-assessment), teachers (teacher-assessment), and peers (peer-assessment). And it is crucial that students have the ability to select job examples for their education.

In a recent study, the researcher focuses on portfolio evaluation, which is regarded as instructor evaluation. Due to time constraints, self- and peer-evaluation are not stressed. 3) Establishing evaluation criteria

It is of the utmost importance to set the criteria for evaluating the portfolios, since evaluation criteria enable students to identify and pick work that is of high quality. The standards also permit and promote student discourse with professors and peers. Rubrics should be used to examine the reliability and validity of portfolio evidence and to establish its quality.

Lam (2018) presented a framework for portfolio assessment that consists of five essential components: purpose; content and processes; criteria; monitoring and evaluation.

1) Purpose

Educators must establish the goal of their portfolio programs, whether it be informational, summative, or evaluative. In the meanwhile, teachers

explore aligning the program's purpose with its targeted learning goals. For example, if a teacher wishes to cultivate students' reflective abilities throughout the program, one of the learning goals can read: "By the end of this course, students are able to reflect on their writing growth through the portfolio-keeping process." In other words, expected student performance, accomplishment, and fulfillment are pedagogically related to these goals. Before the start of the program, students are also instructed about their position in the portfolio process and the type of work expected of them.

2) Material and Methods

Teachers determine in advance what should be included in student writing portfolios, including pop-quizzes, writing exercises, early drafts, interim drafts, papers with teacher comments, amended versions, and reflective pieces. Undoubtedly, the objective of specific portfolio programs dictates the content of portfolios. If a teacher attempts to implement a working portfolio, for instance, students must save all entries in order to conduct a full review of their learning profiles at the end of the semester. The portfolio methods must then be validated and communicated properly to students. After drafting each piece, are students expected to undertake self-evaluation and peer review prior to submitting it? When do students engage in reflection, for example, after completing two compositions or two weeks before to the end

of the semester? These concerns should be incorporated into the development of portfolio procedures.

3) Criteria

Teachers establish criteria for studying and subsequently assessing student portfolios. Here, the criteria refer to standardized performance indicators that demonstrate student writing capacity to write a variety of written genres, such as narrative, exposition, argument, and reflective journals, as often included in their portfolios. Process, product, and reflective components should be given equal weight in the portfolio compilation criteria in order for the evaluation to be legitimate and reliable.

4) Monitoring

In all portfolio programs, monitoring is a crucial stage that enables instructors and students to collect pertinent data on the teaching and learning of writing. To enhance the learning of writing, monitoring can take several forms, such as explicit teaching during the pre-writing phase or the giving of verbal feedback during mini-conferences during the while-writing phase. Teachers are reminded that monitoring should not be excessive nor sporadic, since excessive monitoring promotes learner reliance and infrequent monitoring may deprive learners the opportunity to communicate with the teacher. Teachers may examine student drafts and artifacts once every two or three weeks as a practical guideline for tracking their progress in learning.

5) Evaluation

The portfolio process evaluation refers to the summative evaluation of student works-in-progress and final products. In portfolio assessment, formative evaluation enables instructors to make informed judgments regarding how to fine-tune the degree of difficulty in the following instructional content step, for example, how to consolidate the teaching of a demanding genre. Multiple forms of feedback created by the portfolio process might assist students in enhancing their overall writing ability. Throughout the portfolio journey, informal evaluation techniques such as observation, non-graded self-assessment, conferences, and workshops would provide teachers with an advantage that would enable them to assist students in developing confidence, motivation, and awareness in using various learning evidence as a tool for enhancing learning and becoming independent writers. The summative evaluation of writing portfolios is not limited to letter grades. In reality, the qualitative and ethnographic evaluation findings collected from each writing portfolio give instructors and managers with a wealth of information to analyze, update, and further design what should be addressed in the portfolio program. This assessment data yields a disorganized yet accurate program evaluation for sustained professional growth.

From the portfolio assessment framework (Lam, 2018), it can be summarized as in Figure 24.

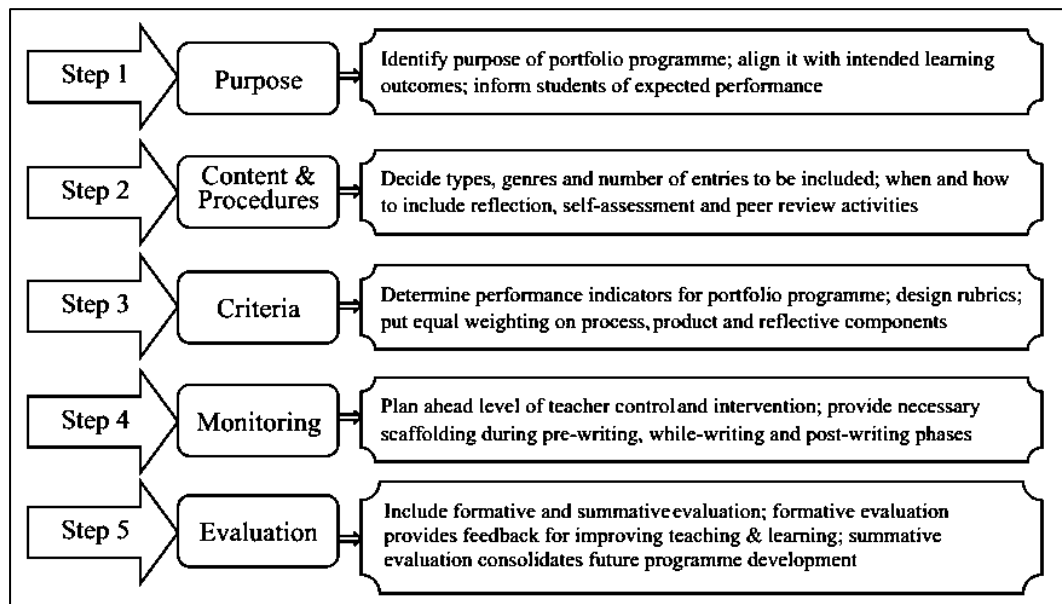


Figure 24: Average portfolio assessment framework

Conclusion

From the described development of portfolio evaluation, it can be deduced that the development of portfolio assessment consists of the seven phases listed below.

1) Clearly stating the objectives

Teachers must clearly articulate course objectives by referencing course descriptions and assignments. Students should be able to attain these objectives by the conclusion of the course with the aid of portfolio evaluation.

2) Designing the materials and content

The text discusses two elements. The educational content is the first component. According to course objectives and assignments, teachers must develop content to be taught that prepares students to complete course tasks and attain course objectives. Additionally, teachers produce tools that aid students in comprehending the instructional topic. The second factor is the content of the portfolio. Teachers must explain which items must be included in the portfolio and how they were chosen.

3) Formulating criteria

Teachers must establish criteria for evaluating students' portfolio submissions as well as the portfolio itself. Because students are able to prepare themselves for the portfolio evaluation. The assessment criteria may be established solely by the professors or together with the students.

4) Validating the materials and standards

Teachers must confirm the correctness and reliability of portfolio evaluations. Teachers can ask field specialists and/or other teachers responsible for the same course to verify the legitimacy and validity of a resource. This motivates teachers to review and discuss the contents.

5) Planning the operations

Teachers must explain the methods of portfolio evaluation throughout the semester or year so that students are aware of the required actions. Teachers must

set portfolio compilation and evaluation dates so that students may prepare their portfolios. There must be numerous phases, but each step must be straightforward and easy for students to follow.

6) Planning the method of procedure monitoring

Teachers must develop monitoring mechanisms for portfolio evaluation so that everything goes as intended. However, the methods can be modified based on the situation. In addition, the methods for monitoring student portfolios, such as student-teacher conferences and the assignment of reflective diaries. Teachers should supervise the operations till their completion. In other words, when students present their portfolios and professors assess such portfolios.

7) Implementation of portfolio evaluation methods

Teachers adopt portfolio assessment techniques after planning.

Summary

The development of portfolio assessment from previous studies and the present study are demonstrated in Table 9.

Table 9

The Proposed Development of Portfolio Assessment in the Present Study and Previous Studies
(Moya & O'Malley, 1994; Hamp-Lyons & Condon, 2000; Brown, 2004; Birgin & Baki, 2007; Lam, 2018)

Development of Portfolio Assessment in this study	Portfolio Assessment Model (PAM) (Moya & O'Malley, 1994)	A Summary of the Development of Portfolio Assessment (Hamp-Lyons & Condon, 2000)	Steps in Developing Portfolio Assessment (Brown, 2004)	Three Steps in Developing Portfolio Assessment (Birgin & Baki, 2007)	Portfolio Assessment Framework (Lam, 2018)
1. Stating the clear objectives	1. Identify the purpose and focus of the portfolio procedures	1. Teacher involvement 3. Responding to local context 4. Roles of other stakeholders	1. Stating objective clearly	1. Determining the purposes of the portfolios	1. Purpose
2. Designing the contents and materials	4. Prepare for instruction	1. Teacher involvement 2. Student ownership 4. Roles of other stakeholders			2. Content and Procedures
2.1. Designing the instructional content	2. Plan portfolio contents				
2.2. Designing the portfolio content			2. Giving guidelines on what materials to include	2. Determining the evidence including in portfolios	

Table 9

The Proposed Development of Portfolio Assessment in the Present Study and Previous Studies (Continued)

(Moya & O'Malley, 1994; Hamp-Lyons & Condon, 2000; Brown, 2004; Birgin & Baki, 2007; Lam, 2018)

Development of Portfolio Assessment in this study	Portfolio Assessment Model (PAM) (Moya & O'Malley, 1994)	A Summary of the Development of Portfolio Assessment (Hamp-Lyons & Condon, 2000)	Steps in Developing Portfolio Assessment (Brown, 2004)	Three Steps in Developing Portfolio Assessment (Birgin & Baki, 2007)	Portfolio Assessment Framework (Lam, 2018)
3. Designing the criteria	3. Design portfolio analysis	1. Teacher involvement 3. Responding to local context 4. Roles of other stakeholders	3. Communicating assessment criteria	3. Determining assessment Criteria	3. Criteria
3.1. Designing the criteria in assessing students' works					
3.2. Designing the criteria in assessing portfolios					
4. Verifying the materials and criteria	5. Plan verification of procedures				
5. Planning the procedures		6. Clear direction	4. Designing time within the curriculum for portfolio development	2. Content and Procedures 5. Evaluation	

Table 9

The Proposed Development of Portfolio Assessment in the Present Study and Previous Studies (Continued)
 (Moya & O'Malley, 1994; Hamp-Lyons & Condon, 2000; Brown, 2004; Birgin & Baki, 2007; Lam, 2018)

Development of Portfolio Assessment in this study	Portfolio Assessment Model (PAM) (Moya & O'Malley, 1994)	A Summary of the Development of Portfolio Assessment (Hamp-Lyons & Condon, 2000)	Steps in Developing Portfolio Assessment (Brown, 2004)	Three Steps in Developing Portfolio Assessment (Birgin & Baki, 2007)	Portfolio Assessment Framework (Lam, 2018)
6. Planning the way to monitor the procedures			5. Establishing periodic schedules for reviewing and conferencing		4. Monitoring
7. Implementing the portfolio assessment procedures	6. Implement the model	7. Being an experimental method	6. Designing an accessible place to keep portfolios		
			7. Providing positive washback and giving final assessment		

3.7. Implementation of Portfolio Assessment

The implementation of portfolio assessment in this section relates to how a teacher implements and performs the portfolio assessment process after creating it with students. Several authors offered the following method for executing portfolio assessment:

Gottlieb (1995) proposed a developmental approach for analyzing the nature and purpose of portfolios, using the abbreviation CRADLE to identify six potential portfolio characteristics:

- 1) Collecting, students express their lives and identities with the flexibility to choose what to put in their portfolios.
- 2) Reflecting, students use journal and self-assessment checklist to compare their present level with their prior performance level.
- 3) Assessing, students involve in self-evaluation and monitor their progress.
- 4) Documenting, students incorporate various data sources into their portfolios unlike standardized tests or any form of traditional assessment.
- 5) Linking, students' portfolios are used as a connection between students and teacher, parents, and classmates.
- 6) Evaluating, students' portfolios provide summary data for educational decision making.

Finally, Gottlieb asserted that in CRADLE continuum each element has equal weight, importance, and validity.

Hamp-Lyons and Condon (2000) propose the portfolio assessment procedures as demonstrated in Figure 25.

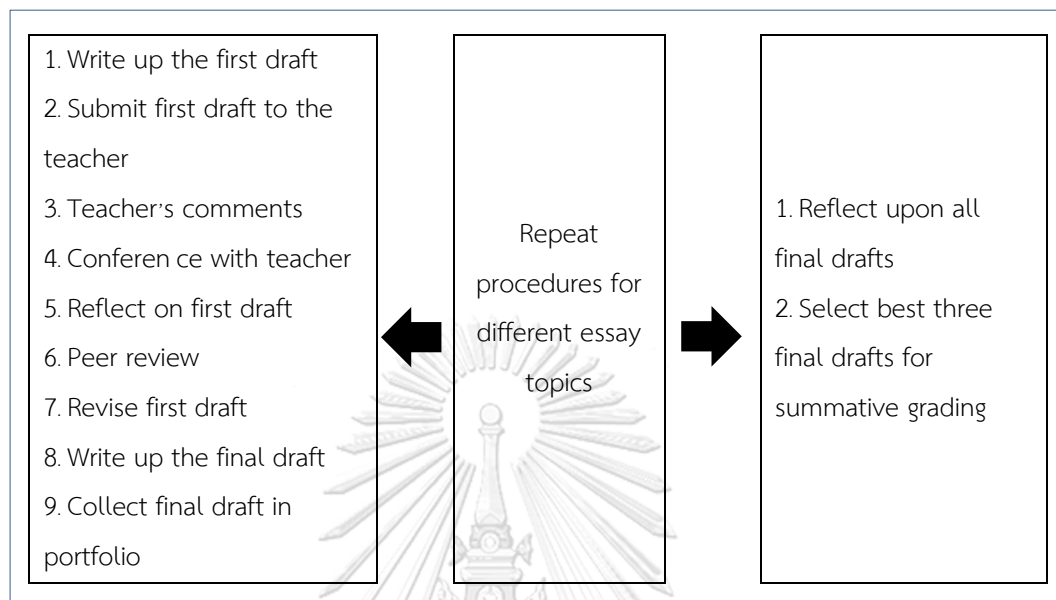


Figure 25: portfolio assessment procedures (Hamp-Lyons & Condon, 2000)

These steps are highlighted throughout the implementation of the portfolio evaluation. Because it begins with "prepare the initial draft" before asking students to produce the initial draft, there should be several planning steps.

Huang (2012) provided the following seven phases of portfolio evaluation implementation:

1) Setting the purpose of the portfolio

When introducing portfolios to a class, the first step is to discuss and negotiate the objective, as the objective should dictate the portfolio's structure. Huang instructed the students to argue the aim of utilizing portfolio evaluation from the outset. It was ultimately determined that the objective

would be to measure students' progress in the integrated English course, promote student engagement in learning, and cultivate students' integrated language abilities as well as their autonomy in learning. After determining the purpose, he communicated to his students what they were required to perform, how, why, and for what reason.

2) Determining portfolio tasks

In accordance with the teaching objectives of the Integrated English course and the intended use of the portfolio, the portfolio assignments contained all the works that demonstrate students' ability to use English in any of the four skill areas and their development of cross-cultural awareness. The sample of the student's work includes audio or video recordings of the student's free speech, tale retelling, or other forms of conversation or a discussion on a particular text-related topic.

3) Establishing evaluation criteria

The teaching and study of English for Chinese majors (level 2) served as the assessment objective. Regarding speaking and listening activities, evaluation included pronunciation, fluency, and content precision. Regarding reading and writing, the works of students were evaluated by both instructor and peers based on the following criteria: content, organization, coherence and fluency, vocabulary, grammar, and mechanics. Completeness, documentation, self-reflection, language, and design were the assessment

factors for the final portfolio grade. During the portfolio-keeping process, the instructor and students discussed and agreed upon the criteria for each assignment type.

4) Determining structure

The portfolio had five sections: 1) Students' semester-long work, 2) Learning diaries and reflections, 3) Self- and peer-assessment and instructor comments, 4) Goal setting sheet (e.g., a strategy to address a weakness), and 5) Portfolio guidelines and rubrics.

5) The preparation of students

Participation of students in portfolio evaluation is vital. In Huang's study, however, nobody had experience making portfolios. Therefore, it was necessary to lead the students through the portfolio creation process. Huang outlined the fundamental concepts of portfolios and the criteria for portfolio compilation. He presented the standards and demonstrated self-reflection for the kids.

6) Monitoring portfolio evaluation

To aid students in keeping their portfolios, many management tools have been developed. Students were required to maintain weekly reflection notebooks. Students were given the opportunity to present their portfolio tasks to the class and got feedback from the instructor. A portfolio celebration was hosted so that students may receive criticism and support

from their peers, as well as view and learn from the works of their classmates. Lastly, Huang planned sessions for students to discuss their challenges and/or difficulties while creating their portfolios.

7) Evaluation of portfolio

This portfolio system's grading structure incorporated both formative and summative evaluation. The class conference, self-evaluation, and peer-evaluation constituted formative evaluations. The summative evaluation consisted of a student-teacher discussion. Students were instructed to show their portfolios to Huang individually. Students were given a score based on the criteria and comments for improvement following the presentation.

Singh et al. (2015) propose a portfolio evaluation model with the following seven phases:

1) Specify important skills:

- abilities in hearing, speaking, reading, and writing
- develop assessment objectives based on learning outcomes

2) Instructors' educational techniques

- task description
- engaging and significant learning activities

3) Teacher evaluates students' work and records their grade; students

assemble their work in portfolios.

4) Teacher offers performance evaluation; students write self-reflections, complete self-assessment forms, and do peer assessments.

5) Provide students with practice opportunities

- augmentation activities for excellent students

- corrective exercises for weak students

6) Compile "best efforts" evidence in a portfolio

7) Evaluate the portfolio's contents using a rubric.

From the description of portfolio assessment implementation, it can be deduced that there are eight phases to producing portfolio assessment.

1) Preparing the students

Teachers should prepare students by describing how portfolios will be utilized in class. The professors must describe every aspect of the portfolio they created previously, including the purpose, procedure, and assessment criteria. In addition, teachers should prepare for additional questions. If there are any questions that cannot be answered by the professors. It is a signal for educators to update what they created throughout the development stage.

2) Specifying the characteristics of portfolio and tasks

Teachers must establish the portfolio's features, including tasks to be included and portfolio organization. Important is the portfolio's structure since it is the arrangement of tasks inside the portfolio that allows students to follow them. The lecturers must also clearly explain the tasks, including the

quantity and type of work. Before the portfolio evaluation process begins, these elements should be explained.

3) Establishing the criteria for evaluation

Criteria for evaluation can be generated either solely by instructors or jointly by teachers and students. This is dependent on the applicable framework. So that students are aware of what is assessed, evaluative criteria must be transparent and easily comprehensible. After the compilation, the criteria for the tasks to be included in the portfolio and the portfolio itself should be developed.

4) Teaching skills and/or ability for the tasks

Teachers should develop lessons that provide students with the skills necessary to complete assigned activities.

5) Assessing each task

The students should be able to perform the assignment after learning it. When students complete their assignments, teachers must evaluate them based on the criteria outlined in the previous step.

6) Holding a meeting with students and requesting that they rewrite

The student-teacher conference is a mechanism for providing detailed feedback on the submitted assignments. The students and teachers can discuss the assigned assignments. It is also a chance for students to seek

clarification on their errors. The students then edit their assignments based on the professors' comments.

7) Monitoring portfolio evaluation methods

Due of the length of time required for portfolio evaluation methods, teachers should maintain vigilance throughout the assessment process. There are several methods for monitoring procedures, including reflective journaling and peer evaluation. These methods can motivate students to maintain updated portfolios. In addition, teachers can assess whether or not students adhere to the processes.

8) Compile and evaluate portfolio

After completing each assignment, students must compile the assignments and other materials according to the portfolio's structure. Then, the students submit their portfolios, which the professors evaluate based on the aforementioned criteria. The implementation of portfolio assessment from previous studies and the present study are demonstrated in Table 10

Table 10

The proposed implementation of portfolio assessment in the present study and previous studies (Gottlieb, 1995; Hamp-Lyons & Condon, 2000; Huang, 2012; Singh et al., 2015)

Implementation of Portfolio assessment in this study	Six Attributes of a Portfolio (Gottlieb, 1995)	Portfolio Assessment Procedures (Hamp-Lyons & Condon, 2000)	Seven Stages of Portfolio Assessment Implementation (Huang, 2012)	A Portfolio Assessment Model (Singh et al., 2015)
1. Preparing the student			5. Preparing the students	
2. Specifying the characteristics of portfolio and tasks			1. Setting the purpose of the portfolio 2. Determining portfolio tasks 4. Determining organization	
3. Establishing the criteria for evaluation			3. Establishing criteria for assessment	
4. Teaching skills and/or ability for the tasks				1. Specify important skills 2. Teachers' instructional strategies
5. Assessing each task		1. Write up the first draft 2. Submit first draft to the teacher 8. Write up the final draft		3. Teacher assesses students' work
6. Conferencing with students and asking them to revise	2) Reflecting	3. Teacher's comments 4. Conference with teacher		4. Teacher provides feedback on performance
7. Monitoring the procedures of portfolio assessment	1) Collecting 4) Documenting	5. Reflect on first draft 6. Peer review 7. Revise first draft	6. Monitoring the portfolio assessment	5. Provide opportunities for practice for students
8. Compiling and assessing portfolio	3) Assessing 5) Linking 6) Evaluating	9. Collect final draft in portfolio	7. Assessing portfolio	6. Compile evidence of "best efforts" in a portfolio 7. Evaluate the contents of portfolio using a rubric

3.8. Criteria for Assessing Portfolios

When portfolio evaluation is adopted, teachers and students must reach an agreement on the exact scoring criteria. Criteria used to evaluate portfolios should be thoroughly articulated, with an emphasis on demonstrating language growth (Douglas, 2000) Gronlund (1998) stressed the need of defining the type of skill to be evaluated and the desired learning outcomes. Hamp-Lyons and Condon (2000) emphasized that the criterion should include textual characteristics and thinking and self-reflection components.

The initial step in defining portfolio criteria should be dialogue between the institution's management and professors (Larson, 1996). However, exact grading criteria must be discussed with caution. Due to the fact that it is challenging for instructors to develop their own criteria and adapt to new criteria (Hamp-Lyons & Condon, 2000). In addition, it is crucial that students are informed of the criteria and standards that will be used to evaluate their performance. In addition, students should be included in the decision-making process for establishing criteria and creating rating scales (Gronlund, 1998).

There are two primary portfolio evaluation methods: holistic and multi-trait. Reading a text and deciding on a broad, subjective score is the most prevalent kind of scoring for large-scale or in-class writing exams, and holistic scoring is the most common method of scoring (Grabe & Kaplan, 1996).

1. The holistic technique may be useful with smaller samples, but it is unlikely to be dependable with larger, more open portfolios that exhibit substantial fluctuation. The multi-trait option more accurately represents the complexity of both the goods and processes involved, but it can become cumbersome if too many distinct criteria are assessed.

Some researchers propose the criteria in assessing portfolio as follows.

1.1. Criteria in assessing portfolio is proposed by Daiker (1990).

It is called 1990 Scoring Guide for Portfolios. The details of these criteria are illustrated in Table 11.

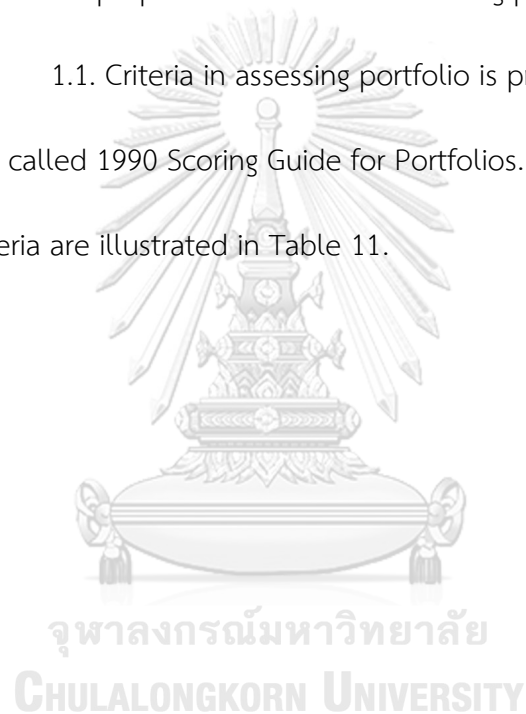


Table 11

1990 Scoring Guide for Portfolios (Daiker, 1990)

6	<p>A portfolio that is <u>excellent</u> in overall quality. These portfolios include four distinctive pieces, one from each assigned genre, that excel in several of the following ways.</p> <p>They demonstrate an ability to handle varied prose tasks with maturity and originality.</p> <p>Their ideas are fully developed. The writing is consistently well organized, specific, mechanically correct, and stylistically mature. There are strong signs of individuality and creativity.</p>
5	<p>A portfolio that is <u>very good</u> in overall quality. These portfolios generally include four distinctive pieces, one from each assigned genre, that occasionally excel in some of the following ways. They suggest an ability to handle varied prose tasks with maturity and originality. Their ideas are well developed. The writing is generally well organized, specific, mechanically correct, and stylistically mature. There are some signs of individuality and creativity.</p>
4	<p>A portfolio that is <u>good</u> in overall quality. These portfolios generally include four pieces, one from each assigned genre, that succeed in several of the following ways.</p> <p>They demonstrate an ability to handle varied prose tasks competently. Their ideas are developed. While the writing is organized, it tends to be less specific, mechanically correct, and stylistically mature than the very good or excellent portfolios.</p>
3	<p>A portfolio that is <u>fair</u> in overall quality. These portfolios include four pieces, but it may be difficult to identify the four assigned genres. They meet with mixed success; they suggest rather than demonstrate an ability to handle varied prose tasks competently. There tend to be both strengths and weaknesses in development, specificity, organization, mechanical correctness, and stylistic maturity.</p>
2	<p>A portfolio that is <u>below average</u> in overall quality. These portfolios include four pieces, but it may be difficult to identify the four assigned genres. They only partially suggest an ability to handle varied prose tasks competently. There are weaknesses in organization, development, specificity, mechanical correctness, or stylistic maturity.</p>
1	<p>A portfolio that is <u>poor</u> in overall quality. These portfolios include four pieces, but it may be difficult to identify the four assigned genres. There are few or no signs of an ability to handle varied prose tasks competently. There major weaknesses in several of the following areas: organization, development, specificity, mechanical correctness, or stylistic maturity.</p>

1.2. Van der Horst and McDonald (1997) propose scoring rubrics for portfolio assessment as presented in Table 12.

Table 12

Scoring Rubrics for Portfolio Assessment (Van der Horst & McDonald, 1997)

Poor	The learner did not do the task, did not complete the assignment, or shows no comprehension of the activity.
Inadequate	The product or assessment does not satisfy a significant number of criteria, does not accomplish what was asked, contains errors, or is of poor quality.
Fair	The product or assessment meets some criteria and does not contain gross errors or crucial omissions.
Good	The product or assessment meets the criteria completely or substantially.
Outstanding	All the criteria are met, and the product or assessment exceeds the assigned task and contains additional, unexpected or outstanding features.

