AUTHENTIC ASSESMENT IN WRITING

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When talking about teaching and learning, assesment is also discussed to know how far the process achieves its goals. What kind of assesment teachers use will depend on the material they transfer to their students. There are several kinds of assesment. Since the paradigm in education is shifted, the way teachers asses their students' performance is also shifted as well. Therefore nowadays authentic assesment is broadly introduced, learned, and applied in most teaching learning process.

Since the paradigm in education has shifted, the way teachers assess the students' writing is shifted as well following the new paradigm beyond constructivism. More and more rubrics are set to exactly show the real condition and processes of the writing itself.

Authentic assessment in writing plays a very important role in its teaching since the impact will be huge to the students. The process of this assessment really show the students' performance.

Key words: authentic assessment, paradigm shift, writing

I. Introduction

1. Background of the study

When talking about teaching and learning, assesment is also discussed to know how far the process achieves its goals. What kind of assesment teachers use will depend on the material they transfer to their students. There are several kinds of assesment. Since the paradigm in education is shifted, the way teachers asses their students' performance is also shifted as well. Therefore nowadays authentic assesment is broadly introduced, learned, and applied in most teaching learning process.

Authentic assesment refers to assesment tasks that resemble reading and writing in the real world and in school. Its aim is to assess many different kinds of literacy abilities in contexts that closely resemble actual situations in which those abilities are used. For example, authentic assesments ask students to read real texts, to write for authentic purposes about meaningful topics, and to participate in authentic literacy tasks such as discussing books, keeping journals, writing letters, and revising a piece of writing until it works for the reader. Both the material and the assesment tasks look as natural as possible. Furthermore, authentic assesment values the thinking behind work, the process, as much as the finished.

Working on authentic tasks is a useful, engaging activity in itself; it becomes an "episode of learning" for the student. From the teacher's perspective, teaching to such tasks guarantees that we are concentrating on worthwhile skills and strategies. Students are learning and practicing how to apply important knowledge and skills for authentic purposes. They should not simply recall information or circle isolated vowel sounds in words; they should apply what they know to new tasks. For example, consider the difference between asking students to identify all the metaphors in a story and asking them to discuss why the author used particular metaphors and what effect they had on the story. In the latter case, students must put their knowledge and skills to work just as they might do naturally in or out of school.

Seeing those conditions, authentic assesment is one of best ways to asses the students performace. Performance assesment is a term that is commonly used in place of, or with, authentic assesment. Performance assesment requires students to demonstrate their knowledge, skills, and strategies by creating a response or a product. Rather than choosing from several multiple-choice options, students might demonstrate their literacy abilities by conducting research and writing a report, developing a character analysis, debating a character's motives, creating a mobile of important information they learned, dramatizing a favorite story, drawing and writing about a story, or reading aloud a personally meaningful section of a story. For example, after completing a first-grade theme on families in which students learned about being part of a family and about the structure and sequence of stories, students might illustrate and write their own flap stories with several parts, telling a story about how a family member or friend helped them when they were feeling sad.

The formats for performance assesments range from relatively short answers to long-term projects that require students to present or demonstrate their work. These performances often require students to engage in higher-order thinking and to integrate many language arts skills. Consequently, some performance assesments are longer and more complex than more traditional assesments. Within a complete assesment system, however, there should be a balance of longer performance assesments and shorter ones.

2. Objective

This article is aimed at uncovering the authentic assesment in writing in the paradigm shifts in education

3. Focus

This article will focus on answering the questions of:

1) What is authentic assesment ?

2) How to asses writing by applying authentic assesment?

II. Theoretical Review

1. Authentic Assesment

As stated previously that Authentic Assesment refers to assesment tasks that resemble reading and writing in the real world and in school. Chapman (1989) states that in view of the role writing plays in people's academic, vocational, social, and personal lives, the development of students' ability to write is a main priority of schooling. Since educators can use writing to stimulate students' higher-order thinking skills--such as the ability to make logical connections, to compare and contrast solutions to problems, and to adequately support arguments and conclusions--authentic assesment seems to offer excellent criteria for teaching and evaluating writing.

New directions in authentic assesment are aimed at getting beyond writing as an isolated subject unto itself. The goal is to integrate writing into the teaching of all subject areas, including science and mathematics. For example, if mathematics instructors have students write explanations for their procedures for solving problems, the instructors can evaluate the students' ability to perform the task without relying solely on the correct--or incorrect--numerical answer to measure achievement.

