Projects-Based Mid-Assessment Model of English at the Junior High School Grade 7

Vinindita Citrayasa
Sanata Dharma University
e-mail: vd.citrayasa@gmail.com
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ABSTRACT

This article offers a project-based model of mid-term assessment for junior high school grade seven. The model was proposed to help English teachers in assessing their students‟ learning process and learning results according to Curriculum 2013. English teachers still find difficulty creating an authentic and holistic assessment due to the time limitation. The research questions are first, whatthe model of project-based mid-term assessment of English at the junior high school grade 7 look likes and second, how the project-based mid-term assessment support teachers to conduct mid-term assessment.

Thisis R & D research, which has two goals: the research goal and project goal. First, the research goal is to present the iconic model version of authentic mid-term assessment of English learning. The project goal is to develop the authentic mid-term assessment of English learning for junior high school students and to understand the teachers‟ perceptions of this assessment. The results of the pilot study showed that this model was authentic and holistic. However the proposed model still needs revisions in order to become more effective in assessing students‟ learning process.

Keywords: *assessment model, project-based, senior junior high school*

INTRODUCTION

Curriculum 2013 tries to accommodate the development both of standard-based education and competence-based curriculum (Kunandar, 2013: 33). Students are expected to develop their competences of knowledge, skills, and attitude. Knowledge and skills gaining or achievement are not the only competences which are emphasized in this curriculum but within the process of knowledge and skills gaining, attitudes are also considered important. Therefore, teachers should not only assess the results but also the process. Authentic assessment is then considered as a potential type of assessment that will enable teachers to assess students‟ knowledge, skills, and attitudes.

Those aspects need to be assessed in the every type of learning process in the classroom. The assessments will not be done at the end of every unit, but also every three months (mid-term) and at the end of semester. The problem arises when there is no appropriate assessment done to the authentic learning process that curriculum 2013 emphasizes in the English learning process. There is no holistic assessment

instrument yet to assess students‟ knowledge, skills, and attitude in an integrated way. So far, the assessment of skill and knowledge and the assessment of attitudes are still separated. Therefore, an authentic and holistic model of assessment needs to be created to help teachers assessing the authentic learning which is highly promoted in curriculum 2013.

One alternative assessment proposed to solve the problem is project-based assessment. Basically, project-based learning type suits the educational goal and system of curriculum 2013 which emphasizes authentic learning, problem-based learning, and discovery learning. Project-based learning allows students to experience the development of their knowledge, skills, and attitudes in an integrated way. In order to achieve more, they should develop good attitudes, and during the learning process, they are encouraged to improve good characters. Project-based learning is considered authentic learning, therefore, it also needs an appropriate assessment which does not only assess the results but also the process of learning. The research questions of this research is what does the model of project-based mid-term assessment for grade seventh of junior high school look like? and how does the project-based mid-term assessment support the teacher to conduct mid-term assessment?

METHODOLOGY

This is research and development (R&D). The research has two goals, namely research goal and project goal. First, the research goal is to present the final version of the iconic model of authentic mid-term assessment of English learning for seventh grade students of junior high school. The project goal of this research is to develop the projects-based mid-assessment model of English at junior high school grade seven and to understand the teachers‟ perceptions toward this assessment.

Educational research and development (R&D) is defined by Gall & Borg (2003: 569) as a process used to develop an educational product such as assessment model. The cycles of R & D itself are studying the research findings pertinent to the product to be developed, developing the product based on these findings, field testing it in the setting where it will be used, and eventually revising. This study had been done up to the cycle of designing a model of project-based mid-term assessment and the experts assessment and evaluation.

The procedure of designing this project-based mid-term assessment in this article is first, formulating the goal of the assessment model. The second is clarifying the concepts, concepts relation and relevant concepts to develop the assessment model. The third is creating the conceptual model and next is creating the pre-iconic model. Later, a pilot study was done to obtain the data for the designed model improvement. The designed and developed model of project-based assessment was proposed in a focus group discussion of a colloquium to get evaluation and feedback. The respondents of the colloquium were English teachers and graduated students majoring English education. Their evaluation and feedback for the proposed model were gathered through questionnaire. A revision was then done to the model based on the questionnaire results before the model was implemented to the real participants.

AUTHENTIC ASSESSMENT IN ENGLISH

In order to develop a model of assessment, some related concepts related to assessment and authentic assessment should be first clarified. Assessment is defined as “a

method to acquire and collect essential feedback; the process of documenting knowledge, skills, attitude and beliefs" (Rayment, 2006: 2). Assessment in an ongoing process which gathers, analyzes, and interpret evidence systematically to determine the how well student learning matches our expectations; using the resulting information to understand and improve student learning (Suskie, 2009: 4).