1.3. Jones (1997) developed “Writing Portfolio Assessment and Evaluation Guidelines” to assess the writing portfolio. She claims that the set of criteria or the rubric should include completion, process, and quality of the final product. The proposed guidelines are illustrated in Table 13.

Table 13

Writing Portfolio Assessment and Evaluation Guidelines (Jones, 1997)

	<ul style="list-style-type: none"> - The writer extends and explores ideas and concepts from the reading and discussion. - The writer takes ownership and responsibility for coming up with his or her own topics, establishing a personal focus, developing the idea, and seeing it through to the final finished quality product. - The writer deals with complex ideas and issues. Ideas are thoughtfully developed with carefully chosen support and detail. This expression of ideas is fluent, thoughtful, and effective. The writer takes risks, experimenting with a variety of formats.
A	<ul style="list-style-type: none"> - The writer demonstrates a sophistication of language usage. Vocabulary is appropriate to the tone and topic of discussion. Terminology is discussed in a meaningful context. - The writer’s voice comes through. The writer is confident, insightful, and perceptive. The writing demonstrates confidence in control of correct sentence construction, usage, grammar, and mechanics. The writing is error free. - The writer’s memo (Self-assessment) demonstrates a growing self-awareness and ownership in improving writing. The writer sets high standards and strives to meet them.

Table 13

Writing Portfolio Assessment and Evaluation Guidelines (Jones, 1997)

(Continued)

	<ul style="list-style-type: none"> - Topics are related to the ideas and issues that arise from the readings and discussions. Understanding is evident. The writer chooses a format that develops his or her idea. The writer considers his or her impact on the reader. - The writer has met all deadlines. Class time has been used well. Peer input is valued during the process of the writing. The writer uses feedback from peers to revise. The writer is committed to producing a polished final product.
B	<ul style="list-style-type: none"> - A clear focus is established, and thoughtful ideas are supported with appropriate evidence. The writing is organized so that it has impact on the reader. The conclusion is effective. - Vocabulary is clear and appropriate. Language used is straightforward, clear, and fluent. The writing demonstrates competence in control of sentence construction, usage, and mechanics. Minor and minimal errors. - The writer's memo carefully considers what has been accomplished in the writing as well as dealing with specifics of the writing.
C	<ul style="list-style-type: none"> - Most deadlines have been met. All writing assignments have been completed (including revisions when asked to do so). - Topics are related to the ideas and issues that arise from the readings and discussions. Ideas are dealt with simply but clearly and supported by/with some kinds of evidence. - The writer is focused, and the introduction provides a general direction for the reader, but discussion of idea may be general or predictable. It may lack the specific detail needed to support ideas. The conclusion is functional. - Vocabulary is imprecise and/or inappropriate. The writing may be straightforward but limited to simple structures. The writer demonstrates control of the basics of sentence construction, usage, grammar, and mechanics. There may be occasional errors, but the communication of ideas is clear. The writer is aware of his or her purpose and audience. - The writer's memo is beginning to deal with specifics of the writing.
D	<ul style="list-style-type: none"> - Deadlines have been missed/ portfolio is incomplete. - Topics are not related to ideas and issues from readings and discussions in the classroom. The writer may be confused or lack the background to deal with the subject chosen. - The writer lacks a focus and/or is unable to develop an idea. - The writer may be unable to use paragraphing to organize ideas. The conclusion is not functional. - The writer lacks control of conventions and language usage. - The writer is unable to write clearly and/or effectively.
F	<ul style="list-style-type: none"> - The writer has not completed any assignments or has made no effort in the assignments completed.

To synthesize the criteria used in assessing portfolio, some words or excerpts from the descriptors of these criteria are analyzed and put under the almost the same criterion. The comparison is shown in Table 14.

Table 14

The Comparison of the Criteria Used in Assessing Portfolio

Criterion	Daiker, 1990	Jones, 1997	Van der Horst and McDonald, 1997
Quality of works	... distinctive pieces error free unexpected or outstanding features.
Completion (meet the expected numbers of works)	These portfolios include four distinctive pieces, ...	-	... the product or assessment exceeds the assigned task ...
Organization	The writing is consistently well organized, ...	-	-
Originality	... an ability to handle varied prose tasks with maturity and originality ...	The writer takes ownership ...	-
Correctness	The writing is consistently well organized, specific, mechanically correct, control of correct sentence construction, usage, grammar, and mechanics.	-
Uniqueness	There are strong signs of individuality and creativity such as a distinctive voice.	The writer takes ownership and responsibility for coming up with his or her own topics. unexpected or outstanding features.

2. According to Hamp-Lyons and Condon (2000), multi-trait scoring has several advantages in portfolio-based evaluation and is a more prevalent and favored alternative than single trait scoring for writing assessment. Hamp-Lyons (1991) indicates that the characteristics can represent various sorts of texts, phases of updated versions, writing aims, and more.

From the two ways for grading portfolios, Hamp-Lyons and Condon (2000) appear to recommend that teachers choose "Multi-trait scoring" because it is the more prevalent and favored alternative for writing evaluation. Moreover, Tabatabaei (2012) asserted that the teaching and grading methodologies for writing have shifted from a focus on products to a focus on processes. This statement also supports the use of 'Multi-trait scoring' since teachers may use the method to evaluate writing in several areas, including the writing process.

Steven and Levi (2005) proposed that, regardless of the number of participants, there are four fundamental steps involved in the construction of any rubric. These steps are necessary for determining the criteria for evaluating portfolios. These steps are referred to as the "Four Key Steps in Constructing a Rubric." The four phases include:

First-stage reflection. In this stage, teachers reflect on what they want from students, why assignments are made, what happened the previous time the assignment was completed, and what the

teachers' expectations are. The answers to the above questions should assist instructors in determining what type of rubric will best meet the needs of both teachers and students. The responses should also produce suggestions that teachers may use to create a high-quality rubric that effectively conveys their expectations to the students.

Stage 2: Listing. At this point, teachers should focus on the specifics of the assignment and the learning outcomes they want to see in completed assignments. At the conclusion of Stage 2, instructors should have a summary of the assignment's general learning objectives and, beneath each objective, a list describing the highest performance standards for that specific learning objective.

The third stage is grouping and labeling. In this stage, instructors organize the outcomes of their Stages 1 and 2 reflections. In other words, aggregating comparable expectations into what will likely become rubric criteria. At the conclusion of Stage 3, all performance expectations relating to learning objectives should be communicated to instructors. Then, they should be divided into recognizable component abilities such as "Organization," "Presentation," and "Introduction," which will constitute the rubric's criteria.

Phase four: application Teachers convert the lists and categories to a rubric grid at this level. The labels for the categories of performance expectations are now the rubric's criteria. They are put in the left column of the rubric grid, although a number of the learning and assignment objectives appear in the descriptions of the greatest level of achievement for each criteria.

Conclusion

This four-step method for developing rubrics does not need the acquisition of any new skills or techniques. It simply systematizes how instructors employ the skills and abilities that made us academics in the first place, from reflection to categorization to application. The application of these abilities enables teachers to develop a grading rubric that is beneficial to both teachers and students.

Additionally, Steven and Levi (2005) proposed "Five Models for Collaborative Rubric Construction." 1) Presentation, 2) Feedback, 3) Pass-the-hat, 4) Post-it, and 5) 4X4 are these five models.

1) Presentation Format

The Presentation Model is the most often utilized model for constructing rubrics. In the Presentation Model, the instructor is responsible for all work and important decisions. Teachers then establish the rubric's criteria by outlining what is anticipated in terms of completing the specific task and presenting it in an appropriate manner. Teachers also determine the

weight that will be assigned to each criterion, establish a scale, and, based on past experience and current expectations, determine what constitutes an excellent assignment completion, establish one or more acceptable levels of assignment completion, and describe the lowest level of performance.

The next step is to share the results with the students. Before the students begin the assignment, the instructor should distribute the rubric, which will be used to evaluate the assignment, and should be read by the students. Steven and Levi (2005) discovered that they had superior results by having students perform an initial reading of the rubric in class, followed by an open-ended question period. Typically, teachers allot time not just for questions, but also for a serious discussion of the rubric's criteria and objectives. However, teachers may occasionally modify the rubric if a clarification is required during the discussion.

The Presentation Model, although not highly interactive, offers an early warning mechanism for teachers and students on student responses and awareness of expectations. This method of constructing rubrics is suitable for big, lower-division college classrooms in which lecturing is the primary method of instruction. The Presentation Model requires less class time. The professors conduct the most of the talking and only answer questions, which seldom exceed a quarter-hour and can be substantially shorter.

2) The Response Model

The sole difference between the Input Model and the Presentation Model is that when the instructor delivers the rubric to the class, he or she does so with the awareness that the rubric can still be modified by student feedback. Before the instructor finalizes the rubric, the students are provided with a completed rubric and given the opportunity to improve it through the submission of corrections, suggestions, and questions.

Students might be broken into small groups to discuss the rubric and determine what points require explanation and expansion. Then, suggestions may be solicited from a restricted number of group spokespeople as opposed to individuals. This not only reduces the possibility for disruption, but also increases the participation of shy students and discourages more vocal students from pushing their ideas on the others.

In certain instances, we encourage more active student engagement by providing ways in which they may choose to modify the criteria. The weighing of criteria is a basic area in which students may be involved. Occasionally, professors consider all factors equally and inquire whether or not students are comfortable with this method. As a result, a conversation may ensue, which may be quite fruitful, as students may share diverse perspectives on the importance of content, ideas, and the technical aspects of writing.

There is also the option of leaving portions of the rubric blank and let students fill them in. This works well with three-to-five-level rubrics in which we can fill in the highest and lowest expectations and invite the kids to propose what may fall in the between. This not only compels students to carefully study the criterion descriptions, but also compels them to reflect on their prior experiences with academic writing, including their past blunders. Students frequently provide error possibilities that professors have never considered. This strategy enables us to keep a great deal of control by include what professors deem to be very essential, while providing students a great deal of freedom to contribute. Obviously, teachers should also record student recommendations and eventually include those they deem valid into the final evaluation.

In addition to the early warnings offered by the Presentation Model, the Feedback Model can motivate students to participate more actively. The promise of a higher mark based on a rubric that recognizes at least some of their abilities is a powerful motivator for students to speak out. In addition, if teachers employ group presentations, the awareness that students' contributions will be presented as a collective contribution and not as an individual declaration frequently helps kids realize that they do have something to give.

Students discover that assignments are not only hoops to jump through, but also a set of performance standards that advance their education in many ways when they are required to offer ideas. Students will be able to self-assess against the rubric criteria as they finish the task if they collaborated even in this preliminary fashion on the assessment instrument itself. Ideally, this will ultimately encourage students to self-evaluate with or without a rubric, allowing them to become fully engaged learners.

The Feedback Model is most effective in smaller, lower-division college classes where debate is a standard component of the curriculum. The Feedback Model is often considerably more time-consuming than the Presentation Model because it encourages greater student engagement and debate. Typically, it should not occupy more than one class session, and it may often be completed in less time.

3) The Hat-Passing Model

The Pass-the-Hat Model provides students with the greatest level of freedom and creativity in defining task expectations for the grading rubric, while enabling professors to retain substantial control over the final result. In this methodology, the teacher does not write a rubric in advance, but instead assists students in creating a portion of their own during class time. Students participate to varied degrees in Stages 2 (Listing), 3 (Grouping and Labeling), and 4 of this process (Application). The students begin with the assignment

prepared by the instructor and identify potential expectations for this task. The instructor then organizes and classifies these expectations as criteria, applying them to the rubric grid.

The professors describe the assignment and the nature of the rubric as precisely as possible. This model is often employed exclusively with students who have been exposed to rubrics through the Presentation or Feedback Models. In certain instances, however, teachers have introduced students to the Pass-the-Hat Model of rubric development without such expertise. In such instances, professors may distribute a generic rubric, often a three-level rubric with scales and potentially even basic criteria filled in, to provide students with a clearer understanding of what the final output would entail. Typically, teachers typically give a brief lecture on rubrics, perhaps displaying an old rubric to students.

Before beginning the Pass-the-Hat activity in which teachers solicit student opinion, teachers carefully study the task outlined in the course outline. The professors then distribute three to five scraps of paper to each student and ask them to write what they believe constitutes an A-level paper. Teachers require students to limit each piece of paper to a single proposal. This supports Stage 3 (Grouping and Labeling) by allowing us to categorize items based on rubric criteria. At this point, professors often permit

students to consult with one another, and sometimes they intentionally organize students into groups.

The teachers then place the slips of paper in a hat or other container and sort them into groups that will serve as the descriptions of the new rubric's criteria. Some educators might rather complete these forms in the privacy of their offices. However, organizing in front of the class increases student buy-in and enables teachers to discuss the partially developed rubric while student contributions and conversations are still fresh in their minds.

When instructors take students' comments straight to the office for Stages 3 and 4, they are very cautious to include as much student language as possible in the final evaluation. This not only strengthens the credibility of the rubric in the eyes of the students, but when the professors distribute the final version, at least one student will boast, "That was my contribution!" As a result, the rubric is attentively and completely studied by the remaining students as they search for their respective components.

The Pass-the-Hat Model is ideally suited for small to medium-sized groups (fewer than thirty students) at any level in which discussion is a frequent component of the instructional strategy. Although extremely participatory and student-centered, the Pass-the-Hat Model is not particularly time-consuming, particularly if the instructor just gathers student contributions and develops the rubric outside of class. Obviously, it will take

substantially longer if the teacher decides to read off the student submissions, request more comments, and suggest first criteria groupings. In its most basic version, though, it often takes little longer than thirty minutes.

1) Post-it Note Model

The Post-it Model is an expansion of the Pass-the-Hat Model that provides students additional power by having them construct not just part of the criterion descriptions, but also the criteria themselves. Students are more engaged in Stages 2, 3, and 4 than in earlier models because the Post-it Model requires students to create groups of ideas and criteria; teachers provide students with Post-it notes instead of slips of paper to put their thoughts on. Then, the students may place their post-its on the whiteboard, the walls, posters, or any other usable surface and quickly rearrange them to form groups.

The Post-it Model is initiated by the teachers in the same manner as the Pass-the-Hat Model. Each student is given a Post-it note and instructed to list two to three criteria that, in their opinion, should characterize an exceptional assignment submission. Each Post-it note. These are not collected in a hat or other container by the teachers. Instead, professors instruct students to affix them to the whiteboard, blackboard, or other wall that is accessible.

The disorder may arise. Teachers instruct students to read one another's contributions and organize them by placing similar items in the same location. The professors serve as referees while the students argue whether or not a Post-it note declaring "excellent ideas based on correct facts" should be grouped with another Post-it note dealing with ideas or with a Post-it note discussing the significance of accurate research. Obviously, what the students are doing is the grouping that they would typically perform in the Pass-the-Hat Model in order to develop the criteria for the new rubric.

After grouping student contributions, instructors may bring in poster boards or any other type of board. Each volunteer is provided with a black marker and a poster or giant Post-it note, which are posted or propped up throughout the classroom by the teachers. The teachers then read aloud all the contributions in a single group and ask the students to come up with a name for the criteria that unite them. Typically, it is a single word. Once the class has selected a criteria title, a volunteer writes it on the top of one of the posters and replicates the major descriptions from the original Post-it notes onto the finished poster. It is not uncommon for students to notice an absence at this point and contribute additional descriptors to the final list.

Teachers then proceed to the next loose cluster of Post-it notes and continue the process. Once all posters are finished, the professors collect them, transport them to their offices, and compile the final rubric.

The Post-it Model is well suited for smaller, upper-division or graduate courses in which students already possess a solid academic foundation. It is likely to generate confusion in larger classrooms, in part because students are not accustomed to creating their own grading tool and in part because academic discipline is likely to be more lax. In addition, the space architecture itself may not encourage cooperation if the side walls are lined with fixed seats.

The Post-it Model is meant primarily for big, complicated, and end-of-term projects. It can require two or even three class periods. However, time is seldom wasted. Even among upper-level and graduate students, misunderstandings can arise, and the lengthy debates that follow grouping and labeling expose these misunderstandings.

2) The 4X4 Version

Anderson (1998) 4X4 Model features certain control aspects but permits student involvement at all phases of the rubric-building process. In this paradigm, the teacher's responsibility is restricted to assigning work, describing what the final rubric would look like in a general sense, and assisting the students' production. Students are involved in every stage of generating the final rubric.

Teachers begin the process by consulting the course outline and reading the assignment description. The teachers then split the students into

groups of four; at least, this is the number utilized by Anderson (1998), but it is not absolutely necessary. In these groups, students use their personal experiences to pick and debate the four criteria they believe are most essential for effectively completing the project for which the rubric will be developed. Each group lists its four job requirements on a whiteboard, overhead transparency, or PowerPoint presentation, if computer projection equipment is available.

One representative from each group delivers the group's work to the class, concentrating on one of the four task criteria, maybe the one that created the most debate or about which everyone felt the greatest enthusiasm. As facilitators, instructors assist uncover parallels and contrasts between the task criteria of distinct groups, but they should avoid taking sides. After each group has presented its task criteria, the teachers ask the class to vote on the top four criteria that should be included in the rubric.

Some instructors insist on a consensus, although teachers often settle for a majority vote of two-thirds. This is not always simple to do, and the group may need to convene and construct a second or third set of job criteria before settling on four on which they can all (or at least two-thirds) agree. The four task requirements determined using this procedure become the new rubric's criteria.

Students return to their groups and provide four descriptions for each task criterion, ranging from 1 to 4, with 4 representing the highest degree of achievement and 1 representing the lowest. Again, these details are presented to the class via a whiteboard, overhead, or computer projection. As previously, the professors serve as facilitators, highlighting similarities and differences between the work of each group. The class then debates the results and votes on them until consensus or a two-thirds majority is attained. The outcomes become the criterion descriptions on the new rubric.

Occasionally, professors send students back to their groups to identify the new rubric's scale with a more descriptive term than four digits. Teachers should give encouraging, non-judgmental labels such as "Exemplary," "Proficient," "Developing," and "Emerging;" but, this is ultimately a student decision.

The 4X4 Model was created nearly completely by students. Teachers merely organize the classwork that has been created. Teachers may occasionally adjust a few points, but students should be able to identify their work on the rubric.

The 4X4 Model is appropriate for all skill levels and practically all class sizes. Due to the abundant opportunity it gives for group contemplation and refining of original ideas, it is effective even with first-year students; if teaching assistants are present to circulate and oversee groups, so much the

better. Freshmen are sometimes shocked to realize that they know far more than expected about what constitutes quality academic work.

Due to the fact that the 4X4 Model requires even more time than the Post-it Model, often one to two full class periods, it is best suited for major, content-heavy tasks such as research papers and term projects. Teachers and students will quickly realize that it is impossible to establish relevant rubric criteria and descriptions without including addressing the assignment and the subject of the class. Therefore, the time provided for rubric production can be combined with the time given for content-based class discussions.

Summary

The teachers' and students' roles in creating a rubric are different. It depends on what model to be used. Table 15 shows how that stages can be used to understand the roles that teachers and students play in our rubric construction models. As we move from Model 1, Presentation, to Model 5, 4X4, the teachers play a lesser role while the students play a larger role in rubric construction.

Table 15
Teacher and Student Rubric Construction Roles in Models of Rubric Construction (Steven & Levi, 2005)

Rubric Construction Model	Stage 1: Reflecting	Stage 2: Listing	Stage 3: Grouping and Labeling	Stage 4: Application
1. Presentation	Teacher	Teacher	Teacher	Teacher and students who ask questions and reflect their own understandings
2. Feedback	Teacher	Teacher	Teacher	Teacher and students who edit for clarity
3. Pass-the-Hat	Teacher	Teacher / Students	Teacher and students who group student contributions	Teacher and students who create final rubric
4. Post-it	Teacher	Teacher	Teacher and students who facilitate grouping	Teacher and students who create final rubric

3.9. Research on the Use of Portfolios

In this part, the researcher wanted to present prior research on the application of portfolio assessment in ELT environments. There have been several studies on portfolio evaluation and writing abilities.

Numerous scholars have explored the efficacy of portfolio evaluation for evaluating writing abilities (Nezakatgoo, 2011; Bamahra, 2016; Ozer & Tanriseven, 2016; Ucar & Yazici, 2016; Vangah et al., 2016). It was a quasi-experimental design for the study. Pre- and post-tests were used to assess the writing ability of the participants. The writing abilities of the participants in the experimental group exceeded those in the control group. In addition, the qualitative interview data

confirmed the quantitative findings. This meant that portfolio evaluation enhanced writing ability, such as grammar and correctness (Bamahra, 2016).

Turkkorur assessed the inter-rater reliability of seven evaluators of writing portfolios in terms of their usefulness as a test (2005). These seven raters did not differ much, according to the data. In other words, a substantial connection existed between raters. It may be argued that several raters and a single agreed-upon analytical criteria would increase the reliability of portfolio evaluation (Meeus, Peregem & Engels, 2009).

The impression of portfolio evaluation by students was an additional issue examined in portfolio assessment and writing ability research. According to McMullan (2006) and Chung (2012), data was gathered by questionnaire. The findings demonstrated that portfolio evaluation was viewed favorably.

On the basis of the aforementioned details, it can be asserted that there have been several research on the impacts of portfolio evaluation and perceptions of portfolio assessment. To the best of the researcher's knowledge, however, there may not be many studies including Thai undergraduate students. The efficacy and perceptions were explored in a recent research.

3.10. Summary on Portfolio Assessment

The portfolio assessment serves as a process-oriented evaluation of long-term development in writing since it provides evidence of editing and rewriting in the final product's creation (Douglas, 2000)

It is crucial to establish precise standards for the portfolios' overall quality. Before the students finalize their portfolios, these requirements must be communicated, debated, and comprehended (Santos, 1997).

According to the information presented above, portfolio evaluation does not rely just on instructors but also requires student participation. Students should participate in all procedures, from establishing portfolio criteria to getting comments. In addition, the students have extra opportunities to enhance their writing abilities.

4. Portfolio Assessment and Test Usefulness

The decision to use portfolio assessment needs to be based on a consideration of the six qualities of test usefulness (Bachman and Palmer, 1996).

4.1. Reliability

4.1.1. Types of Reliability

Two forms of dependability are discussed by Brown and Rodgers (2002): person-related reliability and instrument-related reliability. Person-related reliability guarantees that the individual is well prepared and knows what is anticipated, whereas instrument-related reliability may be accomplished by employing several assessment techniques and ensuring ideal assessment settings.

According to Hyland (2003), there are two aspects of dependability to consider when grading student writing: intra-rater reliability and inter-rater

reliability. Intra-rater reliability is achieved when the same rater consistently assigns the same score to the same student's performance on many occasions. Inter-rater dependability necessitates that all raters score the same student performance in the same manner. This category will be covered in the subsequent section.

4.1.2. Reliability of Portfolio Assessment

Meeus et al. (2009) evaluated the validity and reliability of portfolio evaluation in pre-service teacher education. The results indicated that there were a number of methods for enhancing the dependability of portfolio evaluation, therefore they proposed five options.

First, establishing a standard evaluation process for all assessors increases the dependability. This type of protocol must offer responses to certain inquiries. Are the actions to be evaluated individually or merely as a whole? The evaluators must provide a clear structure for these questions.

Utilizing an uniform interpretive framework increases the portfolios' dependability. A concise checklist with the overall evaluation criteria is simple to utilize. Assessment scales and rubrics can also be utilized.

There is a contrast between analytical and holistic grading, as well. In holistic grading, evaluators issue a single final grade and do not assign separate grades to individual aspects. Baume and Yorke (2002) demonstrated that analytical portfolio evaluation is less dependable than holistic portfolio

evaluation. Therefore, holistic marking is the preferred method for evaluating portfolios.

Fourth, the competence of the evaluators must be promoted via training and assistance. Prior to adopting portfolio assessment, training should be provided to assessors, as portfolio assessment is typically performed by a number of individuals.

Fifth, a single evaluator may not be qualified to score the portfolios. Rating portfolios should include many evaluators. When more than one assessor is required for assessing portfolios, as noted previously, all assessors should get training.

4.2. Validity

4.2.1. Types of Validity

Messick (1989) defines validity as the degree to which empirical data and theoretical rationales support the adequacy and appropriateness of conclusions and actions based on test score or other means of assessment. This definition indicates that the idea of validity encompasses a number of significant features to examine or hypotheses to evaluate, and that validity may be described in a variety of ways.

Procedures for assessing validity concentrate mostly on the performance on the test and other visible criteria under consideration. The below kinds can prove validity.

1) Face validity

This is not technical validity because it has nothing to do with what the test measures. It relates to whether the test appears valid or not. For this purpose, the suggested instrument will be sent to specialists in the relevant field, who will be tasked with determining if it accurately measures the purpose for which it was designed.

2) Congruent Validity

This sort of validity is determined statistically by connecting scores on the current test with scores on another valid and reliable test.

3) Concurrent Validity

It pertains to tests used to diagnose existing conditions. Its criteria is always accessible at the moment of testing.

4) Construct Validity

This sort of validity focuses on the characteristics that a test measures. It is tested by showing that specific explanatory structures account for a portion of test performance.

5) Predictive Validity

It indicates that the projections based on assessment findings will be accurate. A instructor may anticipate, for instance, that a student who earned an A in Biology in high school will perform better in a degree course in Biology than a kid who received a failing grade. Consequently, the evaluation

might be deemed to have predictive validity. When the major objective of the evaluation is selection, this form of validity is the most crucial. Ensure predictive validity by ensuring that a student's performance on the exam is highly correlated with their future performance on the predictive measure.

4.2.2. Validity of Portfolio Assessment

Herman, Gearhart, and Baker (1993) examined a sample of student portfolios in order to offer early evidence on crucial measuring concerns such as score transferability and generalizability. The objective of their study was to determine if portfolio scores may serve as reliable markers of student success. They discovered that portfolio design and scoring methodologies must be harmonized with assessment objectives. They underlined that gathering and assembling student work was not sufficient to provide meaningful evaluation or learning.

Reckase (1995) investigated whether portfolio assessment yields high levels of reliability and validity, allowing it to be employed as an alternative assessment technique in assessments with relatively high stakes. The findings of this study indicated that a well-organized and structured portfolio assessment might be employed in a large-scale environment to achieve the reliability and validity requirements necessary for usage with individual students.

Supovitz, MacGowan III, and Slattery (1997) studied the validity of portfolio assessment by evaluating inter-rater agreement in portfolio assessment reliability. They sought to determine if external raters unfamiliar with the students would be able to evaluate them at the same level of performance as the kids' professors. 393 portfolios were rated by two groups of teachers: classroom raters and external raters. We analyzed the grades of the two groups to determine the proportion of portfolios with matching grades and the inter-rater correlation. The results indicated that the two groups did not have substantial correlations in reading and writing across all three grade levels and had only moderate dependability. Therefore, they asserted that the moderate levels of dependability implied moderate levels of validity.