2. Writing

Writing, one of the productive skills, is considered difficult, especially writing in a foreign language. When students want to write something they should have a lot of information, ideas, and thought in their mind so that they will be able to express them into sentences, paragraphs, and an essay. The writing ability is the main activity of composition. The writing should be systematic and detail. A knowledge or study about good writing or how to write composition is much needed.

a. Definitions of Writing

Harmer (2001: 86) states that writing is a process and often heavily influenced by constraints of genres, then these elements have to be present in learning activities. In genre-based approach, the focus of writing is to integrate the knowledge of a particular genre and its communicative purpose, these help learners to produce their

written products to communicate to others in the same discourse community. Writing is not just arranging words into a sentence, linking the sentences into a paragraph, and ordering the paragraphs into a text. It also requires grammatical and lexical knowledge, understanding in applying the grammatical knowledge into different context and purposes and knowledge of topic that are going to be written. Based on the statement above, it can be concluded that writing is expressing ideas, facts, feeling, experience, and thought in written form.

b. Elements of writing

Brown (2001) stated that there are five significant components of writing. They are content, organization, vocabulary, language use and mechanics.

1) Content

There at least two things which can be measured in connection with content; the points that are presented and formal signals given the reader to guide in understanding the topic fully.

2) Organization

The process of organizing materials in writing involves coherence, order of importance, general specific, specific to general, chronological order and special order pattern.

3) Vocabulary

Vocabulary is one of the language aspects dealing with the process of writing. The process of writing is the process when the writer always think about putting words into sentence and then putting sentence into paragraphs until they can create a piece of writing.

4) Language use

For language use in writing procedure text and other form of writing, it involves correct usage and points of grammar or structure. Grammar is one of important components in writing. It ggoverns utterance that we produce to be right and orderly. Therefore, it also has great influence in the quality of writing.

5) Mechanics

Mechanics of writing deals with capitalization, spelling, and punctuation.

c. Texts

Text are determined by genre (and other semiotic system which are part of the context of culture) and register (the meanings associated which the context of situation – field, tenor and mode). Furthermore, the oral and written text which people create also act upon an influence the context (genre and register) which are part of the environment of all speakers and writers (Literacy and Education Research Network, 1990 : 78). Derewianka (1995 : 17) says that a text is only meaningful stretch of language oral or written. But of course not all texts are the same, and a function model of language tries to describe the ways in which they differ. When we use language to writer, we are creating text. When we read, we are interpreting text. When we talk and listen, we are also creating and interpreting a text. A text is a product of a particular context of culture and situation. We need to understand a text n term of the context in which it is produced. The differences in texts occur because of the choice that we make from the language system (Board of Studies NSW, 1994 : 67). Communicate with the reader to express their ideas without pressure and to explore experience. Based on the explanation above, the writer conclude that writing is the expressing ideas or exploring experience, thoughts or even feeling in written symbols.

d. Types of Texts

Long functional texts are so called due not only to the length in the writing, but also the process of the interpreting which requires specific recognition of their structures and situation. A text will be meaningless if it is taken apart from its structure and situation. Long functional texts are also classified on the basis of the intention of the communicator. Based on its communicative purposes, text varies in the course of its function, generic structure, language feature, and vocabularies. To communicate purpose, ones may construct texts in specific structures and use certain linguistic features in conjunction with particular vocabularies.

Long functional texts discussed here are Recount, Report, Procedure, Explanation, Exposition, Discussion, Descriptive, and Narrative. The discussion on each text covers the social function, generic (schematic) structure, and language features. The following is the elaboration of each text.

1) **Recount**

   Social Function:

   To retell events for the purpose of informing or entertaining. Events are usually arranged in a temporal sequence. e.g a personal letter.

   Generic (Schematic) Structure

   √ Orientation

   √ Events

   √ Re-orientation (optional element)

   Language Features

   √ Focus on individual participants

   √ Use of past tense

   √ Focus on a temporal sequence of events

   √ Use of material (or action) clauses and processes

2) **Report**

   Social Function

   Factual text which describes the way things are, with reference to a whole range of phenomena, natural, cultural and social in our environment

   Generic (Schematic) Structure

   √ General Classification (can include optional Technical Classification)

   √ Describtion :   - Parts (and their functions)

            - Qualities

            - Habits/ behaviours or "uses" if non natural

   Language Features

   √ Focus on generic participants (groups of things)

   √ Use of simple present tense (unless extinct)

   √ No temporal sequence

   √ Use of "being" and "Having" clause

3) Procedure

Social Function

Factual text designed to describe how something is accomplished through a sequence of actions or steps.