The model of the assessment proposed in this article is designed following the principles of authentic assessment since curriculum 2013 emphasizes the authentic learning in English education. First, what is authentic assessment? According to Aitken & Pungur (2005), authentic assessment is an assessment that sets and engages meaningful tasks, in a rich context, where the learner applies knowledge and skills, and performs the task in a new situation. It captures the aspects of student‟s knowledge, deep understanding, problem-solving skills, and attitudes that are used in real-world, or simulation of a real-world situation. There are three major forms of authentic assessment; product, performance and portfolio (Schurr, 2012). Product assessment deals with skill and concepts they learn. The example of product assessment is video, audio, manuals, and reports, scripts. Performance assessment focuses more on performance than on the final products or outcomes. Portfolio assessment is a collection of student works that shows the student‟s overall efforts, progress, and achievements.

Authentic assessments can be done through individual, peer, and group projects doing oral presentations, demonstrations, performances, literature discussion and reports. Those types of authentic assessments provide a measure by which student academic growth can be gauged over timewhile capturing the true depth of student learning and understanding (Aitken & Pungur, 2005). Concerning the format of the authentic assessment itself, the assessors or the teachers should involve not only the aspects knowledge, but also what Aitken & Pungur (2005) state as the multiple levels of relationships between knowledge and social interaction. The criteria of the authentic assessment are: (1) knowledge production as opposed to reproduction; (2) enquirybased on a previously developed knowledge base, profound andthorough understanding, and integration of knowledge in new ways; (3) value beyond mere assessment – a value that is personal and meaningful tothe learner. Authentic achievement is meant to allow for the creation of higher thinking level and problemsolving skills that are useful to both the individualand society ingeneral. Authentic assessment, without due diligence to the learning that is desired or expected, may not be authentic at all (Cumming & Maxwell , 1999).

PROJECT-BASED ASSESSMENT

Conducting authentic language learning could be done by creating learning activities which allows students to experience language learning and applying their language skills and knowledge at the same time (skills getting and skills using). An activity that promotes this authentic activity is project-based learning for it promotes meaningful students engagement with language and content learning. Project based learning is an approach of learning where students are required to create a project as a culminating product of their learning activity. Project work itself is a task which mostly done collaboratively by a group of members in a certain period of time when the members will try to achieve a certain goal or to identify and investigate a certain topic or issue during the process and at the end, they will present the result through making products. The products can be in the form of photos, pictures, and diagrams (Blumenfeld *et al.,* 1991). The other forms of the product could be video

or documentary, power point presentation, song or theatrical piece, recipe book, flyer or pamphlet, food or main dish menu, exhibitions at school, in neighborhood, at community centre, and other public places.

Project work focuses on the learning process where the main point moves from the teacher to students, from individual work to group work (Fragoulis, 2009). He/she has a role as a guide, advisor, coordinator (Papendrou, 1994), and facilitator (Fragoulis, 2009).Project-based learning emphasizes a long term activities that are interdisciplinary, student-centered and integrated with the real world life practices (Solomon, 2003). This activity creates chances for students to apply what they have known in their real life; integrating what they have learnt and known with practical tasks. Through the interdisciplinary tasks, students get more chances to be engaged and they are able to develop various skills as they work on their project (Solomon, 2003). Staff (2001) observes that project work becomes a way to make students engaged in school work, cut absenteeism, boost cooperative learning skills, and improve test scores. Through the interesting content and continuing practice, students will be more motivated and develop their motivation. The motivation will lead students to be more initiative, confidence, and also responsible.

In her journal in Methodology in Languge Teaching (2001), Stoller (2002) proposes ten thorough steps of conducting project based learning in the English classroom. Those steps are described as follows: First is agreeing on a theme for the project. Second is determining the final outcome. Third is structuring the project. Fourth is preparing students for the language demands of gathering information. Fifth is gathering information. Sixth is preparing students for the language demands of compiling and analyzing the data or the information. Seventh is compiling and analyzing information. Eighth is preparing Students for the language demands of presenting the project. Ninth is presenting final product and tenth is evaluating the project.Evaluation in this step means more about reflection. Teacher leads the students to reflect what they have learnt and what they can get from doing the project. They can start to reflect from the improvement they make on the language mastery, the knowledge from the content, the steps they have gone through, and the effectiveness of their project. They may take advantages on the learning process that they may use in future projects. In this step, they can practice to give and accept suggestions from both teacher and other friends from the same group and different groups.