4.3. Authenticity

4.3.1. Definition of Authenticity


According to Bo (2007), authenticity has become a major concern in test design and test validation. Since the goal of the language examination is to represent real-world language usage. Authentic activities have become one of the most important components of exams designed to assess language learners' capacity to apply classroom knowledge to real-world settings.

According to Leung and Lewkowitz (2006), authentic test assignments should be based on real-world resources that closely match the test-takers'

expectations when performing the tasks outside of the classroom or test context.

4.3.2. Authenticity of Portfolio Assessment

Guba and Lincoln (1989) proposed the “authenticity criteria” from the constructivist methodology. These criteria reflect considerations that are important for intended contributions of portfolios. These criteria are summarized in Figure 26.



Criterion	Central question
Fairness	To what extent have all competing constructions been assessed, exposed and considered?
Ontological authenticity	To what extent have individual constructions (including those of the evaluator) become more informed and sophisticated?
Educative authenticity	To what extent have individuals (including the evaluator) become more understanding (even if not more tolerant) of the constructions of others?
Catalytic authenticity	To what extent is action stimulated and facilitated by the assessment?
Tactical authenticity	To what extent are individuals empowered to take the action that the assessment process implies or proposes?

Figure 26: Authenticity Criteria of Portfolio Assessment (Guba & Lincoln, 1989)

4.4. Practicality

4.4.1. Definition of Practicality

Practicality is the link between the resources necessary for test design, development, and usage and the resources available for these endeavors (Bachman & Palmer, 1996). They demonstrated that this characteristic is distinct from the others since it focuses on the assessment process.

4.4.2. Practicality of Portfolio Assessment

Kose (2006) examined the impact of portfolio implementation and evaluation on the critical reading and learner autonomy of ELT students. She also emphasized the usefulness of portfolio evaluation. She says that another restriction of portfolio evaluation is its practicability. It requires much time, effort, and investigation to accumulate all the necessary items for a reading portfolio. Another challenging aspect is organizing the portfolios' contents in accordance with their goals and objectives.

4.5. Washback

4.5.1 Meaning of Washback

According to Bachman and Palmer (1996), washback falls under the spectrum of impact. They view learning and teaching as two processes that are carried out by people, educational and social systems, and the larger society.

4.5.2. Washback of Portfolio Assessment

Kose (2006) examined the impact of portfolio implementation and evaluation on ELT students' critical reading and learner autonomy. She says that the most significant advantage of portfolio evaluation is that it allows students to reflect on their work. They acquire an awareness of what they are doing, self-respect, a sense of responsibility, and a sense of ownership.

Teachers will be able to monitor their students' engagement in the learning process through the written reflections of the students.

5. Summary of the Qualities of Test Usefulness of Portfolio Assessment

Lam (2016) critically reviews the extent to which assessment as learning (AaL) used as a portfolio assessment. He proposes the characteristics of using AaL in portfolio-based writing assessment as shown in Table 16.

Table 16
Reviews of Features of AaL in Portfolio-based Writing Assessment (Lam, 2016)

Qualities of Usefulness	Features of AaL in Portfolio-based Writing Assessment
Reliability	Enhances reliability through multiple assessment opportunities, that is, self-, peer, and teacher assessment; allows writing teachers for moderation and reflection
Validity	Enhances validity via assessing skills which cannot be evaluated through paper-based test
Authenticity	Through self-assessment and the process approach, teachers can understand how the text was composed in order to avoid plagiarism
Practicality	Less expensive once writing teachers are trained to conduct classroom-based portfolio assessment and integrate it into part of teaching and learning process
Washback	Positive washback on teaching and learning as 'learning how to learn' and self-assessment are key skills in writing development

6. Conceptual Framework

In the present study, the researcher modified the frameworks of earlier studies so that they were suitable for the course. The first modification was the elimination of the peer-assessment method. It was due to the restricted time of the course. There was insufficient time to instruct the participants to do the peer

evaluation. Furthermore, Yaghoubi and Mobin (2015) asserted that peer evaluation was not as reliable as instructor evaluation.

The second modification added an additional draft to the procedures. According to Hamp-Lyons and Condon (2000), just two drafts were suggested for each essay category. In the present study, the researcher added one more draft, bringing the total number of drafts for each genre of writing to three. According to Vangah, Jafarpour, and Mohammadi (2016), portfolio evaluation can give students with opportunity to employ language in their daily activities. Therefore, one more draft for each style of writing provided students with extra possibilities to demonstrate their English writing ability.

The third modification eliminated the selecting procedure. This study places less emphasis on the selection procedure since the participants gather all drafts for the researcher to observe the development of the final document.

In this study, there were two components of portfolio assessment: portfolio assessment formulation and portfolio assessment implementation.

The development of portfolio assessment referred to the planning and preparation of portfolio assessment before implementing it during the data collection process. There were seven steps as follows.

- 1) *Stating the clear objectives*
- 2) *Designing the contents and materials*
- 3) *Designing the criteria*

- 4) *Verifying the materials and criteria*
- 5) *Planning the procedures*
- 6) *Planning the way to monitor the procedures*
- 7) *Implementing the portfolio assessment procedures*

The implementation of portfolio assessment referred to the means of conducting the portfolio assessment in the present study. There were eight steps as follows.

- 1) *Preparing the students*
- 2) *Specifying the characteristics of portfolio and tasks*
- 3) *Establishing the criteria for evaluation*
- 4) *Teaching skills and/or ability for the tasks*
- 5) *Assessing each task*
- 6) *Conferencing with students and asking them to revise*
- 7) *Monitoring the procedures of portfolio assessment*
- 8) *Compiling and assessing portfolio*

In conclusion, the conceptual framework of portfolio assessment in this study could be illustrated in Table 17.

Table 17

Conceptual Framework of Portfolio Assessment in the Present Study

Development of Portfolio Assessment	1) Stating the clear objectives	
	2) Designing the contents and materials	
	3) Designing the criteria	
	4) Verifying the materials and criteria	
	5) Planning the procedures	
	6) Planning the way to monitor the procedures	
	7) Implementing the portfolio assessment procedures	
Implementation of Portfolio Assessment	1) Preparing the students	
	2) Specifying the characteristics of portfolio and tasks	
	3) Establishing the criteria for evaluation	
	4) Teaching skills and/or ability for the tasks	Collection
	5) Assessing each task	
	6) Conferencing with students and asking them to revise	Reflection
	7) Monitoring the procedures of portfolio assessment	
	8) Compiling and assessing portfolio	Collection
	Delayed evaluation	

Chapter 3

Research Methodology

1. Introduction

This chapter covers research design, population and participants, research instruments, data collection, and data analysis.

2. Research design

The study adopted a single-group, quantitative and qualitative design to examine the usage of portfolio assessment in evaluating the English writing abilities of Thai EFL undergraduates. This study's independent variable was portfolio assessment, while the dependent variables were English writing skill and attitudes regarding the use of portfolio evaluation to evaluate English writing ability. The pre-test-post-test methodology and portfolio evaluation were used to evaluate students' English writing proficiency. The scores for all essay drafts were determined using "Repeated Measure" to track the development of pupils' English writing ability. The calculation findings were triangulated with qualitative data from 1) student-teacher meeting and 2) reflective diary (self-assessment). The views of portfolio assessment questionnaire was used to test students' impressions of portfolio assessment as a method for evaluating English writing competence. The questionnaire findings were

triangulated with qualitative data from 1) a semi-structured interview and 2) a portfolio self-assessment form. The summary of research design is illustrated in Table 18.

Table 18

Research Design (One Single-group Design)

One Single-group Design		
Pre-test	Portfolio Assessment	Post-test

3. Population and participants

The population of the primary study consisted of first-year Thai undergraduates enrolled in an English foundation course at a single public university. The populace was separated into groups known as sections based on the faculty they were enrolled in. One segment included both boys and females between the ages of 18 and 20. Each portion of the population had varying degrees of English ability. The participants in the researcher's primary study were a cohesive group. The participants were predominantly female. They attended the same school. Their ages varied between 18 and 20. Twenty-five students comprised the experimental group. The majority of participants were placed at the intermediate level based on their performance on the university's English proficiency exam.

4. Research instruments

To answer research questions, there were several research instruments. They were presented according to the research questions.

Research question 1: What are the criteria of portfolio assessment in assessing English writing ability?

For this question, the researcher aimed to develop a new scoring rubric to serve the specific purposes of this study by combining the key stages in constructing a rubric (Stevens and Levi, 2005) and 4x4 Rubric Construction Model (Anderson, 1998).

There were 4 stages in constructing scoring rubric.

Stage 1: Reflecting

- The researcher reflected on the purposes and focus of the portfolio which were analyzed from the course descriptions and course objectives.

Stage 2: Listing

- The researcher put the participants into groups. Each group was given the samples of good and bad portfolio assessment.

- The participants in each group identified the characteristics of good and bad portfolio assessment.

- Every group presented the characteristics of good and bad portfolio assessment to the class.

Stage 3: Grouping

- The researcher and the participants together identified the similarities among the proposed characteristics and grouped them together.

- The researcher and the participants gave a name of each group.

- The researcher asked the participants to vote for the top four groups.

These four groups were the criteria of scoring rubric for portfolio.

Stage 4: Application

- After obtaining the four criteria of scoring rubric for portfolio, each group wrote four levels of descriptors for four criteria.

- Every group proposed the descriptors to the class.

- The researcher and the participants identified the similarities from the proposed descriptors.

- The participants discussed about the proposed descriptors.

- The researcher and the participants finalized the descriptors until the consensus was reached.

After the mentioned procedures, the “Scoring Rubric for Portfolio Assessment” (SRPA) was validated later by experts. Then, the researcher revised the rubric according to the comments from the experts and explained to the participants. This rubric was used to evaluate the participants’ portfolios by the end of the data collection.

In conclusion, there was one research instrument to answer research question 1 which was “Scoring Rubric for Portfolio Assessment” (SRPA).

Research question 2: What are the progresses of the students’ English writing ability by using portfolio?

To collect the expected data for this question, there are four research instruments used which were:

- 1) Scoring Rubric for Individual Writing Piece (SRIWP)
- 2) Student-teacher conference
- 3) Reflective journal

1) Scoring Rubric for Individual Writing Piece (SRIWP)

This instrument was built similarly to the Scoring Rubric for Portfolio Assessment (SRPA), which was also expert-validated. The researcher then changed the rubric based on the experts' feedback and communicated it to the participants. During the data collecting process, this criteria was utilized to evaluate the eight essay drafts of the participants. Due to the researcher's inability to adapt the course content and evaluation, essay subjects from the English foundation course were utilized. There were three themes for each essay style, totaling six topics for both essay kinds. The initial theme was utilized for the initial draft, and so on. However, for the fourth draft (or final draft) of each essay type, the participants picked the topic at random. Consequently, there were two repeated subjects.

2) Student-teacher conference

In this study, there were six student-teacher conferences based on the portfolio evaluation methods. After the first, second, and third drafts of the persuasive essay, the first three conferences took place. After the first,

second, and third drafts of the problem-solving essay, the following three conferences were held. The student-teacher meeting was a component of the portfolio evaluation procedure. The purpose of the conference was to provide attendees with missing abilities. The task of the participants was to pose questions to the researcher on areas in which they struggled. It was the researcher's responsibility to provide students with explanations for their errors so they may correct them. The explanation was based on the grading rubric created by the participants and the researcher.

3) Reflective Journal

This study's reflective diary comprised a series of open-ended questions that served as guides. Participants composed the responses to the leading questions. The reflective journal's leading questions were developed by adopting the "Gibbs Reflective Cycle" (Gibbs, 1988), which included the following six stages:

- 1) Description - to describe what the essay is
- 2) Feelings - to recall what they thought while they were writing
- 3) Evaluation - to describe the good and bad things about the essay
- 4) Analysis - to describe in detail about the good and bad things about the essay
- 5) Conclusion - to describe the things that the students can improve their essay

6) Action plan - to propose about the things that the students will do with the next essay

The proposed guiding questions were demonstrated in Table 19.

Table 19
The Guiding Questions for Reflective Journal

Stages in Gibbs	
Reflective Cycle	Proposed guiding questions
(1988)	
Description	- What is the topic of the writing assignment? - What are the components in the writing assignment?
Feelings	- How did you feel while you were doing the writing assignment? - How did you feel about the writing assignment after student-teacher conference?
Evaluation	- What are the good points in the writing assignment? - What are the bad points in the writing assignment?
Analysis	- Which part in the writing assignment did you do best? Why? - Which part in the writing assignment did you do worst? Why?
Conclusion	- How can you develop your good points? - How can you improve your bad points?
Action plan	- What will you do in the next writing assignment?

Validation of reflective journal

This research instrument was subjected to both content and construct validation. In addition, the change of the reflecting diary was discussed. Three specialists in the field of English language assessment and evaluation reviewed the validity of the content and constructs. The study instrument

was verified utilizing the Index Objective Congruence (IOC) method (Rovinelli & Hambleton, 1977). Experts were given an evaluation form with a three-point rating scale: -1 = invalid, 0 = uncertain, and 1 = valid. Calculations were used to determine the findings' mean scores. The elements that did not get a score between 0.50 and 1.00 were altered based on the recommendations of the experts. Overall content and construct validity was 0.79, indicating that the reflective journal content was suitable for pupils. In addition, four questions were modified somewhat in terms of appropriate terminology based on the feedback and recommendations of the experts. The revised and adjusted items were illustrated in Table 20.

Table 20

Revised and Adjusted Version of Reflective Journal

NO.	Original Items	Revised and Adjusted Items
5.	What are the <u>good points</u> in the writing assignment?	What are the <u>strengths</u> in the writing assignment?
6.	What are the <u>bad points</u> in the writing assignment?	What are the <u>weaknesses</u> in the writing assignment?
9.	How can you develop your <u>good points</u> ?	How can you develop your <u>strengths</u> ?
10.	How can you improve your <u>bad points</u> ?	How can you improve your <u>weaknesses</u> ?

In summary, there were three research instruments to answer research question 2 which were as follows:

- 1) Scoring Rubric for Individual Writing Piece (SRIWP)

2) Student-teacher conference

3) Reflective journal

Research question 3.1: What is the effectiveness of the use of portfolios in assessing English writing ability?

The instruments to collect data for this research question were pre- and post-writing tests. The topics of pre-test and post-test were different. There were 2 pre-tests which are 1) pre-test of persuasive essay and 2) pre-test of problem-solving essay. Therefore, there were 2 post-tests which were 1) post-test of persuasive essay and 2) post-test of problem-solving essay.

Validation of Pre- and Post-Writing Tests

This research instrument was subjected to both content and construct validation. It was also discussed how the pre- and post-writing examinations were modified. Three specialists in the field of English language assessment and evaluation reviewed the validity of the content and constructs. The study instrument was verified utilizing the Index Objective Congruence (IOC) method (Rovinelli & Hambleton, 1977). Experts were given an evaluation form with a three-point rating scale: -1 = invalid, 0 = uncertain, and 1 = valid. Calculations were used to determine the findings' mean scores. The elements that did not get a score between 0.50 and 1.00 were altered based on the recommendations of the experts. The average pre-test scores for the problem-solving essay and the post-test scores for the persuasive

essay were below 0.50, indicating the need for modification in terms of appropriateness of background knowledge and neutrality. The revised and adjusted test topics were demonstrated in Table 21.

Table 21

Revised and Adjusted Version of Pre-test of problem-solving essay and post-test of persuasive essay

Original Item	Revised and Adjusted Item
Pre-test of problem-solving essay: “Garbage in the ocean causes the deaths of marine animals. Provide two possible solutions to the problem.”	Pre-test of problem-solving essay: “People often throw the garbage into river which causes the water pollution. Provide two possible ways to encourage people not to throw the garbage into the rivers.”
Post-test of persuasive essay: “Should plastic bags be banned?”	Post-test of persuasive essay: “For shopping purpose, should paper bags be used instead of plastic bags?”

After the validation, the topics of pre-tests and post-tests for each types of essay were as follows:

- 1) The topic of pre-test of persuasive essay was “Should abandoned buildings (buildings without people living or working in them) be removed?”
- 2) The topic of pre-test of problem-solving essay was “People often throw the garbage into the rivers which causes the water pollution. Provide two possible solutions to the problem.”

3) The topic of post-test of persuasive essay was “For shopping purpose, should paper bags be used instead of plastic bags?”

4) The topic of post-test of problem-solving essay was “The use of electricity is increasing which causes the high expense on electricity. Provide two possible solutions to the problem.”

However, the pre- and post-tests were not assessed by the using the “Scoring Rubric for Individual Writing Piece (SRIWP)” because the pre-tests of both types of essays were conducted before the constructing process of “Scoring Rubric for Individual Writing Piece (SRIWP).” This meant that both pre- and post-tests were assessed by using the scoring rubric of the English foundation course.

To conclude, there were four research instruments to answer research question 3.1 which were as follows:

- 1) Pre-test of persuasive essay
- 2) Pre-test of problem-solving essay
- 3) Post-test of persuasive essay
- 4) Post-test of problem-solving essay

Research question 3.2: What are the students’ perceptions toward the use of portfolios in assessing English writing ability?

To obtain the data for this question, there were three instruments used:

- 1) Perceptions toward portfolio assessment questionnaire

2) Semi-structured interview

3) Self-assessment form on portfolio

1) Perception toward portfolio assessment questionnaire

The purpose of this study instrument was to explore students' attitudes about portfolio assessment. After implementing the portfolio evaluation, the questionnaire was administered. According to Davis et al. (2009), the attitudes of students on the usage of portfolio assessment may be measured using questionnaire. This research also utilized a questionnaire with Likert-type questions to collect data. To avoid a neutral perception when assessing students' attitudes toward portfolio assessment, 20 items were modified to indicate the extent to which respondents agreed or disagreed with each statement on a 4-point scale (e.g., 1 = Strongly negative, 2 = negative, 3 = positive, 4 = Strongly positive). The objects were divided into five categories, which were as follows:

1) Potentially contentious issues

This category refers to the participants' uncertainty regarding the fairness of the portfolio evaluation and their perception that diverse essay writing standards were employed. During the student-teacher conference, the researcher investigated the strengths and weaknesses of each participant, resulting in unavoidable variance in the questions posed to the participants. In the view of students used to objective, standardized tests with multiple-choice question formats, this resulted in impressions of injustice and the application of various standards.

2) Portfolio content

This category referred to the participants' perceptions toward their scores which they believed that the scores were representing their true writing ability.

3) Achievement of curriculum outcomes

This category referred to the participants' perceptions toward the portfolio assessment helping them to improve their writing ability and achieve the course objectives.

4) Building the portfolio

This category referred to the participants' perceptions toward the creation of portfolio assessment giving them positive learning experience and sense of achievement.

5) Portfolio assessment process

This category referred to the participants' understanding of portfolio assessment process.

Validation of Perceptions toward portfolio assessment questionnaire

The content and construct validity of this research instrument were evaluated throughout its validation. Also explained was the alteration of views regarding the portfolio evaluation questionnaire inventory. Three professionals in the field of English language assessment and evaluation analyzed the content validity and construct validity. Index Objective Congruence (IOC) was employed to validate the study instrument (Rovinelli &

Hambleton, 1977). The experts were presented with a three-point rating scale evaluation form, with -1 for invalid, 0 for indecisive, and 1 for valid. The findings were utilized to determine the average scores. The elements that did not receive a score between 0.50 and 1.00 were altered based on the recommendations of the experts. Overall content and construct validity was 0.77, indicating that the views of portfolio evaluation questionnaire material were adequate for students. According to the opinions and suggestions of the experts, only five items with an ambiguity score below 0.50 were proposed to be modified. The revised and adjusted items are illustrated in Table 22.

Table 22

Revised and Adjusted Version of Perceptions toward portfolio assessment questionnaire inventory

NO.	Original Items	Revised and Adjusted Items
1.	The use of portfolio <i>inferred</i> other contents in the course.	The use of portfolio <i>is related</i> to the contents in the course.
3.	There were too many drafts for the essays.	There were too many drafts for <i>each type of</i> the essays.
7.	The developed criteria for writing piece are acceptable to assess my essays.	I understand the developed scoring rubric for individual writing piece (SRIWP) in order to be used to assess my essays.
11.	With the use of portfolios, my English writing ability <i>reaches the minimum level</i> of the course objectives.	With the use of portfolios, my English writing ability <i>has improved according to</i> the course objectives.
15.	The developed criteria for portfolio are acceptable to assess my portfolio.	I understand the developed scoring rubric for portfolio assessment (SRPA) in order to be used to assess my portfolio.

2) Semi-structured interview

The purpose of the semi-structured interview was to assist the researcher in examining the students' perspectives on the use of portfolios in measuring English writing ability in greater depth and to give additional information beyond that acquired from the questionnaire. This sort of research interview was developed and used since it gave recommendations on what to discuss and was adaptable to the finding of useful information that may have emerged during the interview. After completing the perspectives questionnaire on portfolio evaluation, the interview was performed. To eliminate issues linked to linguistic or communicative ability, the interviews were conducted in the students' native language, Thai. The interview comprised of eight questions derived from the "key characteristics of semi-structured interviews" (DiCicco-Bloom & Crabtree, 2006). The first and second questions were created to measure students' understanding of the scoring rubric for portfolio assessment (SRPA) creation. The purpose of questions three and four was to assess the development of pupils' English writing ability. The purpose of questions five and six was to assess the efficacy of portfolio utilization. The purpose of questions seven and eight was to assess the students' perspectives on the utilization of portfolios.

Validation of Semi-structured Interview

This research instrument was subjected to both content and construct validation. Also mentioned was the semi-structured interview's adjustment. Three specialists in the assessment and evaluation of the English language examined the

content validity and construct validity. The study instrument was verified utilizing the Index Objective Congruence (IOC) method (Rovinelli & Hambleton, 1977). Experts were given an evaluation form with a three-point rating scale: -1 = invalid, 0 = uncertain, and 1 = valid. Calculations were used to determine the findings' mean scores. The elements that did not get a score between 0.50 and 1.00 were altered based on the recommendations of the experts. Overall content and construct validity was 0.79, indicating that the semi-structured interview content was suitable for students. According to the opinions and suggestions of the experts, just a single item with a directness score below 0.50 was proposed to be modified. The revised and adjusted items are illustrated in Table 23.

Table 23

Revised and Adjusted Version of Semi-structured Interview

NO.	Original Items	Revised and Adjusted Items
8.	นิสิตมีคำแนะนำต่อการประเมินโดยใช้แฟ้มสะสมผลงานอะไรบ้าง (What are your <u>suggestions</u> about the portfolio assessment?)	นิสิตมีความรู้สึกและ/หรือคำแนะนำต่อการประเมินโดยใช้แฟ้มสะสมผลงานอะไรบ้าง (What are your <u>perceptions and/or suggestions</u> about the portfolio assessment?)

3) Self-assessment form on portfolio

This tool for study consisted of responding open-ended questions. Adapted from the "collection of guiding questions" (Lam, 2018). It was included in the last part of the execution of the portfolio assessment. It was used to describe how students viewed the usage of portfolios in grading English writing competence. The insightful data gathered from

the students' self-assessment form served as proof for the quantitative findings of students' perceptions on the usage of portfolios for measuring English writing abilities.

Validation of Self-assessment form on portfolio

This research instrument was subjected to both content and construct validation. Also mentioned was the revision of the portfolio self-assessment form. Three specialists in the assessment and evaluation of the English language examined the content validity and construct validity. The study instrument was verified utilizing the Index Objective Congruence (IOC) method (Rovinelli & Hambleton, 1977). Experts were given an evaluation form with a three-point rating scale: -1 = invalid, 0 = uncertain, and 1 = valid. Calculations were used to determine the findings' mean scores. The elements that did not get a score between 0.50 and 1.00 were altered based on the recommendations of the experts. Overall content and construct validity was 0.73, indicating that the semi-structured interview content was suitable for students. According to the comments and recommendations of the experts, just one item with a content ambiguity score below 0.50 was proposed to be modified. The revised and adjusted items are illustrated in Table 24.

Table 24

Revised and Adjusted Version of Self-assessment Form on Portfolio

NO.	Original Items	Revised and Adjusted Items
2.	Do you get new insights when observing, reviewing, and revising your portfolio entries?	What are the changes you have noticed from draft to draft?

Summary of the research instruments

There were seven research instruments constructed for this study, namely (1) scoring rubric for portfolio assessment (SRPA), (2) scoring rubric for individual writing piece (SRIWP), (3) reflective journals, (4) pre- and post-writing tests, (5) perceptions toward portfolio assessment questionnaire, (6) semi-structured interview, and (7) self-assessment form on portfolio. These research instruments were assessed for their validity by experts with specializations of English language assessment and evaluation.

5. Data Collection

The data collection was divided into three phases as follows.

Phase I: Before Portfolio Assessment Implementation

1. The researcher studied the techniques for producing the above-mentioned instruments and then consulted three specialists regarding the validation of research instruments.
2. The researcher altered the instruments based on the advice of the experts.
3. The researcher then offered portfolio assessment to the students following the revision.
4. After analyzing the portfolio criteria with three experts, the researcher revised the portfolio criteria.

5. The researcher instructed the inter-rater on how to evaluate writings using the scoring rubric.

6. The researcher delivered the pre-tests, scored them, and requested inter-raters to score them using the course's scoring rubric.

Phase II: During Portfolio Assessment Implementation

1. The researcher instructed essay writing using the course textbook.

2. The researcher provided the essay writing prompt to the students as their first draft.

3. The researcher and inter-rater evaluated the essays (first draft) using a scoring rubric for each writing sample (SRIWP). The researcher and inter-rater talked about their evaluation.

4. The researcher returned the evaluated essay (first draft) to the students and also delivered "self-reflection on each essay" (for the first draft) to each student. Each student arranged an appointment with the researcher for a student-teacher discussion.

5. The students attended the student-teacher conference according to their appointed time.

6. Following the student-teacher discussion, students completed the essay self-reflection (for the first draft). In addition, the students edited their writings for the second draft.

7. The assessed essays (first draft) and self-reflection on each essay (for the first draft) are placed in the students' portfolios.

8. The researcher provided the essay writing prompt as the second draft to the students.

9. The researcher and inter-rater evaluated the essays (second draft) using a scoring rubric for each writing sample (SRIWP). The researcher and inter-rater talked about their evaluation.

10. The researcher returned the evaluated essay (second draft) to the students and also gave "self-reflection on each essay" (for the second draft) to each student. Each student arranged an appointment with the researcher for a student-teacher discussion.

11. The pupils arrived at the scheduled time for the student-teacher session.

12. Following the student-teacher discussion, students complete the essay self-reflection (for the second draft). In addition, the students edited their writings for the final draft.

13. The assessed essays (second draft) and self-reflection on each essay (for the second draft) are placed in the students' portfolios.

14. The researcher provided the essay writing prompt as the third draft to the students.

15. The researcher and inter-rater evaluated each essay (third draft) utilizing a scoring rubric (SRIWP). The researcher and inter-rater talked about their evaluation.