Generic (Schematic) Structure

√   Goal

√   Step 1-n (ie. Goal followed by a series of step oriented to achieving the goal)

Language Features

√   Focus on generalized human agents

√   Use of Simple Present Tense (plus sometimes imperative)

√   Use of mainly temporal conjunctive relations

√   Use of mainly material (action) clauses

4) Explanation

Social Function

Factual text used to explain the process involved in the evolution of natural and social phenomena or how something works. Explanations are used to account for why things are as they are. Explanations are more about processes than things. In the school curriculum, explanations are often found in the Science and Social Studies.

Generic (Schematic) Structure

√   A general statement to position the reader

√   Then sequenced explanation of why/ how something occurs (usually a series of logical steps in the process)
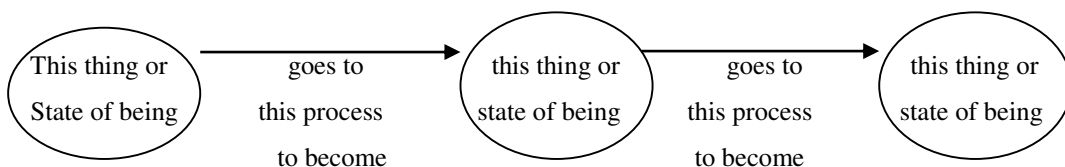
This sequence continues till final state of being or thing is produced.

Language Features

√   Focus on generic, non human participants

√   Use of simple present tense

√ Use of temporal and causal conjunctive relations

√ Use of many mainly material (action) process, some passive used to get theme right. The theme is what comes first in the clause and is what the clause (or message) is about.

5) Exposition

Social Function

Factual text used to put forward a point of view, or argument. E.g. essay, letter to the editor (logical rather than temporal sequencing)

Generic (Schematic) Structure

√ Thesis ── position
           preview

√ Arguments ── point
   (1-n)   elaboration
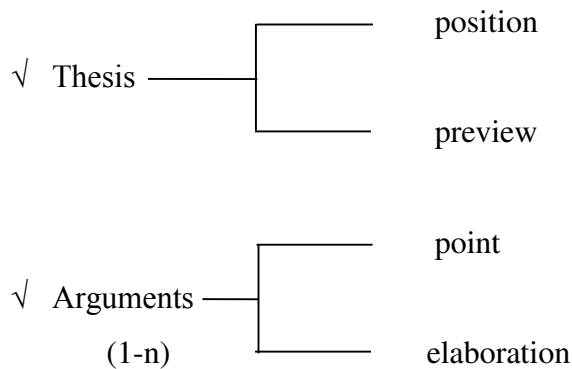
√ Reiteration (restatement of thesis)

Language Features

√ Focus on generic human and non human participants

√ Use of Simple Present Tense

√ Few temporal conjunctive relations (mostly logical relations)

√ Use of material, relational and material processes

6) Discussion

Social Function

A discussion text functions to provide information about controversial issues and present arguments from two sides: the pros and cons. This text is often closed with recommendation.

Generic (Schematic) Structure

√ Issue ————| position
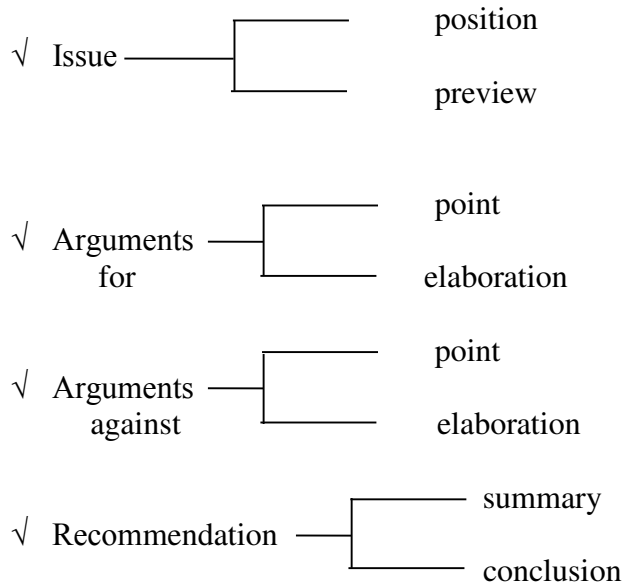
preview

√ Arguments for ————| point

elaboration

√ Arguments against ————| point

elaboration

√ Recommendation ————| summary

conclusion

Language Features

The language features of Discussion text focus on general topics of human and non human being which are characterized by the use of:

(a) Simple Present Tense

(b) Logical conjunctives like however, similarly, etc.