Gokhan (2011) investigated the effects of project-based learning on students‟ academic achievement and attitudes towards English Lesson. His research revealed that project-based learning is more effective for the development of both the students‟ achievement levels and their attitude levels towards English subject. Project-based learning has led the students to be more motivated to learn, more responsible, more creative, more cooperative, and more opened giving ideas and receiving others‟ ideas or points of view. Blank (1997), Çınar *et al*. (2005), and Çiftçi & Sünbül (2006) in Gokhan (2011) stated that students are allowed to develop their competencies of collaboration, project planning, decision making, critical thinking and time management in carrying out the projects. Therefore, project-based learning concerns to not only the knowledge gaining process, but also the attitudes forming and development which is considered to be essential and integrated within the knowledge gaining process.

PROPOSED MODEL OF PROJECT-BASED ASSESSMENT

The project-based assessment that the students should do is to make a student‟s

dictionary. The students will work in a group to collect the words they have learnt. During three months the students have got and learnt words but there will be tendency that they will be easily forgotten if they do not keep the vocabulary note well. There are kinds or types of words that they have to learn to differentiate such as noun, pronoun, verb, adjective, adverb, and preposition. The topic is taken from the basic competences of curriculum 2013. The students will learn about the parts of family, adjectives to describe someone‟s physical appearances, parts of a house, things around them, animals, and public places. They need to identify those words in English. By making a dictionary, the students will be enabled to learn and memorize the words they have learnt.

Every group will be given a different topic and each group should collect the words they have learnt during the lesson in every meeting. In groups of three up to four, the students should collaborate to gather the vocabulary and they can use their own creativity to make a dictionary which is interesting and motivating such as a dictionary which uses pictures to describe words. Besides, they have to add examples of using the words in sentences (simple present tense). The project is expected to develop the students‟ vocabulary knowledge and communication. A research which investigates the use of project-based learning reveals that project-based was effective in improving students‟ vocabulary knowledge and communication abilities (Shafei *et al*., 2007).

An assessment for the project is done at both process of conducting of the project and at the results. For the process assessment, there are three types of assessment instruments: self-assessment, peer assessment, and portfolio. Both self-assessment and peer assessment assess knowledge, skills, and attitude. For the results, an assessment is done by the teacher. The example of the assessment instruments can be seen in Appendix 1.

RESULTS DISCUSSION

The discussion of results covers the data analysis results of the questionnaire done in a pilot study. The participants were English teachers and graduated students majoring in English education. The project-based mid-term assessment model was proposed to the participants and they give their feedbacks on it. Basically, the participants agree that most English teachers face the similar problems and difficulties in assessing their students‟ knowledge, skills, and attitude according to curriculum 2013. Most of them states that time limitation were one of major reason. There is no holistic assessment instrument yet to assess student‟s all aspects of knowledge, skills, and attitudes.

Concerning to the proposed model, the table below shows the participants‟ perceptions towards the model.

No	Statements	(%)				
		TD	D	U	A	TA
1	The generic goal of this assessment model is to improve life quality in English education.	0	0	41.7	25	33.3
2	This assessment model helps the teacher teach better.	0	25	58.3	16.7	0
3	This assessment model helps the teacher teach more easily.	0	41.7	50	8.3	0

4	This assessment model is applicable in the classroom.	8.3	33.3	33.3	25	0
5	This assessment model is practical.	0	41.7	25	33.3	0
6	This assessment model is holistic.	0	8.3	33.3	58.3	0
7	This assessment model is authentic.	0	25	41.7	33.3	0
8	This assessment model is efficient.	0	25	50	25	0
9	The self assessment model needs revision.	0	0	8.3	33.3	58.3
10	The peer assessment model needs revision.	0	0	41.7	33.3	25
11	The portfolio assessment model needs revision.	8.3	16.7	50	25	0

Table of Data Analysis Results

Based on the results, 58.3% participants believed that this model design could improve the life quality in English education. The same number of participants (58.3 %) states that they agreed that the model is holistic. They thought that basically, this model can help the teachers become more practical since they need one holistic assessment instrument to help them assessing their students holistically. 33.3% participants agreed that this model is basically authentic since the type of the assessment done emphasizes the authentic learning. However, 50 % participants still felt uncertain that this model is effective enough to be used in assessing their students. Most of participants (58.3 %) considered that self-assessment model needed revisions and 25 % participants totally agreed that the peer assessment model needed revision as well. The questionnaire and the raw data can be seen in Attachment 2 and Attachment 3.