16. The researcher returned the evaluated essay (third draft) to the students and also delivered "self-reflection on each essay" (for the third draft) to each student. Each student arranged an appointment with the researcher for a student-teacher discussion.

17. The students arrived at the scheduled time for the student-teacher session.

18. Following the student-teacher discussion, students completed the essay self-reflection (for the third draft). The students also edited their final drafts of their essays.

19. The assessed essays (third draft) and self-reflection on each essay (for the third draft) are placed in the students' portfolios.

20. The final draft, the researcher instructed the students to complete the essay topic from the course.

21. The researcher and inter-rater evaluated each essay (final draft) using a scoring rubric (SRIWP). The researcher and inter-rater talked about their evaluation.

22. The researcher handed back the graded essay (final draft). It was placed in the pupils' portfolios.

*Steps 1 through 22 were repeated for the second essay type in the second semester half.

The students combined all of their writing assignments and diaries of reflection into portfolios.

23. The students compiled all the writing pieces and reflective journals into their portfolios.

24. The researcher distributed the self-assessment form on portfolio. The students completed the form and put it in their portfolios.

Phase III: After Portfolio Assessment Implementation

1. The students submitted their finished portfolios.
2. The researcher conducted the post-tests, scored them, and requested another rater to score them using the course's grading rubric.
3. The researcher evaluated the portfolios using a portfolio evaluation scoring rubric (SRPA).
4. A semi-structured interview was done by the researcher.

These three steps comprised the procedure for collecting data for the two parts of this study. Figure 27 illustrates the summary of the procedure. However, the two portions of the essay were of distinct sorts. The first portion of the essay was a persuasive essay. The second half of the essay was a problem-solving essay.

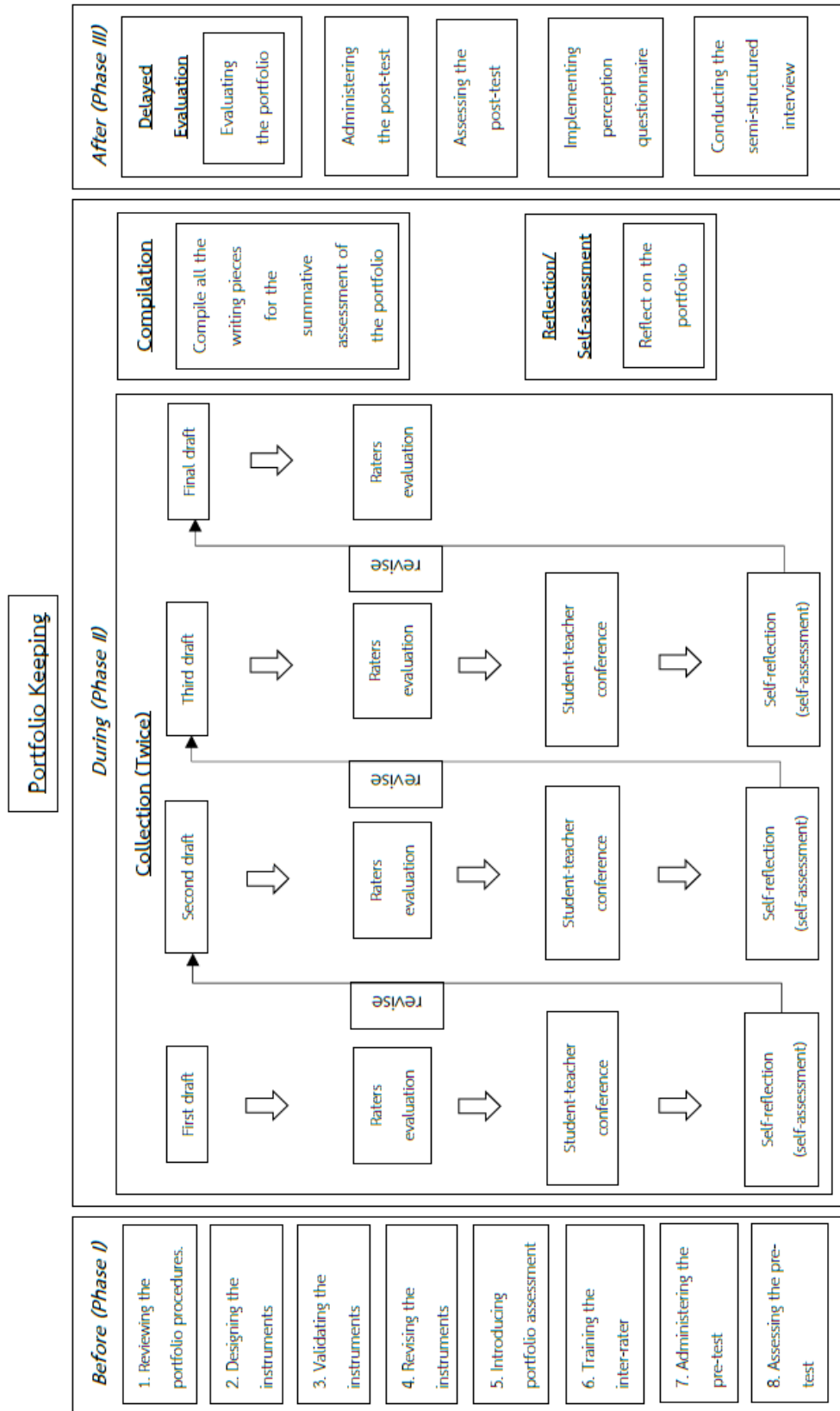


Figure 27: The summary of portfolio assessment procedures in the present study

6. Data Analysis

Research question 1: What are the criteria of the portfolio assessment in assessing English writing ability?

The procedures in constructing a scoring rubric in this study were the combination from the following frameworks;

- Key stages in constructing a rubric (Stevens & Levi, 2005)
- 4X4 rubric constructing model (Anderson, 1998)

One stage in these procedures is called ‘grouping and label’. In this stage, the researcher was only a facilitator when the participants were grouping and labeling the presented statements to become criteria for the scoring rubric.

The method of analysis for this research question was content analysis. The contents that were analyzed were the statements that the participants discussed and presented. The content coding technique was used to label the statements that belonged to the same group.

Research question 2: What are the progresses of the students’ English writing ability by using portfolio?

In Table 25, they were the research instruments and expected data for each research instrument for research question 2.

Table 25

Research Instruments and Expected Data for Research Question 2

Instruments	Expected data
Scoring rubric for individual writing piece	Band descriptors
Student-teacher conference	Voice recordings
Reflective Journal	Answers to the guiding questions

From Table 25, the data were in the form of descriptive data. For example, the answers to the guiding questions in the reflective journal were the written descriptions. These data were qualitative data. Therefore, the method of analysis for this research question was content analysis.

Research question 3.1: What are the effectiveness of the use of portfolios in assessing English writing ability?

The research instruments used for obtaining data for this research question were pre- and post-test. The expected data were the numeric score. The statistics were used as method of analysis in this research question.

There were two types of statistics that were used for this research question.

The first type was descriptive statistic. The descriptive statistic was used to describe the general information of the participants. In the present study, there were three types of descriptive statistic used which were as follows;

1. Mean (\bar{x}) was used to investigate the average of pre-test and post-test scores.

2. Standard deviation (SD) was used to examine the differences of writing ability (interpreting from the differences of test score) among the participants.

The second type is inferential statistic. The inferential statistic was used to identify the relationship among data as well as to generalize the data from sample to the population. In the present study, the type of inferential statistic that was used was Paired Sample T-Test. Paired Sample T-Test was used to compare the average score of pre- and post-test that from taken from the same group of participants. Therefore, the change of average score either more or less could indicate the effectiveness of portfolios in assessing English writing ability.

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Research question 3.2: What are the students' perceptions toward the use of

portfolios in assessing English writing ability?

From Table 26, there were 3 research instruments and expected data for research question 3.2.

Table 26

Research Instruments and Expected Data for Research Question 3.2

Instruments	Expected data
Perceptions toward portfolio assessment questionnaire	Frequency and percentage
Semi-structured interview	Voice recording
Self-assessment form on portfolio	Answers to the guiding questions

The data from the instruments used to address this study issue were divided into two categories. The first type of anticipated data consisted of frequency and percentage from the perception survey. This kind of information was considered quantitative information. Therefore, descriptive statistics was utilized for this data analysis. The impressions of the participants were computed as a percentage based on the data. Verbal and written qualitative data were the second kind of expected data. Therefore, content analysis was utilized to analyze this type of data. In conclusion, the following table provides an overview of the data analysis techniques employed in this study based on the research objectives and equipment used.

Table 27

Summary of data analysis

Research questions	Research instruments	Methods of analysis
1. What are the criteria of the portfolio assessment in assessing English writing ability?	Scoring rubric for the portfolio	Content analysis
2. What are the progress of the students' English writing ability by using portfolio?	Scoring rubric for individual writing piece	Content analysis
	Drafts of essays	Descriptive statistics (Repeated Measures)
	Student-teacher conference	Content analysis
	Reflective Journal (Self-assessment)	Content analysis
3. What are the benefit of the use of portfolio in assessing writing?		
3.1. What are the effectiveness of the use of portfolios in assessing English writing ability?	Pre- and post-test	Descriptive statistics (Mean and SD)
		Inferential statistics (Paired Sample T-Test)
3.2. What are the students' perceptions toward the use of portfolios in assessing English writing ability?	Perceptions toward portfolio assessment	Descriptive statistics (Mean and SD)
	questionnaire	
	Semi-structured interview	Content analysis
	Self-assessment form on portfolio	Content analysis

Chapter 4

Findings

1. Introduction

This chapter reveals the findings of the data analysis obtained from employing the experimental design following the implementation of portfolios in assessing writing ability. The quantitative data obtained from 1) pre- and post- essay writing tests, 2) eight drafts of two types of essays and, 3) perceptions toward portfolio assessment questionnaire which were analyzed by descriptive and inferential statistics. The qualitative data collected from 1) scoring rubric for the portfolio, 2) scoring rubric for individual writing piece, 3) student-teacher conference, 4) reflective journals, 5) semi-structured interview, and 6) self-assessment form on portfolio which were categorized, coded, interpreted, summarized, and triangulated with the quantitative results. Both quantitative and qualitative data were analyzed and presented according to the three main research questions as described below.

2. Findings of Research Question 1

“What are the criteria of the portfolio assessment in assessing English writing ability?”

The question aimed to develop the criteria of the portfolio assessment in assessing English writing ability. The development of the criteria of the portfolio assessment was analyzed after the implementation by means of 1) four key stages in constructing a rubric (Stevens and Levi, 2005) and 2) 4X4 rubric constructing model (Anderson, 1998).

According to the mentioned frameworks, the participants were randomly put into four groups, namely Group A (six participants), Group B (six participants), Group C (six participants), and Group D (seven participants). The participants in each group comprised both male and female with mixed ability. All the groups underwent the same processes of two rubric construction frameworks proposed by Anderson (1998) and Stevens and Levi (2005).

The data obtained from these procedures were analyzed into the findings for this research question by using content analysis method.

2.1. Qualitative findings

On the basis of the two rubric building frameworks offered by Anderson (1998) and Stevens and Levi (2005), each participant group determined the features of excellent and poor portfolio examples. Some participants recorded the characteristics in Thai since it was their native tongue and they felt more at ease doing so. The researcher and participants then grouped comparable remarks and established the following criteria for evaluating the writing portfolio following the debate.

The participants in Group A had proposed that:

- *[Portfolio] should show the owner's identity.*

[Translated from Thai: บ่งบอกความเป็นตัวตนของเจ้าของผลงานให้มากที่สุด]

- *[Portfolio] should show [owner's] creativity.*

[Translated from Thai: มีการนำเสนอความคิดสร้างสรรค์]

- *[Portfolio] should contain correct and complete information.*

[Translated from Thai: ข้อมูลถูกต้องครบถ้วน]

- *[Portfolio] should elaborate owner's strengths and weaknesses [in writing ability].*

[Translated from Thai: บอกข้อดีและข้อเสียของตัวเองได้]

The participants in Group B had proposed that:

- *Portfolio should be organized.*

- *Portfolio should show owner's improvement [in writing ability].*

- *Portfolio should be creative.*

- *Portfolio should be unique.*

The participants in Group C had proposed that:

- *Portfolio should be organized.*

- *Portfolio should show [owner] creativity.*

- *Portfolio should contain correct information.*

- *Portfolio should demonstrate owner improvement [in writing ability].*

The participants in Group D had proposed that:

- *[Portfolio should show owner's] creativity.*

[Translated from Thai: *ความคิดสร้างสรรค์*]

- *[Portfolio should elaborate owner] strengths and weaknesses [in writing ability].*

[Translated from Thai: *มีงานที่ให้เห็นข้อดีและข้อบกพร่อง*]

- *[Portfolio should show] diversity [of writing essay].*

[Translated from Thai: *มีความหลากหลาย*]

- *[All drafts should be] organized.*

[Translated from Thai: *มีลำดับชัดเจน*]

After all the groups proposed the criteria of the portfolio assessment in assessing English writing ability, all participants discussed and voted to find the top four criteria. This stage could be concluded that the four criteria were as follows:

1) **Organization** refers to the organization of the portfolio. The students are required to put all drafts of two types of essays into the correct order starting from the first, second, third, and final drafts, respectively. Moreover, the students must put different types of essays in different sections. The portfolio must contain eight drafts. That is, four drafts for each type of essay.

2) **Decoration** refers to the decorations of the portfolio cover. On the cover, there must be a picture and name of student. The students can also

make their portfolio covers as creative as they want by drawing or putting some pictures on them. However, the picture and the name of student should be seen clearly.

3) **Progress** refers to the developments among all the drafts in each type of essay. The development not only means the score in each draft, but it also includes the way that students improve their mistakes and problems in their drafts according to the discussion from student-teacher conferences.

4) **Reflection** refers to the students' ability to identify their strengths and weaknesses of all drafts through the completion of reflective journals of the first, second, and third drafts of each type of essays. The students are also expected to propose the plan of improvement so that the students have plans for their improvement in the following drafts.

After receiving the four criteria, each participant group produced four-level descriptions for each of the four criteria, ranging from the lowest to highest level. The class debated, reiterated, and merged some descriptions until they were all finished. The researcher then requested three professionals in the field of language assessment and evaluation to confirm the criteria and descriptions of the portfolio assessment for evaluating English writing proficiency.

After the validation by three experts and revision, the scoring rubric for portfolio assessment (SRPA) is demonstrated in Figure 28.

Scoring Rubric for Portfolio Assessment (SRPA)				
Criteria	Organization	Decoration	Writing Progress	Reflection
Excellent	<ul style="list-style-type: none"> - The students put all the drafts in the correct arrangement. - The students categorize the drafts according to types of essays. - All drafts are collected. 	<ul style="list-style-type: none"> - A portfolio cover clearly shows a picture of student, student's name, and proper numbers of decorations such as drawings and cartoons. 	<ul style="list-style-type: none"> - There are many positive improvements among the drafts. - There are only few mistakes among the drafts. 	<ul style="list-style-type: none"> - Clearly identify the strengths and weaknesses of all draft in details by completing all reflection forms.
Good	<ul style="list-style-type: none"> - The students put 6 - 7 drafts (including 2 final drafts) in the correct arrangement. - The students categorize the drafts according to types of essays. - 1 - 2 drafts are missing. 	<ul style="list-style-type: none"> - A portfolio cover clearly shows a picture of student, student's name but there are too many decorations such as drawings and cartoons. 	<ul style="list-style-type: none"> - The positive improvements are more than mistakes among the drafts. 	<ul style="list-style-type: none"> - Identify the strengths and weaknesses of all draft briefly by completing all reflection forms.
Fair	<ul style="list-style-type: none"> - The students put 5 drafts (including 2 final drafts) in the correct arrangement. - The students categorize the drafts according to types of essays. - 3 drafts are missing. 	<ul style="list-style-type: none"> - A portfolio cover unclearly shows a picture of student, student's name, with only some decorations such as drawings and cartoons. 	<ul style="list-style-type: none"> - The positive improvements and the mistakes among the drafts are relatively equal. 	<ul style="list-style-type: none"> - Partly identify the strengths and weaknesses of all draft by completing only some reflection forms.
Need improvement	<ul style="list-style-type: none"> - The students put 4 or less drafts (may or may not including 2 final drafts) in the correct arrangement. - Most drafts are not categorized. - 4 drafts or more are missing. 	<ul style="list-style-type: none"> - A portfolio cover shows a picture of student and student's name but there is no other decoration such as drawings and cartoons. 	<ul style="list-style-type: none"> - The positive improvements are less than mistakes among the drafts. - The students take the mistakes for granted. 	<ul style="list-style-type: none"> - Rarely identify the strengths and weaknesses of all draft. - The students complete only few reflection forms.

Figure 28. Scoring Rubric for Portfolio Assessment (SRPA)

3. Findings of Research Question 2

“What are the progresses of the students’ English writing ability by using portfolio?”

This question aimed to document the progress of the students’ English writing ability by using portfolios. The three research instruments employed for this question and objective were 1) scoring rubric for individual writing piece, 2) student-teacher conference and 3) reflective journals. The results of student-teacher conferences and reflective journals were analyzed after the implementation by means of content analysis.

Moreover, the scores from four drafts of persuasive essay and four drafts of problem-solving essay were also analyzed after the implementation by means of IBM SPSS Statistics 22 (repeated measures).

3.1. Qualitative findings from scoring rubric for individual writing piece

On the basis of the two rubric creation frameworks presented by Anderson (1998) and Stevens and Levi (2005), each participant group proposed four or fewer criteria for evaluating individual writing samples. Some participants felt comfortable proposing in their own tongue, hence some people offered the criteria in Thai. The researcher and participants then grouped comparable statements and established the following four criteria for evaluating individual writing pieces.

The participants in Group A had proposed that:

- *Essays should have good structure.*

[Translated from Thai: โครงสร้างที่ดี]

- *Essays should contain understandable and complete contents.*

[Translated from Thai: เนื้อหาครบถ้วน เข้าใจง่าย]

- *Contents in each paragraph should be related.*

[Translated from Thai: เนื้อหาแต่ละย่อหน้ามีความสัมพันธ์กัน]

- *Essays should be grammatically correct.*

[Translated from Thai: ไวยากรณ์ถูกต้อง]

The participants in Group B had proposed that:

- *Word counts should reach the assigned numbers.*

[Translated from Thai: จำนวนคำครบถ้วนตามกำหนด]

- *Contents should not be ambiguous.*

[Translated from Thai: เนื้อหาไม่กำกวม]

- *Students should pay attention in writing essays.*

[Translated from Thai: ตั้งใจในการเขียน]

The participants in Group C had proposed that:

- *Contents should be clear.*

[Translated from Thai: เนื้อหามีขอบเขตแน่นอน ชัดเจน]

- *There should be reasons to support the main idea.*

[Translated from Thai: มีเหตุผลมาสนับสนุน]

- *Essays should be understandable.*

[Translated from Thai: อ่านรู้เรื่อง]

The participants in Group D had proposed that:

- *Essays should have all components.*

[Translated from Thai: มีองค์ประกอบครบถ้วน]

- *There should be one topic sentence in each paragraph.*

[Translated from Thai: มีประโยคใจความสำคัญในแต่ละย่อหน้า]

- *Essays should be grammatically correct.*

[Translated from Thai: ไวยากรณ์ถูกต้อง]

After all groups proposed the criteria in assessing individual writing piece, all participants discussed and voted to find the top four criteria. This stage could be concluded that the four criteria were:

1) **Essay structure** refers to the complete and correct components which are presented in each type of essay. It also refers to the clarity and comprehensibility of each component.

Based on the course contents, a persuasive essay comprises four paragraphs, namely one introductory paragraph, two body paragraphs, and one concluding paragraph.

1. An **introductory paragraph** usually begins with a lead, which introduces the background or history of the topic. (It should include an opposite or opposing view the writer's standpoint if the

topic is a controversial issue which people hold different opinions about.) Then, a thesis statement is given to present the writer's particular viewpoint about the topic.

2. Both **body paragraphs** begin with a topic sentence stating a reason, then supporting details and examples. The supporting details can be facts, statistics, examples, or personal experiences.

3. A **concluding paragraph** restates the thesis statement and summarizes the writer's main points. It may include the writer's final comment on the topic.

Based on the course contents, a problem-solving essay comprises of four paragraphs, namely one introductory paragraph, two body paragraphs, and one concluding paragraph.

1. An **introductory paragraph** begins with a lead, which introduces background or history of the problem. Then, the problem is presented and followed by a thesis statement that indicates what the essay is about and how it is organized.

2. Both **body paragraphs** begin with a topic sentence stating a solution and is followed by supporting details. The supporting details may concern definitions, explanations, steps for solving problems, examples, and/or reasons for the solution.

3. A **concluding paragraph** presents a summary of the problem and solutions. It may include the writer's final comment, but this is optional.

2) **Contents** refer to the contents which are presented in each type of essay. They must response to the given topics. Moreover, the supporting details should be comprehensible and not ambiguous.

3) **Cohesion and coherence** refer to the reasonability and relationship among paragraphs. All paragraphs should be connected. The supporting details must support and relate to the main ideas.

4) **Grammar** refers to the correctness of grammar. The grammatical structure and word choices are proper for academic writing. However, there are two categories of grammatical errors. The first category is major grammatical error which refers to the grammatical errors that cause the misunderstanding and/or lead to confusion. The major grammatical errors can be, for example, incorrect tenses. The second category is minor grammatical error which refers to the grammatical errors that do not interfere the meaning or main idea of the essay. The minor grammatical error can be misspelling.

After receiving the four criteria, each participant group produced four-level descriptions for each of the four criteria, ranging from the lowest to highest level. The descriptions were debated and voted on until an agreement was formed. The researcher then requested that the experts confirm the criteria and descriptions used

to evaluate individual writing samples. After the validation by experts and revision, the scoring rubric for individual writing piece (SRIWP) is demonstrated in Figure 29.



Scoring Rubric for Individual Writing Piece (SRIWP)				
Band	Essay Structure	Contents	Cohesion and Coherence	Grammar
5	<ul style="list-style-type: none"> - Include all components of that type of essay. - Fully express the correct essay structure which are thesis statement, main idea, supporting details, and conclusion. 	<ul style="list-style-type: none"> - The contents fully response to the topic. - The explanation is fully comprehensible. - There are only few ambiguous sentences. 	<ul style="list-style-type: none"> - The explanation is reasonable, and the supporting details fully support and relate to the main ideas. - All four paragraphs are connected. 	<ul style="list-style-type: none"> - There are three or less minor grammatical errors. - The language used is appropriate for academic writing. - Three or less words are misspelled.
4	<ul style="list-style-type: none"> - Include all components of that type of essay. - Mainly express the correct essay structure which are thesis statement, main idea, supporting details, and conclusion. - Some parts of the essay are not fully developed. 	<ul style="list-style-type: none"> - The contents fully response to the topic. - Some explanation is incomprehensible. It needs to be explained more. - There are only few ambiguous sentences. 	<ul style="list-style-type: none"> - The explanation is reasonable. However, some supporting details do not support and/or relate to the main ideas. - Only three paragraphs are connected. 	<ul style="list-style-type: none"> - There are four to six minor and one to two major grammatical errors. - The language used is appropriate for academic writing. - Four to six words are misspelled.
3	<ul style="list-style-type: none"> - One component of that type of essay is missing. - Partly express the correct essay structure which are thesis statement, main idea, supporting details, and conclusion. - Many parts of the essay are unclear. 	<ul style="list-style-type: none"> - The contents partly response to the topic. - A lot of explanation is incomprehensible. It needs to be explained more. - There are many ambiguous sentences. 	<ul style="list-style-type: none"> - The explanation is reasonable. However, many supporting details do not support and/or relate to the main ideas. - Any of two paragraphs are irrelevant. 	<ul style="list-style-type: none"> - There are three to five major grammatical errors. - Three or less words are not appropriate for academic writing. - Six to eight words are misspelled.
2	<ul style="list-style-type: none"> - Two components of that type of essay are missing. - Rarely express the correct essay structure which are thesis statement, main idea, supporting details, and conclusion. - Many parts of the essay are unclear. 	<ul style="list-style-type: none"> - The contents rarely response to the topic. - Most explanation is incomprehensible. It needs to be changed. 	<ul style="list-style-type: none"> - The explanation is not reasonable. The supporting details do not support and/or relate to the main ideas. - Any of three paragraphs are irrelevant. 	<ul style="list-style-type: none"> - There are six to eight major grammatical errors. - Four to ten words are not appropriate for academic writing. - Nine to twelve words are misspelled.
1	<ul style="list-style-type: none"> - Three or more components of that type of essay are missing. - Mostly express the incorrect essay structure which are thesis statement, main idea, supporting details, and conclusion. - Most parts of the essay are unclear. 	<ul style="list-style-type: none"> - The contents do not response to the topic. - All explanation is incomprehensible. It needs to be rewritten. 	<ul style="list-style-type: none"> - The explanations are not reasonable. There are no supporting details to support the main ideas. - 4 paragraphs are irrelevant. 	<ul style="list-style-type: none"> - There are more than eight major grammatical errors. - More than ten words are not appropriate for academic writing. - More than twelve words are misspelled.

Figure 29: Scoring Rubric for Individual Writing Piece (SRIWP)

3.2. Qualitative findings from student-teacher conferences

In this study, there were six student-teacher conferences based on the protocols for portfolio evaluation. Following the completion of the first, second, and third drafts of the persuasive essay, the first three conferences were held. The subsequent three conferences were held after the first, second, and third drafts of the problem-solving essay were completed. After the researcher and inter-rater evaluated the first draft of each kind of essay, the first student-teacher session for each type of essay was performed. One week after the preceding conferences, the subsequent student-teacher conferences were held. The student-teacher discussion was an element of the portfolio evaluation procedure. The purpose of the conference was for attendees to acquire skills they lacked. The participants were tasked with providing questions to the researcher on areas in which they were having difficulty. The researcher's duty was to provide pupils with explanations for their errors so that they might correct their work. Participants and the researcher devised the grading criteria upon which the explanation was based. Moreover, the statistics were provided in accordance with the Thai replies of the participants. Consequently, in addition to the English translation, all data was also given in Thai.

3.2.1. Findings from student-teacher conference of the first draft of persuasive essay

In this draft, most of the participants asked for the clarifications of their grammatical errors such as subject-verb agreement and verb tense.

“Why is this (pointed at the error) incorrect?”

[Translated from Thai: “ทำไมตรงนี้ (ชี้ไปที่จุดผิด) ถึงผิด?”]

(Participant A05, 11 February 2019)

3.2.2. Findings from student-teacher conference of the second draft of persuasive essay

In this draft, the clarifications of the grammatical errors remained the most frequently asked questions. It might be because most participants made the grammatical errors in different aspects of grammar. For instance, one participant made errors on capitalization in the first draft, not in the second draft. However, this participant made some grammatical errors on subject-verb agreement.

“Why is this sentence (pointed at the sentence) incorrect when I used Present simple [tense]?”

[Translated from Thai: “ทำไมประโยคนี (ชี้ที่ประโยค) ถึงใช้ Present Simple แล้วผิด?”]