(c) Thinking verbs like "feel, believe, hope, think, etc.

(d) Adverbials of manner like deliberately, hopefully, etc.

7) Description

Social Function

Factual text which describes a particular person, place, or thing.

Generic (Schematic) Structure

√ identification: identifies phenomenon to be described.

√ description: describes part, qualities, characteristics.

Language Features

√ Focus on specific participants.

√ Use of Attributive and Identifying Processess.

√ Frequent use of Epithets and Classification in nominal groups.

√ Use of simple present tense.

8) Narration

Social Function

to amuse, entertain and to deal with actual or vicarious experience in different ways; Narratives deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.

Generic (Schematic) Structure

√ Orientation: sets the scene and introduces the participants.

√ Evaluation: a stepping back to evaluate the plight.

√ Complication: a crisis arises.

√ Resolution: the crisis is resolved, for better or for worse.

√ Re-orientation: optional.

Language Features

√ Focus on specific and usually individualized participants.

√ Use of Material Processes, (and in this text, Behavioral and Verbal Processes).

√ Use of Relational Processes and Mental Processes.

√ Use of temporal conjunction and temporal circumstances.

√ Use of past tense

Gerot and Wignell (1994:17) propose several kinds of texts, there are fifteen types of text, they are:

1) Report: to describe the way things are with reference to arrange of natural, man-made and social phenomena in the environment.

2) Recount: to retell events for the purpose of informing or entertaining.

3) News Story: to inform the readers about events of the day which are newsworthy or important.

4) Exemplum: to point to some general value in the cultural context.

5) Discussion: to present (at least) to point view about an issue.

6) Explanation: to explain the process involved of natural or cultural phenomena.

7) Exposition (Analytic): to persuade the readers or listeners that something is related to the case.

8) Exposition (Hortatory): to persuade the readers or listeners that something should or should not be the case.

9) News Item: to inform the readers about events of the day which are considered newsworthy of important.

10) Anecdote: to share with others an account of unusual or amusing incident.

11) Narrative: to amuse, entertain and deal with actual vicarious experience in different ways. Narrative deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.

12) Description: to describe a particular person, place or thing.

13) Procedure: to describe how something is accomplished through a sequence of actions or steps.

14) Review: to critique an art work, event for a public audience such works of art include movies, TV shows, books, plays, operas, recording, exhibitions, concerts and ballets.

15) Commentary: to explain the process involved in the formation of a socio cultural phenomenon, as though a natural phenomenon.

III. Discussion

1. Authentic Assesment in Writing

Before running far for assesing writing, teachers have to consider that the paradigm in education is shifted. The new paradigm uses new way of assesing students' performance. Brown (2005) wrote in "Beyond Constructivism: Exploring future learning paradigms" the paradigm shifts experienced in the 20th century are:

a. Reproductive learning vs productive learning

Learners' achievements were measured against their ability to reproduce subject content – in other words, how well they could memorise and reproduce the content that the teacher 'transferred' to them. With the emphasis on productive learning, it is rather about the application of knowledge and skills, in other words, what the learners can do after completing the learning process. Achievement is measured against the productive contribution a learner can make, instead of what the learner can reproduce.

b. Behaviorism vs constructivism

According to a behaviouristic view of learning, a learning result is indicated by a change in the behaviour of a learner (Skinner, 1938; Venezky & Osin, 1991 in Brown, 2005)). According to a constructivist view, learning is seen as the construction of meanings by the learner (Cunningham,1991; Duffy & Jonassen,

1991 in Brown, 2005). Neither of these views can be regarded as exclusively right or wrong. It is, however, important to know that constructivism is presently accepted as the most relevant view of learning and that education policies, education models and education practices focus on constructivism.