CONCLUSION

One authentic assessment can be done through project-based. The model of assessment proposed in this article is project-based where the student will make a student‟s dictionary in a group work. Project based learning is a useful approach in English language learning and language assessment since it provides an authentic learning and it also allows the authentic and holistic assessment. The given activitiesallow the students to get more chances applying the theory into practice. Through carrying out the projects, students are enabled to not only achieve knowledge but also to develop their attitudes. In order to maximize the advantages of project work in classroom, teachers need to know and apply the appropriate steps of implementing project based learning and assessing both the learning process and learning results as well. Teachers need an assessment instrument that will help them assessing their students holistically. Therefore, a project-based mid-term assessment model was proposed.

The results of the pilot study concerning to the model showed that this project-based mid-term assessment model is potential to help English teachers improving their life quality. This model was considered authentic and holistic in assessing students‟ knowledge, skills, and attitudes. However, several revisions were needed to be done to self-assessment and peer assessment in order to make this mode became more effective assessment instruments.

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APPENDIX 1:

PROYEK PEMBUATAN STUDENT'S DICTIONARY KELAS VII SMP MID- SEMESTER 1

Topik:
Bagian-bagian keluarga, ciri-ciri fisik seseorang, bagian-bagian rumah, benda-benda disekitar, hewan, dan tempat-tempat umum.

Kompetensi Dasar:

4.4. Menyusun teks lisan dan tulis untuk menyebutkan jati diri sangat pendek dan sederhana, dengan memperhatikan fungsi sosial struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.
4.5. Menyusun teks lisan dan tulis untuk menyebutkan nama binatang, benda, dan bangunan publik yang dekat dengan kehidupan peserta didik sehari-hari, dengan unsur kebahasaan yang benar dan sesuai konteks.

Fungsi sosial

-mengidentifikasi.

Struktur text

-ungkapan hafalan

Unsur kebahasaan

(1) Nama status hubungan keluarga dan kekerabatan

(2) Nama profesi pekerjaan.

(3) Nama benda dan binatang di sekitar rumah dan sekolah siswa: hen, chicks, house lizard, dragon fly, cockroaches, mosquitoes.

(4) Nama bangunan umum: the post office, the bank, the hospital.

MODEL PENILAIAN AUTENTIK

A. PENILAIAN PROSES

1) SELF-ASSESSMENT MODEL

Nama :_____

Kelas :_____

No	ASPEK YANG DINILAI	SKOR			
		1	2	3	4
	KNOWLEDGE & SKILL				
1.	Saya mencari contoh jenis teks yang sama.				
2.	Saya mencari sumber yang relevan mengenai topik yang akan saya bahas.				
3	Saya mampu membuat kerangka berpikir secara runtut.				
4	Saya menggunakan kamus dan buku untuk mengecek ketepatan kosakata.				
5	Saya menggunakan kamus dan buku untuk mengecek ketepatan tata bahasa.				
	ATTITUDE				
6	Saya mengerjakan proyek dengan sungguh-sungguh.				
7	Semua hasil yang saya laporkan adalah murni usaha saya sendiri.				
8	Saya meluangkan cukup waktu untuk selangkah lebih maju setiap minggunya.				
9	Apa yang sudah saya lakukan?				
10.	Apa yang akan saya lakukan selanjutnya?				

Ket: **1 = kurang** **3 = baik**
2 = cukup **4 = sangat baik**

2) PEER-ASSESSMENT MODEL

Nama :_____

Kelas :_____

Evaluator: _____

No	ASPEK YANG DINILAI	SKOR			
		1	2	3	4
	KNOWLEDGE & SKILL				
1.	Saya mencari contoh jenis teks yang sama.				
2.	Saya mencari sumber yang relevan mengenai topik yang akan saya bahas.				
3	Saya mampu membuat kerangka berpikir secara runtut.				
4	Saya menggunakan kamus dan buku untuk mengecek ketepatan kosakata.				
5	Saya menggunakan kamus dan buku untuk mengecek ketepatan tata bahasa.				
	ATTITUDE				
6	Saya mengerjakan proyek dengan sungguh-sungguh.				
7	Semua hasil yang saya laporkan adalah murni usaha saya sendiri.				
8	Saya meluangkan cukup waktu untuk selangkah lebih maju setiap minggunya.				
9	Apa yang sudah saya lakukan?				
	Apa yang akan saya lakukan selanjutnya?				

Ket: **1 = kurang** **3 = baik**
2 = cukup **4 = sangat baik**

3) **Portfolio Assessment Model**

Nama :_____

Kelas :_____

NO	HARI/TANGGAL	DESKRIPSI KEGIATAN	CATATAN	LAMPIRAN
1.	Jumat, 10 Oktober 2014	Mencari sumber yang relevan mengenai topik yang akan saya bahas	Hal yang bisa disyukuri: Hal yang bisa dipelajari: Hal yang perlu ditingkatkan:	Gambar
2.				
3.				
4.				
5.				
6.				