(Participant A14, 18 February 2019)

3.2.3. Findings from student-teacher conference of the third draft of persuasive essay

In this draft, fewer grammatical mistakes required explanation. The issue about coherence and cohesiveness was the most commonly posed. It is possible that the majority of participants did

not comprehend the descriptions of this criteria. Therefore, the researcher clarified it and provided the reasons why the essays' contents lacked cohesion and coherence.

“Why did I get this score in ‘cohesion and coherence’ criterion?”

[Translated from Thai: “ทำไมคะแนนในช่อง coherence and cohesion ถึงได้แค่นี้?”]

(Participant A08, 25 February 2019)

Participants in the three student-teacher conferences on the persuasive essay primarily inquired about grammatical problems. This was because their essays had several errors. The participants then recognized that the cohesiveness and coherence scores did not improve in subsequent revisions. Therefore, they requested an explanation of how to improve this criterion's score. The issues regarding the grammatical faults, however, went unaddressed.

3.2.4. Findings from student-teacher conference of the first draft of problem-solving essay

Due to the shift in essay style, this draft marked a fresh beginning for the participants. Therefore, the participants had to study a new form of writing. The majority of inquiries pertained to the

content requirements. This could be because the students didn't know what to say that was related to the topic.

“Why did I get low score in content criterion?”

[Translated from Thai: “ทำไมคะแนนในช่อง content ได้น้อย?”]

(Participant A22, 28 March 2019)

3.2.5. Findings from student-teacher conference of the second draft of problem-solving essay

In this draft, the questions about contents criterion remained the same. Most of the participants still did not propose the appropriate solutions that responded to the topic. Moreover, the questions about grammar criterion were frequently asked.

For content criterion

“Why did I get this score in content criterion? How could I improve it?”

[Translated from Thai: “ทำไมคะแนนส่วน content ได้เท่านี้ ต้องปรับปรุงอย่างไร?”]

(Participant A19, 17 April 2019)

For grammar criterion

“How is this word (pointed at the incorrect word) incorrect and what word should be used?”

[Translated from Thai: “คำนี้ (ชี้ไปที่คำผิด) ผิดอย่างไร แล้วต้องใช้คำว่าอะไร”]

(Participant A07, 17 April 2019)

3.2.6. Findings from student-teacher conference of the third draft of problem-solving essay

In this draft, the questions on grammar criterion decreased. Some participants asked about the content criterion. It was because they did not understand why they still got low score in this criterion. Therefore, the researcher explained that their proposed solutions in the essays seemed to be irrelevant.

“Can you explain how to write the contents or solutions that responds to the topic?”

[Translated from Thai: “อาจารย์ช่วยอธิบายวิธีการเขียนให้ content หรือแนวทางแก้ปัญหาดตรงกับหัวข้อได้ไหม?”]

(Participant A13, 22 April 2019)

Moreover, some participants asked about the cohesion and coherence.

“How can I improve the cohesion and coherence?”

[Translated from Thai: “ตรง cohesion and coherence ต้องปรับปรุงยังไง?”]

(Participant A10, 22 April 2019)

In the majority of the three student-teacher discussions regarding the problem-solving essay, participants questioned the content standard. The number of grammar-related questions reduced. This might be due to the fact that the students had previously gained knowledge via student-teacher conferences on persuasive essay writing. Nonetheless, many grammatical faults, like as tense and subject-verb agreement, stayed the same.

The most often asked question was concerning the content requirement, which led to the conclusion that participants appeared to have some difficulty developing adequate material in response to the provided themes. In addition, the participants were interested in the criterion for grammar because they had committed several grammatical errors in their writings. The criteria for cohesiveness and coherence presented some difficulties for the participants. Even though they had co-created the scoring rubric, the participants requested that the researcher explain the meanings of this criteria.

3.3. Qualitative findings from reflective journals

Participants are required to write a reflective diary following each student-teacher meeting, based on the portfolio evaluation processes outlined in this study. There were a total of six reflective journals due to the six student-teacher conferences. The first three reflective diaries were written after the first, second, and

third persuasive essay conferences, respectively. Following the first, second, and third conferences of problem-solving essay, the last three reflective diaries were written.

This study's reflective journals were modified from the framework of Gibbs' Reflective Cycle (Gibbs, 1988). The diary format consisted of a series of open-ended questions. The questions were generated in relation to all six stages of the cycle which are 1) Description, 2) Feelings, 3) Evaluation, 4) Analysis, 5) Conclusion, and 6) Action Plan.

In each stage, it is described as follows:

- 1) Description - to describe what the essay is
- 2) Feelings - to recall what they thought while they were writing
- 3) Evaluation - to describe the good and bad things about the essay
- 4) Analysis - to describe in detail about the good and bad things about the essay
- 5) Conclusion - to describe the things that the participants can improve their essay
- 6) Action plan - to propose about the things that the participants will do with the next essay

However, the first two phases of the cycle describe the assignment's general information. Therefore, the data from these two phases were unable to demonstrate the development of the participants' English writing ability. This section contains results from four further phases of the cycle.

3.3.1. Findings from reflective journals of the first draft of persuasive essay

1) Evaluation stage

Most of the participants had answered that they were good at essay structure. They could write all components of the essay. In addition, the content was what they were good at.

For essay structure criterion,

“I am good at essay structure because this is the only part that I got full score.”

(Participant A21, 13 February 2019)

For contents criterion,

“I think my contents are good and various.”

(Participant A14, 13 February 2019)

For weaknesses, the participants had answered that they were not good at grammar. It was because there were many grammatical errors on their essays.

For grammar criterion,

“I have no idea which tenses I have to use in order to write it grammatically correctly.”

(Participant A22, 13 February 2019)

In conclusion, the evaluation stage of the first draft of persuasive essay, the strengths were essay structure and content while the weakness was grammar.

2) Analysis stage

It was discovered that the subjects had responded in two distinct ways. Initial participant responses were based on rubric criteria (essay structure, contents, cohesion and coherence, and grammar). Second, they responded according to the essay's components (introduction, body, and conclusion). Participants responded in these two ways because they may evaluate their writing assignment strengths in terms of both rubric criteria and essay components.

In terms of rubric criteria, essay structure was where the majority of participants excelled, since this was where they obtained the highest ratings. However, the grammar of the contestants was the worst. The participants had expressed confusion over grammatical categories. They were unaware of which parts of speech to employ. In addition, they received a low score for this criteria. This is corroborated by the statements of the individuals listed below.

“Essay structure because I got full score of this part. I have important components in my writing assignment with some optional details.”

(Participant A25, 13 February 2019)

“Grammar because I was confused about which word can be used.”

(Participant A23, 13 February 2019)

In terms of essay components, the participants performed best with the conclusion. They defended their assertions that this section was not challenging. They merely paraphrased the content of the introductory and body paragraphs. In addition, students used the main phrase as a reference while writing the conclusion. However, the worst aspect of the pupils' work was their substance. Because they lacked sufficient knowledge to write. This is corroborated by the statements of the individuals listed below.

“I did best in the concluding paragraph because I just wrote the main reasons of two body paragraph.”

(Participant A18, 13 February 2019)

“It's contents because of inadequate research.”

(Participant A10, 13 February 2019)

In conclusion, what the participants had done best was essay structure because they wrote all the components of the essay. In contrast, what they had done worse was contents due to inadequate information.

3) Conclusion stage

The participants said that they would continue to practice what they did best, which was essay structuring. They would memorize all the components and verify that they had included them in the subsequent draft. On the other hand, they would study additional grammar, particularly what they did incorrectly in the initial draft. In addition, they would research the information relevant to the next draft's theme. This is corroborated by the statements of the individuals listed below.

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“Practice writing more.”
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(Participant A19, 13 February 2019)

“I will study more written language and repeat grammar structure for improving my grammar skill for my writing assignment.”

(Participant A25, 13 February 2019)

4) Action plan

Most of the participants had answered that they would write one draft before they actually did in the class in order that they could see their possible mistakes before. This can be supported by the participant's statement below.

"I will prepare writing in advance."

(Participant A12, 13 February 2019)

3.3.2. Findings from reflective journals of the second draft of persuasive essay

1) Evaluation stage

The majority of participants stated that they were proficient in essay construction since they followed the coursebook's frameworks. This is corroborated by the statement made by the participant below.

"My strengths in the writing assignment are essay structure because I can write the correct structure."

(Participant A21, 20 February 2019)

For weaknesses, the participants had answered that they still were not good at grammar. It was because they still wrote ungrammatical sentences. This can be supported by the participant's statement below.

“I have a problem with my grammar skill because sometimes I forgot about it”

(Participant A25, 20 February 2019)

In conclusion, the evaluation stage of the second draft, the strength was essay structure while the weakness was grammar.

2) Analysis stage

In terms of rubric criteria, the participants performed best in terms of essay structure since they could recall the essay's structure from the prior draft. However, the grammar of the contestants was the worst. The participants explained that they scored poorly on this criterion. This is corroborated by the statements of the individuals listed below.

“It’s essay structure because I have important components in my writing assignment.”

(Participant A25, 20 February 2019)

“It’s grammar because in this topic, I have no idea when I am writing so my grammar and vocabulary were bad.”

(Participant A20, 20 February 2019)

In terms of essay components, the participants performed best with the beginning. They reinforced their responses with the ability to properly articulate the essay's goal. However, what was worse was

that the kids had copied the information. It was due of their numerous grammatical faults. This is corroborated by the statements of the individuals listed below.

“Introductory paragraph because it has no mistakes.”

(Participant A16, 20 February 2019)

“I did worst in body paragraph because there are a lot of mistakes in that part.”

(Participant A18, 20 February 2019)

In conclusion, what the participants had done best was essay structure because they wrote all the components of the essay. In contrast, what they had done worse was contents due to many grammatical errors.

3) Conclusion stage

The participants said that they would continue to practice what they did best, which was essay structuring. They would study more of the coursebook to ensure that they had written appropriately in accordance with its contents. This is corroborated by the statement made by the participant below.

“Focus on essay structure.”

(Participant A06, 20 February 2019)

On the other side, participants would conduct more research on the topic of the subsequent draft. In addition, students would evaluate their grammatical faults. This is corroborated by the statements of the individuals listed below.

“I should try to write content that relate with topic.”

(Participant A04, 20 February 2019)

“I will study more written language and repeat grammar structure for improve my grammar skill for my writing assignment.”

(Participant A25, 20 February 2019)

In conclusion, the participants would focus on essay structure. They also improved their contents and grammar.

4) Action plan

Most of the participants had answered that they would prepare more on the supporting details. This can be supported by the participants' statements below.

“I will prepare more supporting details.”

(Participant A02, 20 February 2019)

“I will make contents clearly.”

(Participant A08, 20 February 2019)

“I will write with information which explains completely.”

(Participant A15, 20 February 2019)

3.3.3. Findings from reflective journal of the third draft of persuasive essay

1) Evaluation stage

The majority of participants maintained the same response. Thus, they were proficient in essay construction. It was due to the fact that they had done it twice in prior drafts. This is corroborated by the statement made by the participant below.

“My strengths are essay structure because I write the correct structure.”

(Participant A21, 27 February 2019)

Participants had indicated that they were not proficient with material as a limitation. They lacked the necessary information to write. This is corroborated by the statement made by the participant below.

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“It’s content because I didn’t know about my topic, and I didn’t find any information before writing.”

(Participant A25, 27 February 2019)

In conclusion, the evaluation stage of the third draft, the strength was essay structure while the weakness was contents.

2) Analysis stage

In terms of rubric criteria, the participants' essay structure remained the finest aspect of their draft. Because they had duplicated

a framework in their writing. The worst thing the contestants had done was generate content. The participants explained that they lacked sufficient knowledge on the specified subject. This is corroborated by the statements made by the participants below.

“It’s essay structure because I prepared for and checked structure before writing.”

(Participant A23, 27 February 2019)

“It’s contents because of inadequate research.”

(Participant A10, 27 February 2019)

In terms of essay components, the participants' introductions were the most effective. It was because they made less mistakes in this section. However, the participants' bodily parts were their weakest link. It was due to the fact that they were unable to adequately compile supporting information for this draft. The participant statements below support this conclusion.

“Introductory paragraph because it has only one error.”

(Participant A02, 27 February 2019)

“It’s contents because I didn't find any information about this writing assignment.”

(Participant A25, 27 February 2019)

In conclusion, the participants excelled in essay structure because they had written all essay components. In contrast, they had performed poorly in terms of substance due to their inability to acquire sufficient knowledge.

3) Conclusion stage

Participants said that they will continue to practice essay writing. The participants responded in a variety of ways, including by conducting further research, gaining a deeper understanding of the faults, and pondering carefully before beginning their work. This is corroborated by the statements of the individuals listed below.

“I will do searching the information to answer the question and planning what I am going to write in the assignment.”

(Participant A05, 27 February 2019)

“I will think carefully and be calm when I am writing it.”

(Participant A11, 27 February 2019)

“I will recheck grammar before handing in assignment.”

(Participant A18, 27 February 2019)

4) Action plan

Since they believed they lacked information, the majority of participants said that they would prepare more on the subject matter.

This is corroborated by the statements made by the participants below.

“I will prepare much information.”

(Participant A05, 27 February 2019)

“I will find information about it from many resources and organize it before writing.”

(Participant A25, 27 February 2019)

3.3.4. Findings from reflective journals of the first draft of problem-solving essay

1) Evaluation stage

Most participants had chosen to keep silent. That is, they were proficient in essay organization. The participants could recall the new essay format despite the fact that the essay type had been altered. The participant's comment below supports this conclusion.

“In this topic, writing the correct essay structure is my best part and I can do it well.”

(Participant A11, 28 March 2019)

When questioned about their limitations, the individuals cited poor grammatical skills. It was because the essay type had been altered. This indicates the discovery of new grammatical faults. This is corroborated by the statement made by the participant below.

“I think grammar because my grammar skill is so weak. I think I don’t know enough tenses for writing.”

(Participant A25, 28 March 2019)

In conclusion, throughout the review stage of the first draft, the essay's structure was deemed to be its greatest strength, while grammar was deemed to be its worst fault.

2) Analysis stage

In terms of rubric criteria, essay structure was the aspect of this draft in which the participants had performed the best. It was due to the fact that they had examined the essay format in the course's supplemental text. Creating content was the area in which participants performed the poorest. Because they believed the issue to be challenging and did not conduct sufficient investigation, they received a failing grade. The participant statements below support this conclusion.

“It’s essay structure because it has the components in the supplementary materials.”

(Participant A04, 28 March 2019)

“It’s contents because it is a hard topic to write about.”

(Participant A17, 28 March 2019)

In terms of essay components, the opening was the participant's strongest point. It was due to the fact that they had realized there was no rigid framework for the introduction. However, the individuals had performed poorly with bodily parts. They felt the offered remedies were insufficient to fix the issue. The following participant statements support this conclusion.

“It’s introduction because there is no strict structure for it.”

(Participant A10, 28 March 2019)

“It’s contents because I did not do enough research for the assigned topic.”

(Participant A10, 28 March 2019)

In conclusion, the participants had the most success with essay format since they had examined course extra materials. In contrast, they had performed poorly in terms of substance since they had not conducted sufficient study on the issue.

3) Conclusion stage

The participants' response had not changed, and they were continuing to practice. However, because the genre of essay had changed, the method of practice had shifted. Additionally, mastering grammar and conducting additional research were the means through

which they may improve their essay. The participant statements below support this conclusion.

“I will learn more about vocabulary and grammar.”

(Participant A02, 28 March 2019)

“I will prepare or search information of writing's topic more than one resources.”

(Participant A25, 28 March 2019)

4) Action plan

The majority of respondents said that they would prepare more for the topic and correct the grammatical and contextual problems. The participant statements below support this conclusion.

“I will find more official information to refer in the next assignment.”

(Participant A05, 28 March 2019)

“I will fix the errors for past assignment and make it better in the next writing assignment.”

(Participant A09, 28 March 2019)

3.3.5. Findings from reflective journals of the second draft of problem-solving essay

1) Evaluation stage

The majority of respondents claimed to be proficient in essay structuring. Participants said that they had examined the original draft more thoroughly. It was due to their ability to recall the essay's structure. This is reinforced by the following participant's remark.

“The essay structure is my strength in writing assignment.”

(Participant A18, 17 April 2019)

Participants had indicated that they were not proficient with material as a limitation. It was because the participants did not conduct sufficient research. This is corroborated by the statement made by the participant below.

“I think information of this task because I didn't search information of this topic enough.”

(Participant A25, 17 April 2019)

In conclusion, the evaluation stage of the second draft, the strength was essay structure while the weakness was content. In conclusion, during the review stage of the second draft, the strength that emerged was the essay's structure, while the flaw that emerged was the essay's substance.

2) Analysis stage

In terms of rubric criteria, the participants excelled in essay structure in this draft. This was due to the improvement of several writings. Nonetheless, what participants During the evaluation of the second draft, the essay's structure was identified as a strength, but the essay's content was identified as a weakness. Even worse, they had produced material. Because they had not conducted sufficient study on the subject. This is corroborated by the statements of the individuals listed below.

“It’s essay structure because of improvement from writing a lot of essays.”

(Participant A07, 17 April 2019)

“It’s contents because I didn’t research information for the topic.”

(Participant A10, 17 April 2019)

In terms of essay components, the participants performed best with the beginning. Because the participants could supply the information, the reader gained knowledge of the subject. However, bodily parts were where the individuals performed the worst. Because they believed they could not adequately support the offered

solutions. This is corroborated by the statements of the individuals listed below.

“I think introduction paragraph is my best part because I can give my reasons to support that is a good idea.”

(Participant A25, 17 April 2019)

“I did worst in the body paragraph because the details don’t get along with the topic sentence.”

(Participant A18, 17 April 2019)

In conclusion, the participants had the most success with the structure of their essays since they had made significant progress from the earlier drafts. In contrast, the one area in which they had performed poorly was the contents, which may not have had sufficient backing for the offered remedies.

3) Conclusion stage

Participants said they would carefully adhere to the plan. It was due to the fact that the coursebook also included valuable sentence structures that could be utilized as instructions for the writing task. In addition, learning grammar and conducting further research were approaches to improve their writing. This is corroborated by the statements of the individuals listed below.

“Looking up more information on the assigned topic.”

(Participant A10, 17 April 2019)

“I will follow pattern and check essay grammar.”

(Participant A17, 17 April 2019)

“I will improve my weakness by recheck the grammar.”

(Participant A18, 17 April 2019)

4) Action plan

Before submitting the assignment, the majority of respondents claimed they would focus on preparing the material and rigorously checking for faults. The statements of the persons mentioned below verify this.

“I will plan what I want to write and search more information and examples to support the next assignment.”

(Participant A05, 17 April 2019)

“I will concentrate more while I am writing the assignment.”

(Participant A21, 17 April 2019)

3.3.6. Findings from reflective journals of the second draft of problem-solving essay

1) Evaluation stage

The majority of respondents said that they were proficient in grammar. The participants responded that they had gained knowledge from prior drafts. This is corroborated by the participant's remark that follows.

“It’s grammar because I have learned from my experience in previous assignment.”

(Participant A25, 22 April 2019)

Participants had indicated that they were not proficient with material as a limitation. Because they believed they could still provide superior ideas. This is corroborated by the statement made by the participant below.

“I think information of this task because I didn't search information of this topic enough.”

(Participant A25, 22 April 2019)

In conclusion, the review step of the third draft revealed that the grammar was strong, while the contents revealed significant room for improvement.

2) Analysis stage

In terms of rubric requirements, the participants have addressed grammar in this draft. Because they had learnt a great deal

from prior rounds. In contrast, participants performed poorly with regard to contents. Because they had not conducted sufficient study on the subject. This is reinforced by the following participant comments:

“It’s grammar because I checked it before writing from the previous drafts.”

(Participant A23, 22 April 2019)

“It’s contents because I did not do enough research.”

(Participant A10, 22 April 2019)

In terms of essay components, the participants performed best with the beginning. Because the participants thought they could also write effectively in this section. However, the individuals performed poorly in terms of body part. Because they believed they could not adequately support the offered solutions. This is corroborated by the statements of the individuals listed below.

“It’s introduction because it’s easy.”

(Participant A19, 22 April 2019)

“The supporting details because I think they should support and cohere the essay more.”

(Participant A05, 22 April 2019)

As a result of what they had learned from their earlier drafts, grammar was the area in which the participants excelled. In contrast, they had performed poorly in terms of substance, since the recommended remedies may not have been adequately substantiated.

3) Conclusion stage

Participants said that they adhered to the routine. It was due to the fact that the coursebook also included valuable sentence structures that could be utilized as instructions for the writing task. In addition, learning grammar and conducting further research were approaches to improving their writing. This is corroborated by the statements of the individuals listed below.

“By sticking to the given structure.”

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(Participant A10, 22 April 2019)

“I will study grammar and cohesion to improve my writing skill.”

(Participant A25, 22 April 2019)

4) Action plan

Before submitting an assignment, the majority of respondents said they would prepare additional information and focus on faults through meticulous verification.

“I will prepare more information and vocabulary.”

(Participant A02, 22 April 2019)

Grammar was the aspect of writing abilities that increased the most over time. The majority of participants expressed issues with the initial draft's grammatical faults. However, as participants gained more writing expertise from draft to draft, they were able to recognize and learn from faults. They independently analyzed, researched, and exercised their deficiencies. Content, however, appeared to be the area in which the participants had progressed the least. Because the participants did not conduct sufficient research on the specified topic.

3.4. Quantitative findings from drafts

Using the Repeated Measures tool of IBM SPSS 22, the scores from all drafts were computed to demonstrate improvement in English writing ability. The Repeated Measures function was built in order to compare the drafts' mean ratings over time periods. Each draft's total score was 20 points. The findings were presented in accordance with the essay categories.

Table 28

Tests of Within-Subjects Effects of Persuasive Essay

	Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
<i>Draft</i>	<i>Sphericity Assumed</i>	140.220	3	46.740	54.582	.000	.695
	Greenhouse-Geisser	140.220	1.729	81.100	54.582	.000	.695
	Huynh-Feldt	140.220	1.851	75.752	54.582	.000	.695
	Lower-bound	140.220	1.000	140.220	54.582	.000	.695
<i>Error (Draft)</i>	<i>Sphericity Assumed</i>	61.655	72	.856			
	Greenhouse-Geisser	61.655	41.496	1.486			
	Huynh-Feldt	61.655	44.425	1.388			
	Lower-bound	61.655	24.000	2.569			

3.4.1. Quantitative findings of persuasive essay

The findings from Table 27 shows that the statistics were significant at the 0.05.

Table 29

Pairwise Comparisons of Persuasive Essay

(I) Draft	(J) Draft	Mean Difference			95% Confidence Interval for Difference	
		(I-J)	Std. Error	Sig.	Lower Bound	Upper Bound
1	2	-1.020*	.131	.000	-1.290	-.750
	3	-1.920*	.267	.000	-2.471	-1.369
	4	-3.220*	.348	.000	-3.938	-2.502
2	1	1.020*	.131	.000	.750	1.290
	3	-.900*	.224	.000	-1.362	-.438
	4	-2.200*	.315	.000	-2.850	-1.550
3	1	1.920*	.267	.000	1.369	2.471
	2	.900*	.224	.000	.438	1.362
	4	-1.300*	.229	.000	-1.773	-.827
4	1	3.220*	.348	.000	2.502	3.938
	2	2.200*	.315	.000	1.550	2.850
	3	1.300*	.229	.000	.827	1.773

The findings from Table 29 demonstrates that the repeated measures between drafts in all pairs were significant at the 0.05. The difference of mean scores between Draft 1 and Draft 2 is 1.02. The difference of mean score between Draft 2 and Draft 3 is 0.90. The difference scores between Draft 3 and Draft 4 is 1.30. The difference of mean scores between Draft 1 and Draft 4 is 3.22 which is the highest score.

Based on the findings of these two tables, the mean scores for the four versions of the persuasive essay differ considerably in a favorable way. The number of drafts may be reduced to three, namely the first draft, the

second draft, and the final draft, due to the fact that the varied mean scores between drafts can be positively anticipated. It is possible to infer that a persuasive essay achieved substantial development due to the usage of portfolios.

3.4.2. Quantitative findings of problem-solving essay

Table 30

Tests of Within-Subjects Effects of Problem-Solving Essay

		Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
<i>draft</i>	<i>Sphericity Assumed</i>	191.450	3	63.817	24.999	.000	.510
	Greenhouse-Geisser	191.450	2.268	84.420	24.999	.000	.510
	Huynh-Feldt	191.450	2.517	76.069	24.999	.000	.510
	Lower-bound	191.450	1.000	191.450	24.999	.000	.510
<i>Error</i>	<i>Sphericity Assumed</i>	183.800	72	2.553			
<i>(draft)</i>	Greenhouse-Geisser	183.800	54.428	3.377			
	Huynh-Feldt	183.800	60.403	3.043			
	Lower-bound	183.800	24.000	7.658			

The findings from Table 30 shows that the statistics were significant at the 0.05.

Table 31

Pairwise Comparisons of Problem-Solving Essay

(I) draft	(J) draft	Mean		Sig.	95% Confidence Interval for Difference	
		Difference (I-J)	Std. Error		Lower Bound	Upper Bound
1	2	-1.280*	.406	.004	-2.119	-.441
	3	-2.060*	.403	.000	-2.893	-1.227
	4	-3.820*	.412	.000	-4.671	-2.969
2	1	1.280*	.406	.004	.441	2.119
	3	-.780*	.363	.042	-1.529	-.031
	4	-2.540*	.581	.000	-3.739	-1.341
3	1	2.060*	.403	.000	1.227	2.893
	2	.780*	.363	.042	.031	1.529
	4	-1.760*	.508	.002	-2.809	-.711
4	1	3.820*	.412	.000	2.969	4.671
	2	2.540*	.581	.000	1.341	3.739
	3	1.760*	.508	.002	.711	2.809

The findings from Table 31 demonstrates that the repeated measures between drafts in all pairs were significant at the 0.05. The difference of mean scores between Draft 1 and Draft 2 is 1.28. The difference of mean score between Draft 2 and Draft 3 is 0.78. The difference scores between Draft 3 and Draft 4 is 1.76. The difference of mean scores between Draft 1 and Draft 4 is 3.82 which is the highest score.

Based on the findings of these two tables, the difference in mean scores between problem-solving essay drafts is statistically significant. The number of drafts may be reduced to three, namely the first draft, the second

draft, and the final draft, due to the fact that the varied mean scores between drafts can be positively anticipated. A conclusion may be drawn that a problem-solving essay made substantial progress due to the utilization of portfolios.

The quantitative results indicate that the development of persuasive and problem-solving essays differs dramatically between drafts. The number of drafts can be reduced to three: the first draft, the revised draft, and the final document. It may be argued that the usage of portfolios considerably and progressively improves English writing ability.

4. Findings of Research Question 3

“What are the benefits of the use of portfolios in assessing English writing ability?”

This question aimed to investigate the benefits of the use of portfolio in assessing English writing ability. This question was divided into two sub-questions.

They are:

- What is the effectiveness of the use of portfolios in assessing English writing ability?

- What are the students' perceptions toward the use of portfolios in assessing English writing ability?