c. Teacher-centred vs learner-centred

In the past, education activities focussed on the strong points, preferences and teaching style of the teacher. That which would work best for the teacher, determined the design of the learning environment and the nature of activities. Teacher-centeredness is also characterised by a view that the teacher is the primary source of knowledge for learners. In a learner-centred environment, the focus is on the strong points, preferences and learning style(s) of the learner(s). The learning environment is designed according to the needs and possibilities of the particular learner group. A further distinction between teacher-centeredness and learner-centeredness lies in the responsibility accepted for the learner's learning process and learning achievement. In a teacher-centred paradigm the teacher accepts this responsibility. Opposed to that, the learner accepts the full responsibility for his/her own learning in a learner-centred education paradigm. It is for this reason that self-directed learning plays such an important role in effective learner centred education systems. Note however, that this does not mean that the teacher or educational institution has no responsibility to create a conducive learning environment, in which effective learning can take place.

d. Teaching-centred vs learning-centred

At this stage, it is important to indicate that the term education be seen as the macro term which includes the concepts teaching and learning (education = teaching + learning). Education activities in the past, were planned and executed from a teaching perspective. A teacher would plan a teaching session (lecture) based on what the best teaching methods would be to transfer the concerned subject content to the learners. The focus was on how to teach. In the new paradigm, education activities are planned and executed from a learning perspective. The emphasis is now on the learning activity and learning process of the learner. So the focus is on how the learning, which should take place, can be optimised. "In general, there must be a conversion from a teaching to a learning culture." Teaching vs learning facilitation

Teaching or instruction, as an activity of the teacher, is seen as an activity that relates to the 'transfer of content' (an objectivist view) within a teaching-centred education paradigm. The presentation/delivery of a lecture or article falls into this category. The principle of learning facilitation follows a learning-centred education paradigm. Learning facilitation has to do with the teacher's activities, which focus on optimising the learner's learning process. Just as the word indicates, the emphasis is on the facilitation of learning. Teachers cannot be regarded as the only source of knowledge and cannot focus on the traditional 'transfer of content' any longer. They need to focus on the facilitation of learning. "Instructional staff no longer are the fountainhead of information since the technology can provide students with access to an infinite amount of and array of data and information. The role of the instructor, therefore, changes to one of learning facilitator. The instructor assists students to access information, to synthesize and interpret it and to place it in a context – in short to transform information into knowledge."

e. Content-based vs outcomes-based

A content-driven approach to education is characterised by curriculation and education activities that focus on subject content. The emphasis is on the content that learners should master and a learner receives a qualification based on the nature, amount and level (difficulty) of subject content he/she has mastered. An outcomes-based approach to education focuses on the learning outcomes to be reached by the learners. A typical process for curriculation in an outcomes-based model is characterised by the formulation and selection of learning outcomes that a learner should reach - that which the learner must be able to do on completion of the learning process. The selection of subject content is based on the relevance thereof to enable the learner to reach the learning outcomes.

f. Content-based evaluation vs outcomes-based assesment

Content-based evaluation follows a reproductive view of learning where a learner's achievement is measured by the quantity and quality of content that are reproduced. On the contrary, outcomes-based assesment refers to a productive view of learning where a learner's achievement is measured by the mastery learning outcomes.

Writing skill is one of productive skills that need some competences, such as linguistics competence, getting the idea competence, and organizing the idea

competence. Firstly, ***linguistics competence*** is a competence to use the language. In this case, linguistics competence refers to the grammatical competence. It is a competence that focuses on building sentences, such as understanding part of speech, tenses in active and passive, and conditional sentence. It means that in grammatical competence, the students should be able to understand part of speech and to make sentences correctly. This kind of competence is very useful for EFL learners in writing class.

The second competence which is also important is that ***getting the idea*** competence. It is kind of competence to create the topic or idea at the beginning of writing process. It is very important competence because based on need analysis, this is a big problem for EFL learners in writing class. They always give question at the beginning of the class, "what should I write?". This kind of question indicates that most of the learners have a problem to get the idea. It means that they have difficulty to find the idea at the beginning of writing. Consequently, it is very important for the EFL learners in writing to have getting the idea competence.

The last one is that ***organizing the idea*** competence. Coherence and cohesion are the characteristics of good paragraph. To create coherence and cohesion, a writer should write the idea in sequence. It means that there is no jumping idea in writing. Consequently, this kind of competence is also the important one for the EFL learners who want to learn writing. To sum up, linguistics, getting the idea, and organizing the idea are some points which are needed by EFL learners in writing.