B. **PENILAIAN HASIL**

3) STUDENT'S ASSESSMENT INSTRUMENT (FOR TEACHER)

NO	ASPEK YANG DINILAI	SKOR			
		1	2	3	4
1	Siswa mampu bersikap jujur dalam originalitas penulisan				
2	Siswa mampu memilih pilihan kata dengan tepat				
3	Siswa mampu menulis tata bahasa dengan benar				
4	Siswa disiplin melaporkan setiap proses yang ditentukan sesuai dengan waktu yang diberikan				
5	Siswa bertanggung jawab dengan pengumpulan artikel sesuai dengan waktu yang diberikan				
	CATATAN GURU:				

Ket: **1 = kurang** **3 = baik**
2 = cukup **4 = sangat baik**

APPENDIX 2:

TEACHER QUESTIONNAIRE – FOR TEACHERS OF ENGLISH

(Questions partly adapted from the Swedish Self-Assessment Material and the Swedish National Evaluation 1998)

Name:_____ Date: _____

☐ Male ☐ Female

City/town: .....

I teach at ☐senior high school ☐junior high school ☐vocational high school

☐other: _____

I have taught English for___year(s) in .....

- **Questions about Assessment in General**

1. Do you use student assessment in your class(es)?
   ☐ Yes ☐ No
2. If yes, are they assessed by...

	Always	Often	Sometimes		Never
Self-assessment?	☐		☐	☐	☐
Peer-assessment? ☐	☐	☐	☐		
Portfolio assessment?	☐	☐	☐	☐	
Other	☐	☐	☐	☐	

   instrument?

   (.....)
3. Do you usually assess students competence (**knowledge, skill, attitude**)?
   ☐Yes ☐No
4. How do you asses students‟ **knowledge**?

   .....
5. What instrument of assessment of **knowledge** do you usually use?

   .....
6. How do you assess students‟ **skill**?

   .....
7. What instrument of assessment of **skill** do you usually use?

   .....
8. How do you assess students‟ **attitude**?

   .....
9. What instrument of assessment of **attitude** do you usually use?

   .....
10. How do you assess students‟ performance after learning 1 unit?

    .....
11. How do you assess students‟ performance in the mid-semester?

.....

12. How do you assess students‟ performance in the end of semester?

.....

13. Who, do you think, can best assess what the students have learned?

☐the student ☐ the teacher ☐ the group members

Because .....

14. Are there any difficulties in assessing students‟ competence (knowledge, skill, and attitude)?

Yes ☐ No☐

15. If Yes, what are they?

.....

B. Questions about the Assessment Model

Please put a tick (√) in the appropriate column based on your opinion about the statements below.

No	Statements	Totally disagree ←→Totally agree				
		1	2	3	4	5
1	The generic goal of this assessment model is to improve life quality in English education.					
2	This assessment model helps the teacher teach better.					
3	This assessment model helps the teacher teach more easily.					
4	This assessment model is applicable in the classroom.					
5	This assessment model is practical.					
6	This assessment model is holistic.					
7	This assessment model is authentic.					
8	This assessment model is efficient.					
10	The self assessment model needs revision.					
	The revision is on					

No	Statements	Totally disagree ←→Totally agree				
		1	2	3	4	5
11	The peer assessment model needs revision.					
	The revision is on					
12	The portfolio assessment model needs revision.					
	The revision is on					

What is your suggestion to this assessment model?

.....

.....

APPENDIX 3:

Raw Data Results

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q 11	
P1	0	-1	-1	1	1	1	-1	0	2	2	-1	
P2	2	1	0	1	1	1	1	0	1	0	0	
P3	0	-1	1	-1	0	1	-1	0	2	2	1	
P4	0	0	-1	0	-1	0	0	-1	1	0	0	
P5	0	0	-1	-1	-1	0	0	-1	2	1	0	
P6	0	0	0	0	0	0	0	0	1	0	-1	
P7	2	-1	-1	-1	-1	-1	-1	-1	2	0	-2	
P8	1	0	0	1	1	1	1	1	1	1	1	
P9	1	0	0	-1	-1	0	0	0	2	1	0	
P10	1	0	-1	-2	-1	1	0	0	2	2	0	
P11	2	0	0	0	0	1	1	1	1	-1	0	
P12	2	1	1	0	1	1	1	1	2	1	1	
	0.92	-0.08	-0.25	-0.25	-0.08	0.5	0.08	0	1.58	0.75	-0.08	**0.28**

P: Participant

Q: Question