4.1. Findings of Research Question 3.1

“What is the effectiveness of the use of portfolios in assessing English writing ability?”

This question aimed to investigate the effectiveness of the use of portfolios in assessing English writing ability. The four research instruments employed for this question and objective were (a) Pre-test of Persuasive essay, (b) Pre-test of Problem-solving essay, (c) Post-test of Persuasive essay and (d) Post-test of Problem-solving essay. The results of pre-tests and post-tests scores were analyzed after the implementation by means of descriptive statistics (mean and standard deviation), and paired-samples t-test.

4.1.1. Quantitative findings from pre-test and post-test of persuasive essay from experimental group

Table 32

Comparison between Mean Scores of Pre-Test and Post-Test of Persuasive Essay

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Post-test of Persuasive essay - Pre-test of Persuasive essay	1.80000	1.20761	.24152	1.30152	2.29848	7.453	24	.000*

* $p < .05$

After the installation, a paired-samples t-test was used to examine these quantitative data. The average difference between the post-test and pre-test scores on the persuasive essays is 1.80, as shown in Table 35. 7.453

was the t-value, while 0.000 was the significance value. The difference in mean scores between the post- and pre-tests for persuasive essays written by members of the experimental group was statistically different.

4.1.2. Quantitative findings from pre-test and post-test of problem-solving essay from experimental group

Table 33

Comparison between Mean Scores of Pre-Test and Post-Test of Problem-Solving Essay

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Post-test of Problem-solving essay - Pre-test of Problem-solving essay	1.32000	1.11692	.22338	.85896	1.78104	5.909	24	.000*

After deployment, a paired-samples t-test was used to examine these quantitative data. Table 36 demonstrates that the difference in mean scores between the post-test and pre-test for problem-solving essays was 1.32. 5.909 was the t value, while 0.000 was the significance value. It may be concluded that the difference in mean scores between the post- and pre-tests for problem-solving essays in the experimental group was statistically significant.

4.2. Findings of Research Question 3.2

“What are the students’ perceptions toward the use of portfolios in assessing English writing ability?”

This question aimed to examine the participants’ perceptions toward of the use of portfolios in assessing English writing ability. The three research instruments employed for this question and objective were 1) Perceptions toward portfolio assessment questionnaire, 2) Semi-structure interview, and 3) Self-assessment form on portfolio. The results of perceptions toward portfolio assessment questionnaire were analyzed after the implementation by means of descriptive statistics (mean and standard deviation). The results of semi-structured interview and self-assessment form on portfolio were analyzed after the implementation by means of content analysis.

4.2.1. *Quantitative findings from perceptions toward portfolio assessment questionnaire*

This instrument was adapted from “perception questionnaires of portfolio assessment process” (Davis et al., 2009). The items are categorized into five categories which are:

1) Potentially contentious issues

This area refers to the participants’ apprehension over the fairness of the portfolio evaluation, as well as their impression that various writing essays utilized varying criteria. During the student-

teacher conference, the researcher examined the participants' particular strengths and shortcomings, resulting in unavoidable variance in the questions posed to the participants. In the view of students used to objective standardized assessments, such as multiple-choice question style, this led to impressions of injustice and the application of disparate standards.

2) Portfolio content

This category pertained to the participants' attitudes of their results, in which they considered that the scores were representative of their genuine writing abilities.

3) Achievement of curriculum outcomes

This category refers to the opinions of the participants on the usefulness of the portfolio assessment in assisting them to enhance their writing abilities and accomplish the goals of the course.

4) Building the portfolio

This area pertained to the participants' attitudes regarding the construction of portfolio assessments, which provided them with a pleasant learning experience and a sense of accomplishment.

5) Portfolio assessment process

This category linked to the participants' level of comprehension of the process of portfolio evaluation.

The questionnaire was a 4-Likert scale with 4 degrees; strongly positive (4), positive (3), negative (2), and strongly negative (1). The researcher aimed to use a 4-Likert scale because of avoiding the neutral perception. The range of score is divided equally and interpreted as follows:

1.00 - 1.75 rated as “Strongly negative”

1.76 - 2.50 rated as “Negative”

2.51 - 3.25 rated as “Positive”

3.26 - 4.00 rated as “Strongly positive”

Table 34

Mean and Standard Deviation of the Statements that Belong to Potentially Contentious Issues Category

Statement	Mean	SD	Meaning
Potentially contentious issues	3.60	0.27	Strongly positive
1. The use of portfolio is related to the contents in the course.	3.40	0.71	Strongly positive
2. There were too many drafts for each type of the essays.	3.20	0.87	Positive
3. I understand what portfolio is.	3.88	0.33	Strongly positive
4. The portfolios were introduced at the beginning of the course.	3.92	0.28	Strongly positive

From Table 34, these four statements belong to potentially contentious issues category. These statements show the mean score at the level of 3.60. The potentially contentious issues category was rated as “strongly positive.” As a result of this, it is possible to draw the conclusion

that the participants have a favorable impression regarding the usage of portfolios in assessing the English writing abilities of students in the potentially controversial subjects category.

Table 35

Mean and Standard Deviation of the Statements that Belong to Portfolio Content Category

Statement	Mean	SD	Meaning
Portfolio content	3.65	0.47	Strongly positive
5. I had involved in the process of creating criteria for assessing individual writing piece.	3.80	0.41	Strongly positive
6. I understand the developed scoring rubric for individual writing piece (SRIWP) in order to be used to assess my essays.	3.72	0.54	Strongly positive
7. The scores of post-test represent my true writing ability after using portfolio.	3.44	0.71	Strongly positive

From Table 35, these three statements belong to the portfolio content category. These statements show the mean score at the level of 3.65. The portfolio content category was rated as “strongly positive.” It is possible to draw the conclusion from this information that the participants have a favorable view regarding the usage of portfolios in measuring English writing abilities in terms of the content category of portfolios.

Table 36

Mean and Standard Deviation of the Statements that Belong to Achievement of Curriculum Outcomes Category

Statement	M	SD	Meaning
Achievement of curriculum outcomes	3.37	0.60	Strongly positive
8. The use of portfolios improves my English writing ability.	3.48	0.59	Strongly positive
9. The discussion in student-teacher conference improves my English writing ability.	3.28	0.74	Strongly positive
10. With the use of portfolios, my English writing ability has improved according to the course objectives.	3.36	0.70	Strongly positive

From Table 36, these three statements belong to achievement of curriculum outcomes category. These statements show the mean score at the level of 3.37. The achievement of curriculum outcomes category was rated as “strongly agree.” It is possible to draw the conclusion from this information that the participants have a favorable view regarding the usage of portfolios in measuring English writing abilities in terms of the category of achieving the goals of the curriculum.

Table 37

Mean and Standard Deviation of the Statements that Belong to Building the Portfolio Category

Statement	M	SD	Meaning
Building the portfolio	3.54	0.56	Strongly positive
11. Building portfolios was a positive learning experience.	3.68	0.48	Strongly positive
12. Building portfolios gave me a sense of achievement.	3.40	0.71	Strongly positive

From Table 37, these two statements belong to building the portfolio category. These statements show the mean score at the level of 3.54. The building the portfolio category was rated as “strongly positive.” As a result of this, it is possible to draw the conclusion that the participants have a favorable impression regarding the usage of portfolios in measuring English writing skill with regard to the success of developing the portfolio category.

Table 38

Mean and Standard Deviation of the Statements that Belong to Portfolio Assessment Process Category

Statement	Mean	SD	Meaning
Portfolio assessment process	3.70	0.34	Strongly agree
13. I had involved in the process of creating criteria for assessing portfolio.	3.64	0.57	Strongly agree
14. I understand the developed scoring rubric for portfolio assessment (SRPA) in order to be used to assess my portfolio.	3.72	0.46	Strongly agree
15. I understand the objectives of the use of portfolio.	3.84	0.37	Strongly agree
16. I understand the process of portfolio implementation.	3.88	0.33	Strongly agree
17. The student-teacher conference are beneficial.	3.60	0.58	Strongly agree
18. The reflective journals are beneficial.	3.52	0.71	Strongly agree
19. I have positive perceptions toward the use of portfolio.	3.72	0.46	Strongly agree

From Table 38, these seven statements belong to portfolio assessment process category. These statements show the mean score at the level of 3.70. The portfolio assessment process was rated as “strongly positive.” It is possible to draw the conclusion from this information that the participants had a favorable impression about the usage of portfolios in assessing English writing skill in terms of the portfolio evaluation method category.

Table 39

Mean and Standard Deviation of Overall Perceptions toward Portfolio Assessment Questionnaire

Statement	M	SD	Meaning
Potentially contentious issues	3.60	0.27	Strongly positive
Portfolio content	3.65	0.47	Strongly positive
Achievement of curriculum outcomes	3.37	0.60	Strongly positive
Building the portfolio	3.54	0.56	Strongly positive
Portfolio assessment process	3.70	0.34	Strongly positive
Overall perceptions	3.57	0.37	Strongly positive

From Table 39, the overall perceptions toward portfolio assessment questionnaire shows the mean score at the level of 3.57 and it was rated as “strongly positive.” It is possible to draw the conclusion from this information that the participants had favorable attitudes regarding the utilization of portfolios in determining the level of English writing competence.

4.2.2. Qualitative results from semi-structured interview

In addition to the questionnaires, a semi-structured interview methodology was used to extract in-depth information concerning the participants' attitudes on the usage of portfolios in measuring English writing ability. This information was collected from the participants. The interview followed a one-on-one format for its whole.

The "essential elements of semi-structured interview" were used as a basis for developing the questions contained in this instrument, which was then modified (DiCicco-Bloom and Crabtree, 2006). During the interview, there were two questions that pertained to the students' point of view on the use of portfolios in the process of evaluating English writing ability. The two inquiries were as follows:

1) *What aspect(s) in portfolio assessment do you like most/least? Why?*

2) *What are your suggestions about the portfolio assessment?*

For question 1), there were many answers about the participants' most favorite aspect(s) which can be categorized as follows:

1. Drafting

The majority of participants gave that draft as their solution. Because of this, they were able to adequately prepare themselves before writing the final manuscript.

- What I liked is drafting before writing the final draft because it made us be prepared.

(Translated from Thai: *ส่วนที่ชอบคือการให้เขียน草稿ก่อนเขียนอันจริงเพราะว่ามันทำให้เราได้เตรียมตัว*)

(Participant A12, 2 May 2019)

- I like drafting because it made me know what I must develop or improve.

(Translated from Thai: ชอบการเขียนดราฟต์ เพราะรู้ว่าเราต้องพัฒนาหรือแก้ตรงไหน)

(Participant A21, 2 May 2019)

2. Reflective journals

Additionally, the majority of participants said that they enjoyed keeping reflective notebooks. This was due to the fact that they were able to take into account both what they had done in the preceding draft and what they intended to accomplish in the next draft.

- I liked reflection because I could revise the writing pieces again.

(Translated from Thai: ชอบ reflection เพราะได้ทบทวนตัวเองอีกรอบ)

(Participant A09, 2 May 2019)

- I could see the reflection for improving the next draft.

(Translated from Thai: ได้เห็น reflect กลับมา เพื่อเอาไปปรับปรุง)

(Participant A24, 2 May 2019)

For question 2), there are some suggestions about decreasing numbers of drafts.

- *Decrease the numbers of drafts from 3 to 2 and use the scores from those 2 drafts.*

(Translated from Thai: ลดจำนวน draft เช่นเลือกเขียน 2 จาก 3 แล้วเก็บคะแนนจาก 2 draft ที่เขียนไป)

(Participant A04, 2 May 2019)

- *The draft that has highest score should be used as a final draft.*

(Translated from Thai: คิดว่าน่าจะเลือกอันที่คะแนนที่ดีที่สุดจาก 3 draft มาเป็นคะแนนสอบเลย)

(Participant A10, 2 May 2019)

- *One of three drafts be further used in order to decrease the numbers of drafts.*

(Translated from Thai: เอาส่วนที่เป็น draft ไปใช้ต่อ ลดจำนวน draft)

(Participant A23, 2 May 2019)

In light of these responses, one conclusion that may be drawn is that the number of drafts is excessively high. In this particular investigation, there were three different revisions of each kind of essay. Therefore, three drafts of each sort of essay is an excessive amount of work to complete.

The qualitative findings from the semi-structured interview show that several of the participants indicated that writing drafts might assist them in preparing for the final drafts of their work. In addition, keeping a record of reflections may help students assess both their strengths and flaws in the writing pieces they produce. However, it is possible that three drafts of each sort of essay is an excessive amount of work.

4.2.3. Qualitative results from self-assessment form on portfolio

This assessment instrument consisted of responding open-ended questions. Adapted from the "collection of guiding questions" (Lam, 2018). The participants' replies from the self-assessment form on the portfolio were analyzed to determine their perspectives on the usage of portfolios in evaluating English writing abilities.

The qualitative outcomes are classified as follows:

1. Portfolios help the participants developing writing ability.

The participants agreed that their writing ability had improved. Nine out of twenty-five participants claimed they had improved their writing abilities in terms of grammar and vocabulary.

This is corroborated by the remarks made by participants below.

“I can use various vocabulary more than I used to be.”

(Participant A01, 1 May 2019)

“I write more accurately in grammar.”

(Participant A07, 1 May 2019)

The participants agreed that their writing ability had improved. Nine out of twenty-five participants claimed they had improved their writing abilities in terms of grammar and vocabulary. This is corroborated by the remarks made by participants below.

“I understand what essay structure is and learn how to write it proficiently.”

(Participant A12, 1 May 2019)

“I have grown familiar with different structures of different types of essays.”

(Participant A17, 1 May 2019)

In addition, the participants acknowledged that they have improved their writing abilities, although they did not define specific areas. They just mentioned general English writing abilities. This is corroborated by the statements of the individuals listed below.

“I think that I have improved my writing skill and I can arrange the essay much better.”

(Participant A14, 1 May 2019)

“I notice that my writing skill improved a little bit.”

(Participant A21, 1 May 2019)

2. Criteria of portfolio assessment help participants paying attention in writing.

Participants thought that they had evaluated the criteria for portfolio evaluation that they had developed independently. Consequently, they had paid close attention to the writing task. This is corroborated by the statements of the individuals listed below.



“I always consider what the criteria of portfolio are and that makes me pay attention to every writing.”

(Participant A05, 1 May 2019)

“It's the criteria that we created. So, we need to check our portfolio with criteria that we complete or not.”

(Participant A08, 1 May 2019)

3. Portfolio is a tool that reflects the participants' strengths and weaknesses of their certain types of essays.

The participants learned that while maintaining their portfolios, they could identify their writing ability and flaws. Consequently, they might utilize this knowledge to enhance future drafts. This is corroborated by the statements of the individuals listed below.

“I know my weakness and strength of my writing. I know how well I am doing and what I should do for the better writing skill.”

(Participant A14, 1 May 2019)

“I can check my drafts and what my error is so that I can improve my next drafts or writing tasks to get better.”

(Participant A18, 1 May 2019)

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4. Portfolio assessment encourages the participants to become a better writer.

The participants were certain that they had improved as writers. In fact, they reported to be more attentive when writing academic essays. This is corroborated by the statements made by the participants below.

“I have learned to be careful to choose words or contents to write on my essay and to make my essay is more impressive.”

(Participant A01, 1 May 2019)

“I think a lot before I write. Be more careful about the structure, grammar, cohesion and coherence, and contents.”

(Participant A20, 1 May 2019)

5. Portfolio assessment encourages the participants to have positive perception toward English language learning.

After the application of portfolio assessment, the participants reported having a favorable attitude toward English language acquisition. The participant's comment below supports this conclusion.

“I feel no more fear about English.”

(Participant A13, 1 May 2019)

In conclusion, the qualitative findings self-assessment form on portfolio demonstrates that the majority of participants agreed with the statement that they had improved their ability to write in English. They also focused on the writing tasks they had been given in order to connect those to the criteria for the portfolio evaluation. The portfolio was also a tool that highlighted the participants' strengths

and shortcomings in terms of their ability to write in English. This enabled the participants to work on improving their writing abilities in subsequent versions. In addition, the participants were encouraged to improve their writing ability and develop optimistic attitudes regarding the process of learning English through the use of portfolio assessment.



Chapter 5

Discussion and Conclusion

1. Introduction

This chapter discusses and concludes the present study concerning the use of portfolio assessment in assessing the English writing ability of Thai EFL undergraduate students. It consists of 1) discussion, 2) conclusion, 3) implications, and 4) recommendations for further studies. The detailed information of each section is as follows.

2. Discussion

In the discussion section, five issues are presented.

2.1. The use of portfolio assessment and the English writing ability

After 17 weeks of deployment, it can be concluded that portfolio evaluation was a successful tool for measuring and improving the English writing ability of Thai EFL undergraduates. The portfolio evaluation in the current study was effective because it was separated into two phases: portfolio assessment formulation and portfolio assessment execution. These two steps appear to be the most crucial in evaluating English writing proficiency.

2.1.1. The development of portfolio assessment

This phase's objective is to comprehend the techniques involved in producing portfolio assessment. In addition, it seeks to examine the benefits and drawbacks of portfolio assessment in order to choose the most suitable portfolio assessment as an alternative evaluation. Therefore, the researcher has analyzed past studies and merged relevant frameworks for the present study's environment. One of the benefits of integrating the frameworks was that the researcher was able to reduce the disadvantages of some frameworks while enhancing the benefits of all frameworks. In addition, the study's background was taken into account. This prompted the researcher to consider the course objectives and course descriptions in order to develop an acceptable conceptual framework. Consequently, portfolio evaluation development techniques may be explored.

In the first phase, the objectives of portfolio evaluation are clearly established. The researcher commented on the course descriptions and course assignments in order to clearly articulate the course's objectives for portfolio assessment. The portfolio evaluation assisted the students in achieving the learning objectives at the conclusion of the course. Consequently, the purpose of portfolio evaluation in this study was to document the development of Thai EFL undergraduates' English writing

ability. It comprised two distinct essay categories. There were four drafts of each essay style, for a total of eight drafts.

The second phase involved the design of content and materials. The contents of this study pertained to two aspects: instructional contents and portfolio assessment contents. Due to the fact that many professors were accountable for this course, the researcher lacked the power to modify or adapt its teaching materials. The researcher was responsible for aligning the portfolio evaluation with the instructional material. However, the instructional material was enough for students to meet both course objectives and portfolio evaluation purposes. For portfolio assessment content, the researcher reviewed different types of portfolio assessment and decided to combine the characteristics of progress portfolio (Lam, 2018), development portfolio (Cain et al., 2012), assessment portfolio (Danielson & Abrutyn, 1997), and training portfolio (Danielson & Abrutyn, 1997). (Smith & Tillema, 2001). The purpose of portfolio assessment progress was to record student mastery of certain objectives relevant to the second research objective. In addition, the purpose of the training portfolio is to highlight a person's core professional knowledge, skills, or competencies, which were gathered over the course of a course in response to the third research objective, which was to investigate the effectiveness of portfolio assessment in assessing English

writing ability. The researcher then determined what should be included in the portfolio and for what objectives pupils may be informed later.

In the third phase, scoring criteria were created. In this study, two scoring rubrics were utilized. The initial grading rubric evaluated each student's unique writing sample. The second criterion was used to evaluate the students' portfolios. Both grading criteria were analytical in nature. Adapting two frameworks, namely essential phases in developing a rubric by Stevens and Levi (2005) and the 4X4 rubric construction model by Anderson (2007), these two scoring rubrics were developed in the same manner (1998). These two frameworks were modified because they allowed students to participate in the construction of the rubrics. Despite the fact that these two grading rubrics were based on the same frameworks, they served distinct goals. At this stage, the researcher assessed the construction techniques for the scoring rubrics. Later, these frameworks would be taught to the students, who would then develop scoring rubrics.

The fourth phase involved the verification of the materials. It was the process of validating research tools. After developing the study instruments, the researcher enlisted the assistance of three professionals in the field of English language assessment and evaluation to validate the instruments. The researcher then altered the study tools based on the views and suggestions of the experts. The researcher then invited the specialists to assess the

redesigned research instruments once more in order to ensure the instruments' validity.

The fifth phase involved the planning of the operations. This was the phase of planning the portfolio assessment's implementation methods. In other terms, it was data collecting planning. There were three phases: 1) before the implementation of portfolio assessment, 2) during the implementation of portfolio assessment, and 3) after the implementation of portfolio assessment. Each process was also broken down into several steps. Even though portfolio assessment methods included several phases, they were not difficult for students to follow since they were not convoluted.

The sixth phase was the planning of monitoring mechanisms. Due to the complexity of the portfolio assessment methods in this study, monitoring was essential so that the researcher could ensure that he or she and the students were performing each step correctly. In this study, the portfolio evaluation methods were monitored using 1) student-teacher conferences and 2) reflective diaries. These two methods were deemed methods for monitoring the portfolio evaluation procedures since conferences and journals must be held after each draft and the researcher observed the students' English writing skill development. Additionally, pupils might assess their English writing ability.

The portfolio assessment methods were implemented in the seventh phase. In this stage, the researcher executed with the students the portfolio evaluation techniques that will be explained in the next part.

In light of this, the researcher modified the frameworks of past studies in order to make them suitable for the course. The first modification was to eliminate the peer-assessment method. It was because the course period was restricted. There was insufficient time to instruct the participants to do the peer evaluation. Furthermore, Yaghoubi and Mobin (2015) asserted that peer evaluation was not as reliable as instructor evaluation.

The second modification added an additional draft to the procedures. According to Hamp-Lyons and Condon (2000), just two drafts were suggested for each essay category. In the present study, the researcher added one more draft, bringing the total number of drafts for each genre of writing to three. According to Vangah, Jafarpour, and Mohammadi (2016), portfolio evaluation can give students with opportunity to employ language in their daily activities. Therefore, one more draft for each style of writing provided students with extra possibilities to demonstrate their English writing ability.

The third modification was to eliminate the selecting procedure. This study places less emphasis on the selection procedure since the participants gather all drafts for the researcher to observe the development of the final document.

2.1.2. The implementation of portfolio assessment

Once the concept of portfolio assessment was complete, its execution is vital. Due to the tight implementation of the planned portfolio assessment methods, it was anticipated that Thai EFL undergraduates' English writing ability would grow successfully. The researcher had also analyzed earlier studies and incorporated frameworks that were applicable to the present study's situation. One of the benefits of integrating the frameworks was that the researcher was able to reduce the disadvantages of some frameworks while enhancing the benefits of all frameworks. Nonetheless, there were few obstacles to consider. The first obstacle was the time constraint. In this study, the duration of the English foundation course was merely 17 weeks. This meant that portfolio assessment implementation must be finished by the 17th week of the course. Thus, the second obstacle was that the researcher had to adhere to the primary timetable of the English foundation. It was because many instructors were accountable for this course. All instructors are required to adhere to the course goals, course descriptions, and course evaluations. Thus, the implementation of portfolio assessment should not conflict with course evaluation. Therefore, implementation techniques for portfolio assessment might be explored.

The initial phase was preparing the pupils. The researcher prepared the students for portfolio evaluation by discussing its definition and idea. This

study examined 1) the aims of using portfolio assessment, 2) the processes, 3) the scoring rubrics, and 4) the evaluation of portfolio assessment. The researcher also responded to the queries posed by the pupils. Students were most concerned about the unrelated link between their grade and the portfolio evaluation. In other words, the usage of portfolio evaluation in this English foundation course had no effect on the students' final grade.

This is consistent with Huang (2012), who used portfolio evaluation in the Integrated English course, which was deemed a foundational subject for students. The purpose of this course is to assist students acquire broad language abilities. This research might thus conclude that portfolio assessment was adopted in a foundational English course. However, the portfolio evaluation had no bearing on the course evaluation, therefore it did not impact the students' final results. A few studies do not, however, utilize portfolio assessment in English foundation courses. Kalra, Sundrarajun, and Komintarachat (2017) implemented portfolio evaluation with fourth-year Thai undergraduates at an international institution in Thailand. The fact that these students majored in Business English suggests that portfolio assessment was not utilized in an English foundation course in this research study. Portfolio evaluation was evidently utilized in an English for particular purposes course. In addition, Bamahra (2016) performed portfolio evaluation with undergraduate Yemeni students at a private institution in Yemen. The fact

that these students had taken a course in report writing suggests that portfolio evaluation in this study was applied in a writing-based course and not an English foundation course.

The second stage was to establish the portfolio and task characteristics. In this phase, the researcher divided the explanation into two parts: the portfolio and the tasks contained inside the portfolio. The purpose of the portfolio in this research was to document the development of the students' English writing ability. Therefore, the final portfolio must contain all eight drafts of writing assignments, six reflective journals for both types of essays, and a self-evaluation form on the portfolio. The materials were prepared and grouped in accordance with the implementation schedule for the portfolio evaluation. In the present study, the portfolio tasks consisted of essay writing. The coordinator of the English foundation course designed these writings. The researcher made no modifications or adaptations.

This is similar to Gumus (2019), who utilized portfolio evaluation with seventh-grade pupils in one Turkish middle school's English writing course. The course curriculum and coursebook for this research study included the writing themes and assignments. Thus, portfolio assessment may be included into the teaching and grading of writing without interfering with the whole course curriculum. Nonetheless, Mhlauli and Kgosidialwa (2016) implemented portfolio evaluation with in-service student-teachers enrolled in a social

studies course at a Botswana state institution. At the time this research was completed, portfolio evaluation was a component of this course's evaluation. According to the course specifications, students were required to maintain a diary and record all academic and extracurricular activities. Students were also asked to confer with the instructor on the development of their portfolios. Since the students were exposed to a range of instructional modalities, such as blended e-learning, independent research, group activities, and discussion, portfolio evaluation in this study was not overly stringent in terms of what was required to be included in the portfolio.

The next stage was to define evaluation criteria. In this study, there were two criteria: 1) the portfolio assessment criteria or scoring rubric for portfolio assessment (SRPA), and 2) the essay evaluation criteria or scoring rubric for individual writing works (SRIWP).

These two grading rubrics were adapted from 1) Four keys in developing a rubric by Steven and Levi (2005) and 2) 4X4 model by Anderson (1998). In this study, these two frameworks were adopted since they allowed the researcher and students to co-create the rubrics. One of the benefits of these two frameworks was that when students developed their own scoring rubrics using the researcher's directions, they would identify and comprehend the criteria and descriptions.

The fourth level was the instruction of writing ability for writing activities. This stage, according to Sing et al. (2015), is for the instructor to explain and instruct the topic. These experts claimed that this phase is crucial since the pupils would transfer the acquired information to the execution of the assignments. The competence for the tasks in this study was academic essay writing ability. The researcher instructed the students in essay writing in accordance with the English foundation course's curriculum. The researcher did not alter or adapt the course material since he or she lacked the authorization to do so. This course's essay assignments were separated into two categories: 1) persuasive essays and 2) problem-solving essays.