In a university level, writing is divided into some types, they are paragraph writing (basic writing), essay writing (intermediate writing), and academic writing (advance writing). All of them are correlated each other. It means that, the competence in paragraph writing is needed by EFL learners for essay writing. It is also in line between essay and academic writing. In another word, paragraph writing is the basic one that must be understood by EFL learners in writing class. It is the first step before learning academic writing. Consequently, it is very important for the EFL learners to have skill in paragraph writing.

Learning takes place through the steps of observing, questioning, experimenting, associating, and communicating, and creating. Referring to Priyana (2014), the learning activities and objectives of every step are as follows.

1) Observing (texts)

In the language learning process, observing means reading and/or listening to texts. The students read and/or listen to texts in order to list items they need to know in

order to comprehend and/or produce texts or communicate ideas. At the end of this step the students have a list of items they want to know that generally include the social function of the text, text structure, grammar, and vocabulary.

2) Questioning (asking questions)

Having identified items they need to know in order to be able to comprehend and/or create texts, the students ask or formulate questions based on the identified items. The questions at least cover all the achievement indicators stated in the lesson plan. In this step of learning, students are encouraged to propose temporary answers based on their knowledge and/or limited information they have. Thus, the output of this step is a list of questions and preferably also a list of temporary answers.

3) Experimenting (collecting data/information)

The next step is collecting data/information to answer their formulated questions. Students collect data/information relevant to the questions using one or more techniques such as observation (e.g. watching videos), interviewing resource persons, and reading books. By the end of this step the students will have enough data/information to answer their questions.

4) Associating (analyzing data/information)

In this step students analyse data/information to answer their questions and draw conclusions. With or without teacher's support students sort out, classify, and identify patterns to answer their questions. At his step the students produce answers to their questions.

5) Communicating (answers/conclusions)

After answering questions (drawing conclusions) based on the (analysis of) data they gather, students communicate their answers or conclusions to the class in writing and/or orally. Their answers (conclusions) represent the knowledge they 'construct' or learn. At the end of this step the students are expected to have learned the necessary knowledge (especially about the social function of the text, structure of the text, grammar, and vocabulary) in order to comprehend and create texts.

6) Creating (texts)

Learning language does not end when the students already learn the features of the targeted text. Their knowledge about the text should be used to comprehend and create texts. Learners must be given a lot of opportunity to communicate thoughts using the newly-learned knowledge. The messages the obtain from texts and the texts they create can be further communicated to others orally and/or in writing

English Curriculum 2013 intends to make the students learn. They are expected to do the learning. However, it does not mean that the teacher has no roles in the language classroom. An English teacher needs to provide the students with some support in every learning step. The less experienced the students are with the scientific method classroom, the more support they need. Some of the roles of an English teacher are listed below.

1) Observing (texts)

The teacher assists students to list items to know in order to comprehend and create the targeted texts. The teacher may provide a list of items from which the students can select some. The teacher may also make items in the input (model of language) salient.

2) Questioning (asking questions)

The teacher helps students to ask or formulate questions with reference to the items they want to know in order to comprehend and create texts. As asking or formulating questions is not an easy task (particulalarly for beginners), the teacher may need to come to the classroom with a number of questions the students can start with.

3) Experimenting (collecting data/information)

Collecting relevant data/information to answer questions is demanding for inexperienced students. For that reason, teachers are required to provide the students with worksheets and learning resources.

4) Associating (analyzing data/information)

In this step, the teacher helps the students see patterns to answer questions and help draw conclusions.

5) Communicating (answers/conclusions)

The teacher provides feedback in this step. The answers or conclusions the students report to the class may be wrong or inadequate. It is time for the teacher to correct and/or enrich the knowledge that the students 'construct'.

6) Creating (texts)
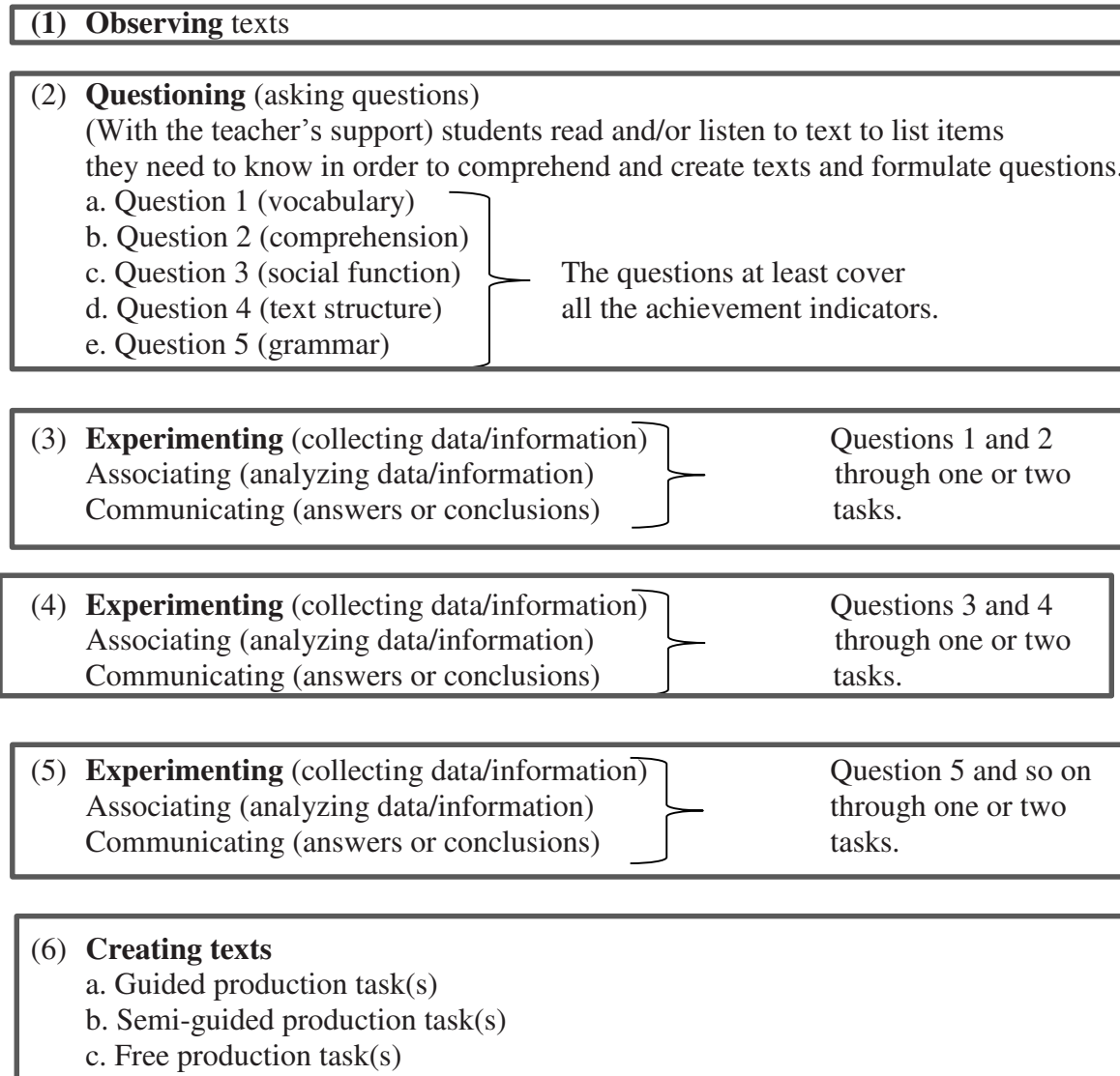
It is time for the students to use the newly-learned knowledge to comprehend and create texts. This opportunity is for them to convert their declarative knowledge into procedural knowledge (Kumaravadivelu, 2006). The role of the teacher is to design guided, semi-guided and free language production tasks. In addition, the teacher provides the students with strategy, idea, and language support.

In the actual teaching-learning process, students commonly ask a number of questions. To answer all the questions, they need to collect and analyze data. To collect and analyze data to answer all the questions at once is usually not feasible.

Figure 1. Language classroom steps

(1) Observing texts

(2) **Questioning** (asking questions)
(With the teacher's support) students read and/or listen to text to list items
they need to know in order to comprehend and create texts and formulate questions.
a. Question 1 (vocabulary)
b. Question 2 (comprehension)
c. Question 3 (social function)   The questions at least cover
d. Question 4 (text structure)   all the achievement indicators.
e. Question 5 (grammar)

(3) **Experimenting** (collecting data/information)   Questions 1 and 2
Associating (analyzing data/information)   through one or two
Communicating (answers or conclusions)   tasks.