The sixth phase involved evaluating each task. In this study, the notion of portfolio assessment was to gather writing drafts. The scoring criteria used to evaluate each assignment was the scoring rubric for each individual writing sample (SRIWP). Numerous earlier research revealed that assessing each job was an integral aspect of implementing portfolio evaluation (Gottlieb, 1995; Huang, 2012; Sing et al., 2015). Therefore, the researcher asked one inter-rater to evaluate each draft after each writing activity was completed by the students. Inter-rater reliability is a crucial feature in evaluating writing with the rubric since it confirms the dependability of essay scores. Johnson, Penny, and Gordon (2001) performed a research on the inter-rater reliability of evaluating fifth-grade students' English writing essays in

one U.S. school. Two raters evaluated 120 essays using a six-point holistic scoring system. Inter-rater reliability was determined to be high (0.83, $p < 0.05$). In addition, Javaherbakhsh (2010) investigated the effect of self-assessment on students' writing ability with 73 undergraduate Iranian EFL students from a public institution. Three raters were invited, and the dependability between them was strong (0.95, $p < 0.01$). Based on these past research, it can be inferred that inter-rater dependability was a significant aspect in evaluating English writing essays.

Student-teacher conferences represented the sixth phase. After receiving each returned assignment, students attended student-teacher discussions individually with the researcher. The researcher and the students examined the merits and flaws of each assignment based on the criteria outlined in the grading rubric for each individual writing assignment (SRIWP). In contrast, Huang (2012) argued that student-teacher conferences were a kind of summative evaluation. He characterized it as a discussion between a student and a teacher on an individual basis. Students were required to submit their portfolios as part of their final grade. Therefore, numerous definitions of the student-teacher meeting exist.

The seventh phase was to monitor the portfolio assessment procedures. In this study, the researcher tracked student development using student-teacher conferences and reflective diaries. These two research tools

encouraged pupils to continue developing their writing ability. In addition, the researcher might examine whether or not the students adhere to the portfolio evaluation methods. However, several research indicated that students did not adhere to the portfolio evaluation methods. In his own perspective, the researcher investigated his own portfolio evaluation techniques. From the standpoint of the students, it is noteworthy to highlight that monitoring the methods of portfolio assessment is crucial in two ways: (1) to assist students in following the procedures of portfolio evaluation, and (2) to motivate students to check their own improvement in writing ability (Ponnamperuma, 2005; Birgin & Baki, 2007; Lam, 2018)

The eighth phase was portfolio compilation and evaluation. After completing the eighth draft (the last draft of the problem-solving essay), the students assembled all eight drafts according to the portfolio arrangement on which the researcher and students had agreed at the beginning of the processes. The pupils then turned in their assembled portfolios. Numerous prior research had advocated the holistic approach as the criterion for portfolio evaluation (Daiker, 1990; Van der Horst & McDonald, 1997; Jones, 1997). In contrast, the portfolio evaluation in this study adopted the analytical scoring rubric approach to evaluate the portfolio, which was referred to as the portfolio assessment scoring rubric (SRPA). In addition, the researcher invited an inter-rater to evaluate each student's portfolio. In

contrast, Huang (2012) evaluated the students' portfolios by having them present their portfolios individually. Due to the dependability of supplied scores, inter-rater reliability was requested in the current investigation. As such, the inter-rater was crucial to the reliability of portfolio evaluation.

Moreover, the grading rubrics utilized in this study served as the primary research tools. These scoring rubrics are distinct from the English foundation course's writing rubric, but they must be parallel and conducive to enhancing students' writing ability. Numerous prior research (Daiker, 1990; Van der Horst & McDonald, 1997; Jones, 1997) indicated that the scoring rubric is one of the most important components of portfolio evaluation, but did not illustrate how the scoring rubric was built. This study illuminated how the scoring rubric for portfolio assessment (SRPA) and the scoring rubric for individual writing piece (SRIWP) were established based on students' opinions.

2.2. Student-teacher conferences and the English writing ability

In the present study, student-teacher conferences were one of the portfolio assessment strategies. There were a total of six conferences during the proceedings. The student-teacher discussion provided the researcher and each student with a chance to discuss essay writing. Students' essay writing displayed varied strengths and faults. Accordingly, each student got remarks and recommendations tailored to their respective strengths and limitations. It was appropriate for pupils since they could concentrate solely on their weaknesses. The comments and recommendations made

during the student-teacher conference were based on the requirements of the specific writing piece's rubric for grading (SRIWP).

Grammar was the primary focus of the student-teacher discussions. In their writings, every kid had committed grammatical errors. This suggests that grammar was the most challenging aspect of the students' writing ability in this study. Therefore, the comments and suggestions made during the student-teacher conferences focused mostly on correcting grammatical errors.

Similarly, Arbur (1977) had generally defined the student-teacher conference as an important pedagogical activity because difficulties in performing a task that the students seek can be alleviated through interview, allowing the students to comprehend and learn from what they have discussed with the teacher. In addition, the instructors who lead the student-teacher conferences can utilize the outcomes of the conferences to fulfill educational goals more regularly and successfully.

2.3. Reflective journals and the English writing ability

After each student-teacher meeting, students are required to complete their reflective notebooks. After addressing their writing strengths and shortcomings with the researcher in a student-teacher conference, students were instructed to use the reflective diary as a research instrument to assess their writing strengths and weaknesses. It was also a method for students to synthesize what they had learnt at the student-teacher session with the researcher. In addition to evaluating their skills

and shortcomings, the students devised strategies for developing their strengths and improving their deficiencies.

The majority of students indicated that the reflective notebook served them well. They were able to evaluate their English writing ability in terms of their strengths and limitations. The development and improvement strategies for their deficiencies that the students had outlined in their reflective journals were also advantageous. Because the pupils could learn at their own speed and on their own terms. Moreover, past versions might serve to warn pupils not to repeat the same errors. It is observed that students learnt from their reflective journals in terms of enhancing their strengths and addressing their flaws in English writing ability (Chabon & Wilkerson, 2006).

2.4. The application of portfolio evaluation and student perceptions

Numerous prior research have confirmed the favorable view of portfolio evaluation (Davis et. al, 2009; Aydin, 2010; Lam, 2013). The overall results of the perception toward portfolio assessment questionnaire were evaluated as "very favorable," indicating that students had positive attitudes of the usage of portfolio assessment in evaluating English writing abilities (Davis et. al, 2009; Aydin, 2010). In addition, writing was a factor in the pupils' good perceptions. Before writing the final document, students were able to improve their writing ability by composing drafts (Hamp-Lyons & Condon, 2000). However, the students believed that four drafts for each essay genre was excessive. Numerous studies (Hamp-Lyons and Condon, 2000;

Vangah, Jafarpour, & Mohammadi, 2016) indicated that two drafts were sufficient; thus, writing four drafts was excessive for the first-year students in the English foundation course.

For the reflective diary, the students indicated that they might reflect on what they had done in the preceding draft and prepare for what they would do in the subsequent draft. According to Lam (2018), reflective journals enhance the intellectual development of students as emerging writers and facilitate the development of their metalinguistic awareness during the portfolio process.

In addition to the reflective diary, the self-evaluation form on the portfolio helps students enhance their English writing ability and oversee portfolio assessment methods (Ponnamperuma, 2005; Birgin & Baki, 2007; Lam, 2018). The students believed that portfolio evaluation helped them improve their English writing ability. Some students said that they had improved their English writing ability in terms of grammar, vocabulary, and essay structure, the fundamentals of writing talent (Hinkel, 2004).

In addition, the criteria for portfolio evaluation assisted students in paying close attention to their writing. Because they had established the scoring rubric themselves, students understood it and paid close attention when composing their essays and portfolios. The students also saw the portfolio as a tool that represented their English writing talents and limitations. This is the most crucial aspect of portfolio evaluation since it improved students' self-directed learning (Britland, 2019). While

gathering their essay drafts, the students saw great improvements and advancements in their writing. In addition, the descriptions and responses in the reflective diary might indicate that students were able to evaluate their strengths and limitations in their essay writing and to prepare for subsequent versions.

The use of portfolio evaluation helped pupils to improve as writers (Efendi et al., 2017). According to the pupils, the quality of a better writer is greater attention in selecting words and substance (Efendi et al., 2017). In conclusion, the usage of portfolio evaluation encouraged students to be optimistic about English language development. As a result of receiving constructive criticism at student-teacher conferences, the kids identified and understood what needed to be developed and improved. Therefore, the kids' English language instruction got the proper emphasis (Efendi et. al, 2017).

2.5 Collaboration between students and researchers in establishing rubrics

This study used four keys to develop a rubric by Steven and Levi (2005) and the 4X4 model by Anderson (1998). The components of these two models allowed students to participate in several phases of the rubric-building procedure. In this arrangement, the function of the researcher was restricted. The researcher was responsible for establishing the assignment, describing the general appearance of the completed rubrics, and facilitating the production of the rubrics. The students engaged in every stage of the design of the rubric.

To begin the procedure, the researcher consulted the course description to determine the goals of the course's essay writing assignments. The pupils were then divided into groups of four or five individuals. Each group consisted of individuals of varying skill levels. In all groups, students defined and debated the four most significant criteria for evaluating portfolios and essays in order to arrive at a consensus. Finally, each group's representative shared the four criteria.

After each group presented its four criteria, the researcher assisted students in identifying similarities and differences between the criteria. There were more than four categories of criteria, thus the researcher polled the students to choose which four would be included in the rubrics.

The scoring rubric for portfolio assessment (SRPA) included four criteria: organization, adornment, writing process, and reflection. Essay structure, topic, coherence and cohesiveness, and language were the four criteria in the grading rubric for individual writing piece (SRIWP).

After voting on the top four criteria for the rubrics, each group composed four descriptors for each criterion that described the four degrees of performance from lowest to highest. The class was supplied with these descriptions. The researcher enabled the identification of parallels and distinctions. The students debated and voted on descriptions of each level that would serve as the criteria's descriptors.

Needs Improvement, Fair, Good, and Excellent were the four tiers of the grading rubric for portfolio assessment (SRPA). However, because the total score for

each essay was 20, the scoring rubric for individual writing pieces (SRIWP) included five levels. Therefore, the rubric's five levels ranged from one to five, with one representing the lowest performance and five representing the greatest.

The four keys in developing a rubric (Steven & Levi, 2005) and the 4X4 model (Anderson, 1998) were chosen since these two models are applicable to all student levels and class sizes. Because the models allowed for group participation to generate ideas for developing the rubrics, it could be extrapolated that the models were effective even with first-year students. Anderson (1998) stated that first-year students are frequently shocked to realize that they know more than they thought about what constitutes a successful academic portfolio and writing essays. In addition, teachers and students will realize that the criteria and descriptors in the rubrics cannot be constructed in a meaningful manner without considering the course objectives and course descriptions.

3. Conclusion

In the conclusion section, two parts are covered.

3.1. Summary of the study

The objectives of this study were 1) to develop the criteria of the portfolio assessment in assessing English writing ability, 2) to document the progress of the students' English writing ability by using portfolios, and 3) to investigate the benefits of the use of portfolios in assessing English writing ability, which consisted of two

objectives: 1) to examine the effectiveness of the use of portfolios in assessing English writing ability, and 2) to examine the benefits of the use of portfolios in assessing English writing ability. The study utilized a mixed-methods strategy and a single-group research design. In addition, pre- and post-tests were administered to examine students' English writing ability prior to and following the adoption of portfolio evaluation. In this study, qualitative data from rubric construction, student-teacher conferences, reflective diaries, a semi-structured interview, and a self-assessment form on portfolios were used to answer the research questions and triangulate the quantitative findings to determine if they were similar.

The portfolio assessment was divided into three phases. The first phase was the “before the portfolio assessment implementation.” The second phase was the “during the portfolio assessment implementation.” And the third phase was the “after portfolio assessment implementation.” The detailed information is described below.

3.1.1. Phase 1: Before the portfolio assessment implementation

There were five steps in this phase, namely 1) reviewing the portfolio procedures, 2) designing the instruments, 3) validating the instruments, 4) revising the instruments, 5) introducing portfolio assessment, 6) training the inter-rater, 7) administering the pre-test, and 8) assessing the pre-test.

The first step was the review of theoretical frameworks of portfolio procedures. There were two stages in creating the portfolio procedures which

were 1) Development of Portfolio Assessment, and 2) Implementation of Portfolio Assessment.

1) Development of Portfolio Assessment

Portfolio Assessment Model (PAM) by Moya and O'Malley (1994), A Summary of the Development of Portfolio Assessment by Hamp-Lyons and Condon (2000), Steps in Developing Portfolio Assessment by Brown (2004), Three Steps in Developing Portfolio Assessment by Birgin and Baki (2007), and Portfolio Assessment Framework by Lam (2018) were selected and merged. These frameworks were chosen based on the criterion that their authors were well-known and widely regarded by academic instructors. The Development of Portfolio Assessment framework for this study was built after an examination and synthesis of all relevant frameworks. Consequently, the development of portfolio evaluation comprised seven stages, which were as follows:

- Stating the clear objectives
- Designing the contents and materials
- Designing the criteria
- Verifying the materials and criteria
- Planning the procedures
- Planning the way to monitor the procedures

- Implementing the portfolio assess procedures

2) Implementation of Portfolio Assessment

Four portfolio assessment implementations were selected and combined: Six Attributes of a Portfolio by Gottlieb (1995), Portfolio Assessment Procedures by Hamp-Lyons and Condon (2000), Seven Stages of Portfolio Implementation by Huang (2012), and A Portfolio Assessment Model by Singh et al. (2015). These frameworks were chosen based on the criterion that their authors were well-known and widely regarded by academic instructors. After analyzing and synthesizing all relevant frameworks, the Implementation of Portfolio Assessment framework was developed for this study. Therefore, the construction of portfolio evaluation comprised of eight stages:

- Preparing the student
- Specifying the characteristics of portfolio and tasks
- Establishing the criteria for evaluation
- Teaching skills and/or ability for the tasks
- Assessing each task
- Conferencing with students and asking them to revise
- Monitoring the procedures of portfolio assessment
- Compiling and assessing portfolio

The second step was the design of the research instruments.

There were seven research instruments which were:

1. Scoring rubric for portfolio assessment (SRPA)
2. Scoring rubric for individual writing piece (SRIWP)

Two rubric construction frameworks, notably Key Stages in Constructing a Rubric by Steven and Levi (2005) and 4X4 Rubric Constructing Model by Anderson, were combined to generate these two instruments (1998). Despite the fact that these two instruments were constructed from identical frameworks, they fulfilled distinct functions. The scoring rubric for portfolio assessment (SRPA) was utilized to evaluate the participants' portfolios once they had completed all required papers. On the other hand, the scoring rubric for individual writing piece (SRIWP) was utilized to evaluate the writing samples or drafts of the participants. Consequently, the criteria and descriptors were entirely distinct.

3. Reflective journal (Self-assessment) was created by adapting the Gibbs Reflective Cycle by Gibbs (1988).

4. Pre- and post-test was created by reflecting the course objective and descriptions.

5. Perceptions toward portfolio assessment questionnaire was created by adapting the Students' Perceptions toward the Use of Portfolio Assessment by Davis et al. (2009).

6. Semi-structured interview was created by adapting the Key Features of Semi-structured Interview by DiCicco-Bloom and Crabtree (2006).

7. Self-assessment form on the portfolio was created by adapting the Set of Guiding Questions by Lam (2018).

The third step was the validation of research instruments. The research instruments were tested for the validity of content and construct by means of the Index Objective Congruence (IOC) process. Three experts with specializations in English language assessment and evaluation were selected using the criteria that they had obtained a doctoral degree related to the field of this study. The items which obtained low validity were modified and changed based on the experts' comments and suggestions.

The fourth step was the revision of research instruments. Based on the experts' comments and suggestions, the research instruments were revised and verified by the experts one more time to confirm the content and construct validity.

The fifth step was the introduction of portfolio assessment. The researcher introduced portfolio assessment to the participants in order that they would understand the procedures of portfolio assessment that were embedded in their course. The participants also asked some questions about portfolio assessment. Then, the researcher asked the participants together to

describe the portfolio assessment procedures to confirm that the participants understood the procedures.

The sixth step was the training of the inter-rater. One inter-rater was invited to this study to assess the participants' individual writing pieces. This inter-rater was selected using the criteria that he had been teaching and assessing essay writing for more than five years. The inter-rater needed to understand three scoring rubrics which were:

1. Scoring rubric of the English foundation course, which was used to assess the pre-tests and post-tests,
2. Scoring rubric for portfolio assessment (SRPA) which was used to assess the participants' portfolios after they compiled all documents into their portfolios.
3. Scoring rubric for individual writing piece (SRIWP) which was used to assess the participants' writing pieces or drafts.

The seventh step was the pre-test administration. After the validation of pre-tests of persuasive and problem-solving essays, the researcher conducted the pre-tests of both types of essays. The participants had two hours to complete the tests.

The eighth step was the pre-test assessment. After the pre-tests, the researcher duplicated the pre-tests and asked the inter-rater to assess them.

The scoring rubric which was used to assess the pre-tests was the scoring rubric of the English foundation course.

3.1.2. Phase 2: During the portfolio assessment implementation

There were three steps in this phase, namely 1) collection, 2) compilation, and 3) reflection / self-assessment.

The first step was the collection. The researcher assigned the participants to write an essay. Then, the essays were assessed by the researcher and the inter-rater. After that, the researcher conducted a student-teacher conference. The participants completed the reflective journal. These processes were repeated three times for three drafts of each type of essay. For the final draft, the participants only wrote the essay and then the essays were assessed by the researcher and inter-rater. There were no student-teacher conferences and reflective journals for the final draft. The collection step was conducted twice. The first time was for a persuasive essay before the mid-term examination of the English foundation course. The second time was for a problem-solving essay after the mid-term examination of the English foundation course.

The second step was the compilation. The participants compiled all eight drafts, namely 1) the first draft of persuasive essay, 2) the second draft of persuasive essay, 3) the third draft of persuasive essay, 4) the final draft of persuasive essay, 5) the first draft of problem-solving essay, 6) the second

draft of problem-solving essay, 7) the third draft of problem-solving essay, and 8) the final draft of problem-solving essay into their portfolios for the summative assessment.

The third step was the reflection/self-assessment. The participants completed the self-assessment form on portfolio by answering the guiding questions in the form.

3.1.3. Phase 3: After the portfolio assessment implementation

There were five steps in this phase, namely 1) evaluating the portfolio, 2) administering the post-test, 3) assessing the post-test, 4) implementing the perception questionnaire, and 5) conducting the semi-structured interview.

The first step was portfolio evaluation. After the compilation, the researcher and one inter-rater assessed the participants' portfolios by using the scoring rubric for portfolio assessment (SRPA). However, the portfolio evaluation was only for research purposes. Therefore, there were no effects on English foundation course evaluation.

The second step was post-test administration. The researcher conducted the post-tests of both types of essays. The prompts of the post-tests were different from the pre-tests. The participants had two hours to complete the tests.

The third step was the post-test assessment. After the post-tests, the researcher duplicated the post-tests and asked the inter-rater to assess them.

The scoring rubric which was used to assess the post-tests was the scoring rubric of the English foundation course as it was used to assess the pre-tests.

The fourth step was the perceptions toward portfolio assessment questionnaire implementation. The researcher distributed the questionnaire through Google form for the convenient purpose. The questionnaire was written in both languages, English and Thai, to minimize problems related to linguistic and communicative proficiency. The questionnaire was distributed after the participants finished their post-tests so that they still had fresh memories of the portfolio assessment procedures.

The fifth step was the semi-structured interview. The researcher conducted the semi-structured interview with all participants on a one-on-one basis. The semi-structured interview was conducted in Thai, which was the participants' native language, to avoid linguistic and communicative proficiency problems and to provide an opportunity for participants to express their thoughts and opinions more freely.

After three phases of portfolio assessment implementation, the last step was analyzing the obtained data. The quantitative data were analyzed using Descriptive statistics (Mean and SD) and Inferential statistics (Paired Sample T-Test and Repeated Measure ANOVA). The qualitative data were analyzed using the Content Analysis method.

3.2. Summary of research results

The findings of the study indicated that the scoring rubrics for portfolio assessment (SRPA) may be designed as analytic rubrics. In the present study, the analytical rubrics for portfolio evaluation were developed by combining the Key Stages in Constructing a Rubric (Stevens and Levi, 2005) and the 4X4 Rubric Constructing Model (Anderson, 1998). The scoring rubrics for portfolio evaluation included four criteria: organization, decoration, progress, and reflection. There were also four scales for each criterion: excellent, good, adequate, and improvement required. In addition, scoring rubrics for individual writing pieces (SRIWP) were designed to be analytical rubrics by incorporating the Key stages in constructing a rubric (Stevens and Levi, 2005) and the 4X4 rubric constructing model (Anderson, 1998). Essay structure, substance, cohesion and coherence, and grammar were the four criteria included in the grading rubrics for individual writing assignments. However, both scoring rubrics served distinct functions. The portfolios of the students were evaluated using the scoring rubrics of portfolio assessment (SRPA) after the compilation of all the works. In contrast, the scoring rubrics for individual writing piece (SRIWP) were used to evaluate each individual draft.

The development of the pupils' English writing ability was recorded. The average scores of four drafts of each essay type increased gradually from one draft to the next. Student-teacher conferences and reflective journals were used to collect qualitative data to triangulate with the average scores of four drafts of each essay

type (quantitative results). The qualitative results from student-teacher conferences revealed that the grammar criteria was the most intriguing because the majority of students had inquired about it because their writings had several faults. Students also struggled with the cohesiveness and coherence criterion and requested that the researcher clarify its description. In the qualitative results from reflective journals, the grammar criteria improved gradually while the content criterion was the most difficult to improve since students did not conduct sufficient study on the assigned topic.

The usefulness and students' perspectives of the usage of portfolios in evaluating English writing ability were examined. Using the quantitative findings of the average pre- and post-test scores, the efficacy of portfolio utilization was investigated. The results revealed that the average post-test scores for both essay types were significantly higher than the average pre-test scores for both essay types. In addition, the average post-test scores of the experimental group differed considerably from the average post-test scores of the control group.

Using the quantitative results from the perceptions toward portfolio assessment questionnaire, we investigated the students' perceptions of the use of portfolios in evaluating English writing ability. The findings revealed that the students viewed the use of portfolios to evaluate English writing ability favorably. In addition, semi-structured interviews and self-assessment forms on portfolios yielded qualitative data. The qualitative results of the semi-structured interview revealed that a number

of students indicated that writing drafts might assist them in preparation for the final drafts. The reflective diaries might aid students in identifying their writing's strengths and faults. However, the students felt that three drafts each draft was excessive. The qualitative results of the self-evaluation form on the portfolio revealed that the majority of students agreed that their English writing ability had improved. In addition, they indicated that a portfolio represented their English writing talents and faults and helped them develop in subsequent revisions. In addition, portfolio evaluation pushed students to become better writers and fostered favorable attitudes regarding English language acquisition.

4. Implication

There are two elements to the inference section: theoretical implication and pedagogical implication.

4.1. Theoretical significance

Through the reflective diaries included in portfolio evaluation, students may view their own writing development, strengths, and flaws. It may be verified that a reflective diary as a component of portfolio evaluation helps students develop their quantitative and qualitative writing ability.

4.2. Pedagogical implication

The present study's findings have instructional relevance in three areas:

The usage of portfolios in English composition classes.

This study utilized portfolio assessment in an English foundation course that emphasized all four language skills: listening, speaking, reading, and writing. Because the current study's framework emphasizes the use of a portfolio to evaluate English writing ability, it is highly recommended that this framework also be utilized in an English composition course. According to the course description for the English foundation course in this study, the participants were asked to produce two sorts of essays: persuasive essays and problem-solving essays. The utilization of a portfolio might enhance one's English writing ability. It is proposed that instructors of the English language can modify the usage of portfolios with different sorts of essays and writing genres. It is also advised that this framework be implemented with other student levels, such as secondary pupils.

The importance of the student-teacher conference and reflective journal in the development of English writing ability.

Student-teacher conferences and reflective diaries were the focal points of the framework utilized in this study. The participants were given the opportunity to discuss, explain, and request criticisms, explanations, and ideas to enhance and strengthen their English writing ability. Following the student-teacher conference, participants were required to write reflective diaries, which assisted them in summarizing the discussion with the researcher and planning for future development and improvement. In addition, student-teacher conferences and reflective diaries

aided the researcher in tracking the students' growth in their English writing ability. Therefore, the researcher could better tailor their instructions to the participants.

4.2.3. Portfolio usage in writing instruction.

In this study, producing three versions prior to the final draft for two categories of essays was deemed excessive by the participants. This is because the participants not only composed the essay drafts, but also the reflective diaries. This suggests that writing up to three drafts and three reflective journals for two types of essays in a single course is excessive. In addition, the positive growth in writing skill is shown in the higher mean scores across drafts. Therefore, it is recommended that one type of essay undergo two to three drafts prior to the final draft. However, if the types of writing, such as paragraph writing, are not essays. According to the course description, the number of drafts should be reconsidered. 4.2.4 Portfolio and lesson planning use.

Workload is a challenge of portfolio evaluation (Lam, 2018). By applying portfolio evaluation, both the researcher and the participants received additional responsibilities. Therefore, it is essential to meticulously arrange the courses. Developing and executing portfolio evaluation involves multiple processes. Therefore, instructors must comprehend both their courses and their contexts. Then, instructors may effectively develop and conduct portfolio assessments in class plans that are not overcrowded.

5. Suggestions for further research

In the section on recommendations, five topics will be proposed.

5.1. The usage of portfolios and writing genres

In the present study, only two types of essays, persuasive and problem-solving, were included in the portfolio assessment. Consequently, the data demonstrated the efficacy of portfolio evaluation for only these two categories of articles. It is suggested that various forms of writing, such as a compare and contrast essay, be explored to demonstrate the efficacy of portfolio evaluation implementation. Additionally, the writing topics should be considered.

5.2 Use of portfolios and integrated and/or separate skills courses

In the present study, portfolio assessment was utilized in an English foundation course that emphasized all four language skills: listening, speaking, reading, and writing. Thus, the effectiveness of portfolio assessment has only been demonstrated in English foundation courses. Thus, it is advised that integrated skills courses, such as reading-writing courses, incorporate portfolio evaluation. In addition, it is suggested that portfolio assessment be implemented in courses that focus solely on a single language skill, such as a writing course.

5.3 The utilization of portfolios and English for Specific Purposes (ESP) and/or English for Academic Purposes (EAP) classes

Courses in English for Specific Purposes (ESP) and/or English for Academic Purposes (EAP) should be the subject of more research. This is due to the fact that the present study centered on the general English foundation course. This could demonstrate whether portfolio assessment is effective for developing language skills and subject-matter expertise.

5.4. The use of the portfolio and the variety of tasks contained within the portfolio.

Additionally, it is essential that the tasks covered in the portfolio be diverse. In the present study, the portfolio contained only one assignment, the essay. Consequently, depending on the course objectives and course description, the assignments in the portfolio for additional study may be essays, articles, or reports.

6. Chapter overview

The usage of portfolios had statistically significant effects on the English writing proficiency of Thai EFL undergraduates. On the basis of both quantitative and qualitative data, the efficiency of portfolios in measuring the English writing ability of Thai EFL undergraduate students was determined. The descriptive and inferential statistics were used to examine the quantitative data collected from 1) pre- and post-essay writing exams, 2) eight drafts of two types of essays, and 3) the perceptions toward portfolio assessment questionnaire. The qualitative data were acquired through 1) the portfolio scoring rubric, 2) the individual writing scoring rubric,

3) the student-teacher conference, 4) reflective journals, 5) the semi-structured interview, and 6) the portfolio self-assessment form. In addition, strong favorable associations between portfolio utilization and English writing competence were revealed. The use of portfolio assessment resulted in a statistically significant improvement in the English writing proficiency of Thai EFL undergraduate students. In addition, students acquire good attitudes about portfolio assessment as a means of enhancing their English writing ability. Therefore, it can be argued that the implementation of portfolio assessment has resulted in an improvement in the English writing ability of Thai EFL undergraduate students.



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Appendices

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

Appendix A

Experts' Validation of Reflective journal

NO.	Items	Mean	Results
1.	What is the topic of the writing assignment?	0.67	Accepted
2.	What are the components in the writing assignment?	0.67	Accepted
3.	How did you feel while you were doing the writing assignment?	1.00	Accepted
4.	How did you feel about the writing assignment after student-teacher conference?	1.00	Accepted
5.	What are the good points in the writing assignment?	0.67	Accepted
6.	What are the bad points in the writing assignment?	0.67	Accepted
7.	Which part in the writing assignment did you do best? Why?	1.00	Accepted
8.	Which part in the writing assignment did you do worst? Why?	1.00	Accepted
9.	How can you develop your good points?	0.67	Accepted
10.	How can you improve your bad points?	0.67	Accepted
11.	What will you do in the next writing assignment?	0.67	Accepted
Overall		0.79	Accepted

0.50 - 1.00 = Accepted; 0.00 - 0.49 = Revised

Appendix B

Experts' Validation of Pre- and Post-Writing Tests

Test topic	Mean	Results
Pre-test of persuasive essay: “Should abandoned buildings (buildings without people living or working in them) be removed?”	0.67	Accepted
Pre-test of problem-solving essay: “Garbage in the ocean causes the deaths of marine animals. Provide two possible solutions to the problem.”	0.33	Revised
Post-test of persuasive essay: “Should plastic bags be banned?”	0.33	Revised
Post-test of problem-solving essay: “The use of electricity is increasing which causes the high expense on electricity. Provide two possible solutions to the problem.”	0.67	Accepted

0.50 - 1.00 = Accepted; 0.00 - 0.49 = Revised

Appendix C

Experts' validation of Perceptions toward portfolio assessment questionnaire

NO.	Items	Mean	Results
1.	The use of portfolio inferred other contents in the course.	0.33	Revised
2.	I had opportunities to select what to be included in the portfolio.	1.00	Accepted
3.	There were too many drafts for the essays.	0.33	Revised
4.	I understand what portfolio is.	0.67	Accepted
5.	The portfolios were introduced at the beginning of the course.	0.67	Accepted
6.	I had involved in the process of creating criteria for assessing individual writing piece.	1.00	Accepted
7.	The developed criteria for writing piece are acceptable to assess my essays.	0.33	Revised
8.	The scores of post-tests represent my true writing ability after portfolio implementation.	1.00	Accepted
9.	The use of portfolios improves my English writing ability.	1.00	Accepted
10.	The discussion in student-teacher conference improves my English writing ability.	1.00	Accepted
11.	With the use of portfolios, my English writing ability reaches the minimum level of the course objectives.	0.33	Revised
12.	Building portfolios was a positive learning experience.	1.00	Accepted
13.	Building portfolios gave me a sense of achievement.	1.00	Accepted
14.	I had involved in the process of creating criteria for assessing portfolio.	1.00	Accepted
15.	The developed criteria for portfolio are acceptable to assess my portfolio.	0.33	Revised
16.	I understand the objectives of the use of portfolio.	0.67	Accepted
17.	I understand the process of portfolio implementation.	0.67	Accepted
18.	The student-teacher conferences are beneficial.	1.00	Accepted
19.	The reflective journals are beneficial.	1.00	Accepted
20.	I have positive perceptions toward the use of portfolio.	1.00	Accepted
Overall		0.77	Accepted

Appendix D

Experts' validation of Semi-structured interview questions

NO.	Items	Mean	Results
Research objective 1			
1.	เกณฑ์ในการประเมินผลแฟ้มสะสมผลงานในวิชานี้มีอะไรบ้าง (What are the criteria of portfolio assessment that were used in this course?)	1.00	Accepted
2.	เกณฑ์เหล่านั้นเข้าใจง่ายหรือยาก จงอธิบาย (Are those criteria easy or difficult to understand? Explain)	1.00	Accepted
Research objective 2			
3.	ความแตกต่างเรื่องความสามารถในการเขียนของนิสิตระหว่างตอนต้นและตอนท้ายของวิชามีอะไรบ้าง (What are the differences of your writing ability between the beginning and the end of the course?)	1.00	Accepted
4.	ความสามารถในการเขียนของนิสิตดีขึ้นหรือแย่ลง อธิบาย (Is your writing ability better or worse? Explain)	0.67	Accepted
Research objective 3.1			
5.	สิ่งที่ดีที่ได้รับจากการใช้แฟ้มสะสมผลงานมีอะไร (What are the good points have you gained from using portfolio?)	0.67	Accepted
6.	ทักษะย่อยในการเขียนที่นิสิตได้พัฒนามีอะไรบ้าง อธิบาย (What sub-skill in writing have you improved most? Explain.)	0.67	Accepted
Research objective 3.2			
7.	ลักษณะใดของการประเมินโดยใช้แฟ้มสะสมผลงานที่นิสิตชอบและไม่ชอบมากที่สุด อธิบาย (What aspect in portfolio assessment do you like most/least? Explain)	1.00	Accepted
8.	นิสิตมีคำแนะนำต่อการประเมินโดยแฟ้มสะสมผลงานอะไรบ้าง (What are your suggestions about the portfolio assessment?)	0.33	Revised
Overall		0.79	Accepted

Appendix E

Experts' validation of self-assessment form on portfolio

NO.	Items	Mean	Results
Research objective 1			
1.	Do you compile this portfolio according to the criteria of portfolio assessment?	1.00	Accepted
Research objective 2			
2.	Do you get new insights when observing, reviewing, and revising your portfolio entries?	0.33	Revised
Research objective 3			
3.	What do you benefit from participating in portfolio keeping?	0.67	Accepted
Research objective 3.1			
4.	How do you draw on your portfolio experiences to monitor your strengths and limitations on your writing?	0.67	Accepted
Research objective 3.2			
5.	Does your change in writing impact yourself as a writer? If yes, what is this change? And how does the change mean to you?	1.00	Accepted
Overall		0.73	Accepted

Appendix F

Checklist of Portfolio Assessment Criteria

(Adapted from the set of dimensions for assessing portfolio (Hamp-Lyons & Condon, 2000)).

Directions: Circle the appropriate score for the given items.

	Excellent	Good	Fair	Poor
Part I: Characteristics of the Writer				
1. Being appropriate between the selected evidence and the writer	4	3	2	1
2. Being aware of the writer to the selected evidence	4	3	2	1
3. Showing perspective in the selected evidence	4	3	2	1
4. The quality of the reflection	4	3	2	1
Part II: Characteristics of the Portfolio as a Whole				
1. Containing 4 pieces of writing (2 pieces from each topic)	4	3	2	1
2. Being aware of the reader	4	3	2	1
3. Responding to purposes of the portfolio	4	3	2	1
4. Being well-organized	4	3	2	1
Part III: Characteristics of Individual Texts				
1. Engaging to the writing prompts	4	3	2	1
2. Being significant of the writing prompts	4	3	2	1
3. Mentioning the information resources	4	3	2	1
4. Containing 200 – 250 words (for each writing)	4	3	2	1
5. Showing positive development	4	3	2	1
6. Showing deep analysis	4	3	2	1
7. Showing critical perspective in relation to the writing prompt	4	3	2	1
Part IV: Intratextual Features				
1. Reducing grammatical mistakes	4	3	2	1
2. Using transitional devices	4	3	2	1
3. Using variety of structure (from simple to complex)	4	3	2	1
4. Using variety of vocabulary (from simple to complex)	4	3	2	1

Appendix G

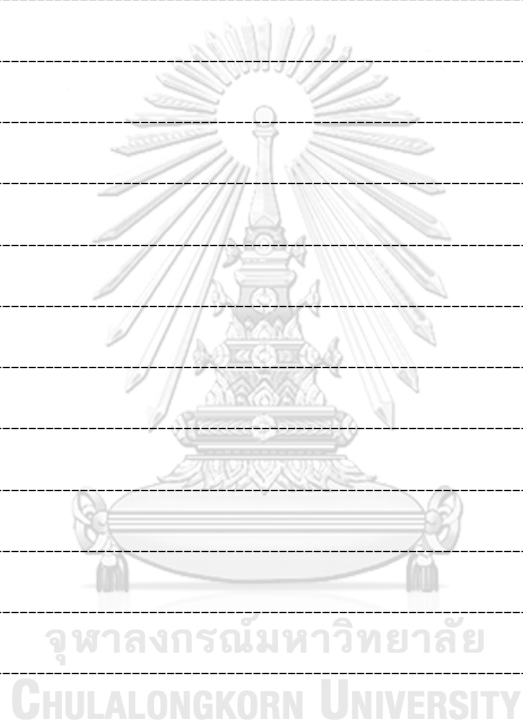
Essay Writing Prompt (Compare-and-Contrast Essay)

Write an essay (200 – 230 words) giving three similarities **OR** three differences between
“Living in a big city and stay in a village”

You should plan your essay before you start writing. Think about what you are going to write and make some notes to help you in this box:

Planning notes	 <p>จุฬาลงกรณ์มหาวิทยาลัย CHULALONGKORN UNIVERSITY</p>
(No marks are given for these planning notes)	

Now Write your essay of 200 – 230 words on the lines below.



When you have finished your essay, spend 2 – 3 minutes reading through what you have written. Make sure you have answered the task completely and remember to check the language and organization of your writing.

End of Exercise

Appendix H

Essay Writing Prompt (Opinion Essay)

Write an essay (200 – 230 words) giving your opinions for **OR** against the following statement:

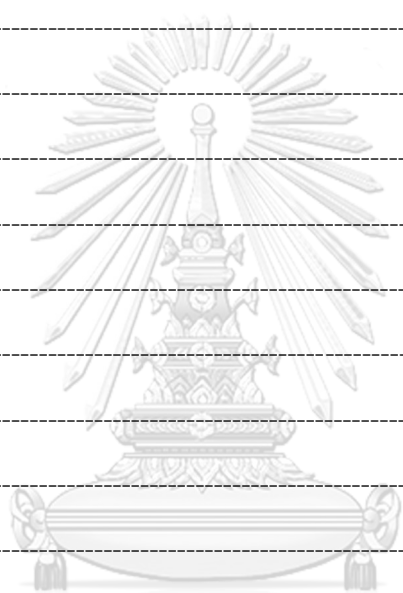
“Prevention is better than cure.”

You should plan your essay before you start writing. Think about what you are going to write and make some notes to help you in this box:

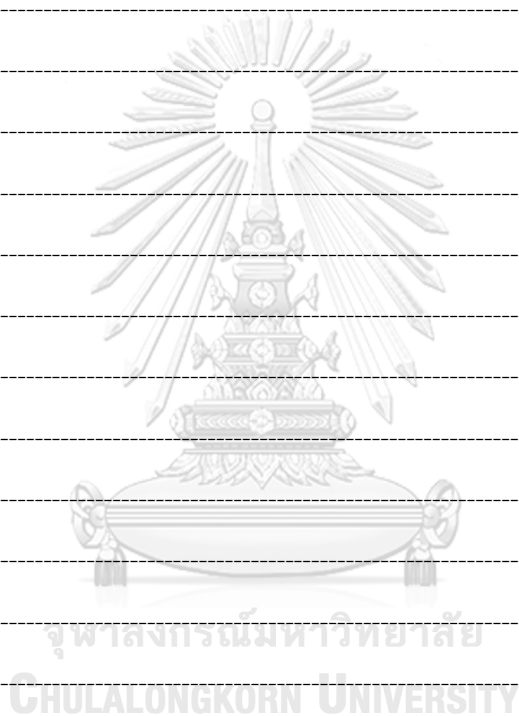
Planning notes

(No marks are given for these planning notes)

Now Write your essay of 200 – 230 words on the lines below.



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When you have finished your essay, spend 2 – 3 minutes reading through what you have written. Make sure you have answered the task completely and remember to check the language and organization of your writing.

End of Exercise

Appendix I
Writing Assessment Rubric

Band	Task Completion (2.5)	Organization (2.5)	Lexical Variety (2.5)	Structural Variety and Accuracy (2.5)	Overall Impression (Not Directly Used for Assessment)
2.5	Expresses a clear stance. Fully addresses the question with a thesis statement, main idea sentences, supporting sentences, and a concluding sentence that are all clear and well-developed.	Arranges ideas logically with the use of appropriate transition devices. The essay reads smoothly throughout.	Uses a wide range of vocabulary accurately with very few minor errors that can be regarded as slips.	Writes accurately in simple, compound, complex, and compound-complex sentences with very few minor errors that can be regarded as slips.	Good: Operational command, occasional inaccuracies in some situations, complex language handled generally well
2	Expresses a clear stance. Mainly addresses the question with a thesis statement, main idea sentences, supporting sentences, and a concluding sentence that are generally clear. A few parts of the answers may not be fully covered.	Arranges ideas logically with the use of appropriate transition devices. The essay reads generally smoothly although a few parts may catch attention.	Uses a wide range of vocabulary with an acceptable degree of accuracy albeit with occasional minor errors.	Writes in simple, compound, complex, and compound-complex sentences with an acceptable degree of accuracy albeit with occasional minor errors.	Competent: Generally effective command despite some inaccuracies, ability to use and understand fairly complex language especially in familiar situations.

Appendix I (continued)
Writing Assessment Rubric

Band	Task Completion (2.5)	Organization (2.5)	Lexical Variety (2.5)	Structural Variety and Accuracy (2.5)	Overall Impression (Not Directly Used for Assessment)
1.5	Expresses a position, but it is unclear. Addresses the question only partially. The thesis statement, main idea sentences, and supporting sentences may not be clear.	Arranges ideas logically with little use of transition devices. The essay doesn't read smoothly due to the lack of transition devices. OR Arranges ideas illogically with some appropriate use of transition devices. The essay doesn't read smoothly due to the illogical organization of ideas.	Uses a fair range of vocabulary albeit with frequent major and minor errors. OR Uses a limited range of vocabulary with an acceptable degree of accuracy albeit with occasional minor errors	Writes in simple, compound, and complex sentences albeit with frequent major and minor errors. OR Write in a limited range of sentence structures, mainly simple and compound, with an acceptable degree of accuracy albeit with occasional minor errors.	Modest: Partial command of language, ability to cope with overall meaning in most situations despite the likelihood to make many mistakes, ability to handle basic communication in familiar situations

Appendix I (continued)
Writing Assessment Rubric

Band	Task Completion (2.5)	Organization (2.5)	Lexical Variety (2.5)	Structural Variety and Accuracy (2.5)	Overall Impression (Not Directly Used for Assessment)
1	Does not express a position. Addresses some minor parts of the question. The thesis statement, main idea sentences, and supporting sentences are not clear.	Arranges ideas with very little logical connection and no use of transition devices at all.	Uses a limited range of vocabulary with frequent major and minor errors.	Write in a limited range of sentence structures, mainly simple and compound, with frequent major and minor errors.	Limited: Basic competence limited to familiar situations, frequent problems in articulation of ideas, inability to use complex language
0.5	Does not express a position. Does not adequately address any part of the question.	Shows very little command of essay organization.	Writes only a few words.	Writes only memorized phrases.	Very limited
0	Does not do this part of the test. Shows no identifiable command of English structure and vocabulary. Writes an incomprehensible/completely unrelated response.				

Appendix J
Checklist of Advice to the Student

Criteria	Advice	Checkbox
Task Completion	Parts of the task have not been completed – look again at the instructions	
	The draft does not meet the requirement set	
	This work does not appear to be entirely your own	
	You should add some more ideas	
	You should give more reasons / opinions	
	You should give more description	
	You need to rewrite the work with more legible handwriting	
	The style / register of your language is not appropriate to the task	
Organization	<u>Comments:</u>	
	Your presentation and / or layout need to be tidied up	
	You should check your organization and / or paragraphing	
	You need to add an introduction	
	You need to add a conclusion	
	Your work contains a lot of repetitions	
Lexical Variety	<u>Comments:</u>	
	You should use a greater range of vocabulary	
	You need to check you are using the correct words	
	<u>Comments:</u>	

Appendix J (continued)
Checklist of Advice to the Student

Criteria	Advice	Checkbox	
Structural Variety and Accuracy	Grammar		
	You need to check the grammar of your work		
	You should use a greater range of grammatical structures		
	You need to check your word order		
	<u>Comments on Grammar:</u>		
	Spelling / Punctuation		
	You should check the spellings of words in your works		
	You should check and improve the punctuation in your work		
	<u>Comments on Spelling / Punctuation:</u>		
	<u>Overall comments:</u>		

Appendix K

Semi-structured Interview

1. Do you think that your overall writing ability improved as a result of the portfolio assessment?

If yes, how? If no, why not?

2. Do you think that the sub-skills of task completion, organization, lexical variety, structural variety and accuracy improved as a result of the portfolio assessment? If yes, how? If no, why not?

3. Which sub-skill do you think improved most and least? Why are they?

4. What are the differences between your first draft and your selected draft?

5. What aspects of portfolio assessment you liked most and least? Why?

6. What is your attitude toward portfolio use? Explain

Appendix L

Pre-Essay Writing Test (Compare-and-Contrast Essay)

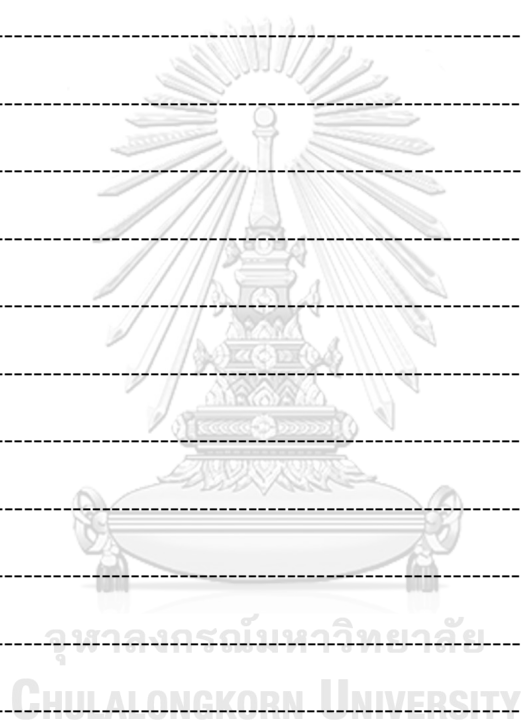
Write an essay (200 – 230 words) giving three similarities **OR** three differences between
“Talking on the phone and chatting via instance messenger application e.g. Line”

You should plan your essay before you start writing. Think about what you are going to write and make some notes to help you in this box:

Planning notes

(No marks are given for these planning notes)

Now Write your essay of 200 – 230 words on the lines below.



When you have finished your essay, spend 2 – 3 minutes reading through what you have written. Make sure you have answered the task completely and remember to check the language and organization of your writing.

End of exam

Appendix M

Post-Essay Writing Test (Compare-and-Contrast Essay)

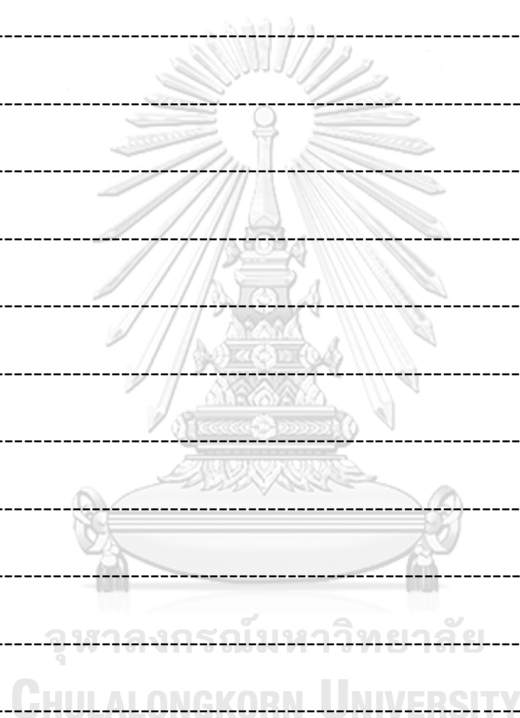
Write an essay (200 – 230 words) giving three similarities **OR** three differences between
“Department stores and discount retail stores”

You should plan your essay before you start writing. Think about what you are going to write and make some notes to help you in this box:

Planning notes

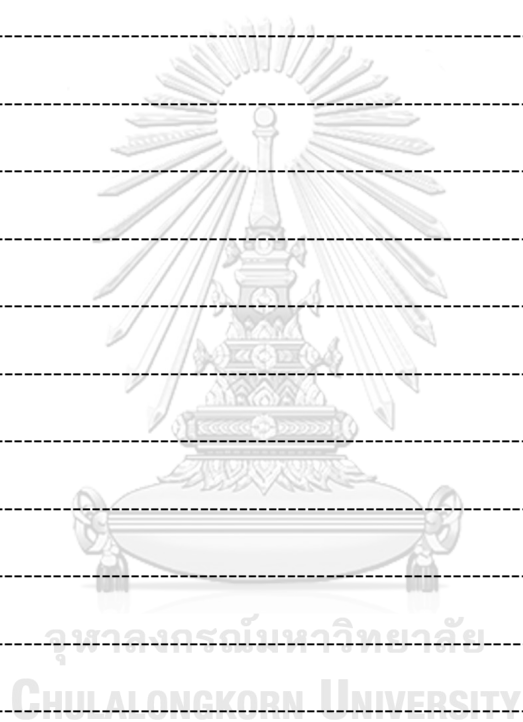
(No marks are given for these planning notes)

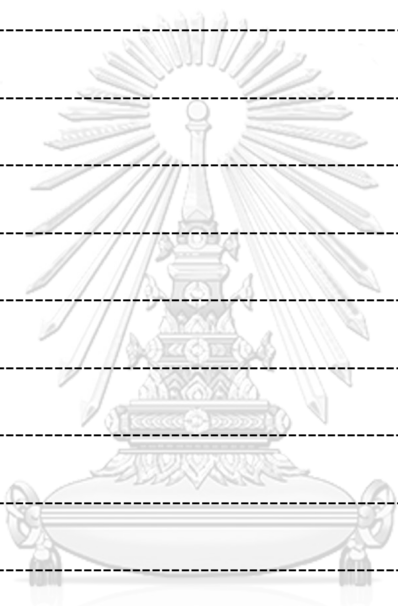
Now Write your essay of 200 – 230 words on the lines below.



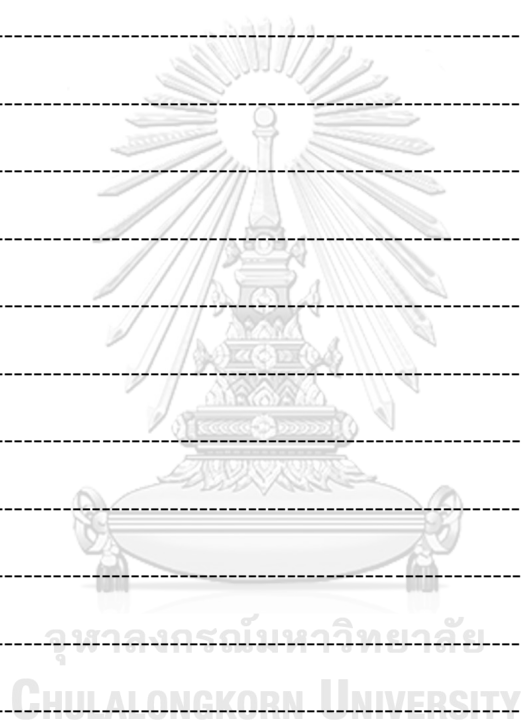
When you have finished your essay, spend 2 – 3 minutes reading through what you have written. Make sure you have answered the task completely and remember to check the language and organization of your writing.

End of exam





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When you have finished your essay, spend 2 – 3 minutes reading through what you have written. Make sure you have answered the task completely and remember to check the language and organization of your writing.

End of exam

Appendix Q

Evaluation of the Portfolio Application Process

Student Name: _____ Date: _____

Direction: Check (✓) in one circle of each item and write in the blank (if needed)

1. In your opinion, the application of the portfolio was:

- Satisfactory:** the application of the portfolio thoroughly fulfilled my expectations regarding a pedagogical tool taking into account the following aspects: Time spent on it, type of activities done, clarity of instructions and feedback given.
- Good:** the application of the portfolio fulfilled my expectations regarding a pedagogical tool taking into account some of these aspects: Time spent on it, type of activities done, clarity of instructions and feedback given.
- Not satisfactory:** the application of the portfolio did not fulfill my expectations regarding a pedagogical tool taking into account aspects such as: Time spent on it, type of activities done, clarity of instructions and feedback given.
- Don't answer:** I don't know how the portfolio application process occurred

2. Do you consider the writing Portfolio a useful tool that should be included in writing classes? Support your answer.

- Yes No

3. Do you consider that the applied Portfolio contributed to the enhancement of your writing skill?

- Yes No

(If the answer was positive) What aspects of essay did it help you to improve? Explain

Task Completion

Organization

Lexical Variety

Structural Variety

Accuracy



Appendix R

Perceptions toward Portfolio Assessment Questionnaire

(adapted from Davis (2009))

Direction: Check (✓) in only one box that is most related to your perception for each item

	Strongly agree	Agree	Disagree	Strongly disagree
Portfolio assessment process				
1. I felt my performance was judge against acceptable standard.				
2. Portfolio assessment identified my strengths and weaknesses.				
3. The expectations of portfolio assessment were clear.				
4. Portfolio assessment was well organized.				
5. Portfolio assessment allowed me to reflect on my essays.				
6. I appreciated the student-teacher conference.				
7. I have positive feelings toward the portfolio assessment.				
Potentially contentious issues				
1. Building portfolios interfered with my learning in other courses.				
2. I was petrified at the prospect of portfolio assessment.				
3. I would like more freedom to select what went into the portfolios to demonstrate that I achieved the outcomes.				
4. I would have liked more advance information about building the portfolios.				

Potentially contentious issues				
5. There was too much paperwork.				
6. Portfolio should be introduced earlier in the course.				
Portfolio content				
1. My grades in each draft represented my writing ability.				
2. What I wrote in each draft represented my writing ability.				
Achievement of curriculum outcomes				
1. The writing assessment rubric provides a good description for grading the essays.				
2. Building portfolios helped me to achieve the descriptions in the writing assessment rubric.				
Building the portfolio				
1. Building the portfolio was a useful learning experience.				
2. Building the portfolio gave me a sense of achievement.				
3. Building the portfolio heightened my understanding of the writing assessment rubric.				
Other comments:				

VITA

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