(4) **Experimenting** (collecting data/information)   Questions 3 and 4
Associating (analyzing data/information)   through one or two
Communicating (answers or conclusions)   tasks.

(5) **Experimenting** (collecting data/information)   Question 5 and so on
Associating (analyzing data/information)   through one or two
Communicating (answers or conclusions)   tasks.

(6) **Creating texts**
a. Guided production task(s)
b. Semi-guided production task(s)
c. Free production task(s)

2. Examples of authentic Assesment in Writing

Assesments may be conducted for many purposes, but the ultimate goal is always to improve instruction for each student. Whatever method of assesment you use, consider the following strategies for making your assesment as effective as possible.

a. Make sure students know the criteria for good writing. We can expect students to produce good writing only if they understand what good writing is. For example, a student writing a personal narrative needs to know that personal narratives express the writer's thoughts and opinions, often incorporate personal anecdotes or

experiences, and are usually written in a less formal style than an essay. In an assesment situation, it is only fair that students know how their work will be judged. Knowing the criteria for good writing will also help students evaluate and revise their own writing before it is submitted for teacher evaluation. When you give students the criteria, discuss what is expected of them.

b. Let students help develop the criteria. If it is feasible in your classroom, have students get involved in determining the criteria you and they will use for evaluating a piece of writing. This will give students a sense of ownership and will help them to see why a given piece of writing does or does not meet the criteria.

c. Explain to students how their writing will be scored. Students should know how you will be scoring their work and how to interpret the scores. For example, a student who receives an 80 on a composition should know what the score means and on what criteria it was based.

d. Evaluate the writing process, not just the final product. Writing is a process of steps, from the idea to the finished manuscript. Students will improve their writing as they improve their ability to complete each step in the process. An assesment of student writing that includes review and discussion of each step will help students understand what works in their writing and why it works.

e. Provide opportunities for feedback. Whenever possible, give students feedback about their writing to help them understand their strengths and weaknesses and identify what parts or aspects of their writing need to be improved. Providing frequent feedback can also be valuable in helping to identify patterns of growth, providing direction for a student's individual development, and helping students improve their abilities to assess their own work and respond to the writing of others. Feedback may be provided in writing or in conversation during a conference with the student. Different kinds of feedback may also be provided through peer assesment.

f. Encourage self- and peer assesment. Students can develop a clear sense of their abilities by evaluating their own writing. For example, you might have students evaluate their own work, assign their own scores, and write brief notes explaining why they think their scores are accurate. Then, after you score each article, you and the students can discuss why your scores might differ. Peer assesment can also be a valuable too throughout the writing process. Students can discuss their ideas with their partners, and partners can act as the audience during each stage of the writing.

Students can also work in groups of three or four to hold writing conferences. Find a way to tune into these conferences without becoming an instant authority in the conversation.

g. Incorporate assesment into the instructional process. Instead of viewing assesment as a final judgment, work to make assesment, teaching, and learning all part of a continuous cycle. Encourage students to revise, expand, and rewrite at all points in the cycle and for reasons other than receiving a score or a grade.

h. Review the writing models and critical comments on pages three through eight. These models can help you establish standards of comparison for the assignments you will evaluate.

There are examples of assessing student' writing as such

Name :..................................... Class:.................................. Date: ....

Rubrics for assessing students' writing

Focus/Organization • The piece fulfills its purpose by retelling the main idea and important details. • The piece does not include minor details or unrelated information. • The piece is written in writer's own words. • The piece is arranged in an appropriate and clear order.	Comments Score .... (35)
Elaboration/Support/Style • The opening or closing sentence clearly states the main idea. • All of the important details that support the main idea are included. • Transition words are used effectively.	Comments Score .... (35)
Grammar, Usage, and Mechanics • The writing is free of misspellings, and words are capitalized correctly. • Sentences are punctuated correctly, and the piece is free of fragments and run-ons. • Standard English usage is employed. • The paper is neat, legible, and presented in an appropriate format.	Comments Score .... (30)

(School, 2007)

IV.   Conclusions

The development of assesment in the teaching learning process does undergo crucial paradigm shifts. This condition indeed influence the improvement of the way teachers assess their students performances. By understanding the paradigm shift, teachers are now wiser to determine what is the most appropriate model of assesment done to the students. Rubrics will help teachers much in doing the assesment.

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