

**Implications of Authentic Assessment on EFL
Writing Skill at the Intermediate Level**

By

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ABSTRACT

The purpose of this study was to investigate how authentic assessment collaborates with the instruction process to improve students EFL writing skill. The study focused on: (1) the growth in student's EFL writing is achieved when using authentic assessment; (2) how students assess their own EFL writing; (3) how students reflect upon their own growth in EFL writing; and (4) how authentic assessment affects over all achievement in EFL.

Qualitative and quantitative research methods were utilized in data collection. Five types of data were collected. These were: Student's self assessment forms, student's portfolios, students taped interviews, students grades, and observation by the teacher. The participants of the study were sixty students learning English as a foreign language at Yathreb Intermediate Girls School in Bahrain. These participants were consisting of two classes randomly chosen one of them was randomly labeled as an experimental group and the other as the control group in the seventh grade at the school.

The Study started on the second of October 1996 and lasted for six months. The researcher was teaching English for these two groups. The two groups took a pre-test measuring proficiency in EFL language production. During the study the two groups were asked to fulfill some of the writing skill objectives which were stated in the Ministry of Education Guidelines.

The experimental group met separately twice a week to receive the treatments that involved creating portfolios, self assessment and conducting some interviews. While the control group was taught according to the traditional method where their work was corrected for one time and was limited to the exercises in their work books. At the end of the research period the two groups took a post-test to find out the improvements in students EFL achievement.

The data analysis revealed the following results :

1. There was a growth achieved in students EFL writing when using authentic assessment.
2. When students assess their own EFL writing, they can recognize their strengths and weaknesses.
3. Students were much more confident when they felt their own growth in their EFL writing.

In general, the results of this study support the claim that authentic assessment improves student's skills in reading, speaking, listening and writing.

To sum up, the data indicated growth, ownership and empowerment resulting from authentic assessment.

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CHAPTER ONE

INTRODUCTION

Background

“What teachers do determine what students learn, how they feel about learning, and how they feel about themselves ” (Bloom, in Munroe,1983).

During the beginning years of the bilingual education movement, there was not a great deal of solid research supporting bilingual education (Willig,1985). However, research that followed provided evidence showing that language-minority student educated bilingually in carefully designed and well-implemented programs do extremely well academically and do learn English (Willig,1985).

During the last decades there has been great changes in the curriculum and instruction practices in English as a foreign language (EFL). These changes emphasized increasing use of student role in the process of writing, reading and other aspect of language skills (Goodman, 1989). In this era, standardized testing was found to be incompatible; not only in (EFL), but also throughout the field of education in increasing the use of student's role in the process of learning. (Wolf, 1989).

Consequently, educators began to explore alternative forms of student assessment. A method rarely used, but one that is attracting more attention, requires collecting student's work in folders or portfolios for monitoring evidence of growth in the student writing within a period of time (Atwell, 1987 ; Moffett & Wagner, 1976; Wolf, 1987). Portfolio development is increasingly recommended as a possible alternative to standardized testing (Stiggins, 1989; Wolf, 1989). In EFL setting a portfolio can be particularly useful to communicate tangible examples of student work to student, parents, and to other teachers.

Graves (1990) recognized two questions as relevant when considering portfolio assessment. For whom is the assessment being done? And what's it for? When answering the first question, Graves identified the stakeholders in assessment as students, parents, policy makers and teachers. Regarding the second question, which has to do with the purpose of assessment, Graves considered that assessment verifies to stakeholders whether educational progress was occurring. Students need to know if they are improving; parents need to know if their children are benefiting from instruction; teachers require achievement data to provide appropriate instruction; and policy makers demand information about whether educational goals are being reached (Stiggins, 1989).

Graves (1990) encouraged teachers and administrator at school districts to discover what student say about their writing. Students can become contributors to the assessment process (Camp & Murphy, 1990). With instruction, student can develop criteria to assess their own writing (Johnston, 1987; Spandel & Stiggins, 1990).

Students can discuss their responses to one another's writing by providing their personal assessment of the writing and expressing how effective the writing is in relation to criteria (Spandel & Stiggins, 1990).

Portfolios give an evident picture of student growth. Students feel good about themselves so they work harder. Writing portfolios are assessment tools enabling students to share the evaluation process by responding to their own writing, assessing their writing, and reflecting about the writing process (Camp, 1990; Wolf, 1989).

The basis for this study is Marzano's et al (1992) dimensions of learning instructional model which is based on the premise that five dimensions of learning are essential to the learning process. These are : 1) Positive attitudes and perceptions about learning ; 2)thinking involved in acquiring and integrating knowledge ; 3) thinking involved in extending and refining knowledge; 4) thinking involved in using knowledge meaningfully; and 5) productive habits of mind.

The premise of the five dimensions of thinking emphasizes that learning is a process of constructing meaning. Classroom instruction must promote and develop these dimensions if students are to become constructive learners with enhanced ability to take responsibility for their own learning, and with the knowledge of how to assess their own growth.

What is most stimulating about Marzano's et al. Ideas is his recognition of the connections among teaching, learning, and assessment. Instead of viewing assessment as a separate activity, they closely link it to teaching and learning and suggest that it should be conducted in a manner that provides useful feedback to teachers, student, parents and everybody interested in real student achievement. The core of Marzano's et al. approach is the use of carefully constructed performance tasks that give students opportunities to demonstrate their understanding of concepts and apply knowledge and skills as they ought to be in the real world outside of school.

Goodlad (1984) denotes that: “learning appears to be enhanced when students understand what is expected of them, get recognition for their work, learn quickly about their errors, and revise guidance in improving their performance “ (p.11).

Authentic assessment requires established goals and standards which students should know before starting their tasks. Students need help in assessing progress toward established goals by using appropriate standards for judging levels of success. They need to compare their work with absolute criteria while progressing toward achieving on objectively specified level of success comparing their work with their own previous performance levels and assessing their individual improvement over time (Doyle, 1979). Students need specific, detailed feedback concerning both the strengths and weakness of their performance (Elwar & Corno, 1985).

Doyle (1979) indicated that providing academic feedback to students keeps their success high. One basic requirement for feedback is that teachers should provide accurate feedback to students on their responses to classroom questions, tests, and written assignments.

Another aspect of reinforcing behavior is the immediacy of feedback. Student who received immediate feedback on the accuracy of his or her response is more likely to learn than a student who gets delayed feedback (Berliner, 1984).

Statement of the problem

From the researcher experience and observation it was found that English teachers in practice consider formative assessment as if it was summative assessment. They just give students scores on their examination papers with no feedback that could help them do better. In addition, innovations in evaluation that appeared under the umbrella of authentic assessment and claimed to be highly important in developing the learning process have been tackled parsimoniously by empirical research (Bogdan, 1992).

In response to all of these factors, this study investigates the collaboration of authentic assessment with instruction in developing the learning process of English as a foreign language. Student's writing skill was the focal concern in this study.

Portfolios are considered in this study as a source for the teacher to provide insights about what each student is learning. With this information, the teacher can adjust instruction to meet each student's needs. Portfolios are also used as a tool for helping students learn about themselves as learners when they can see and feel their improvements.

Research Questions

The major question of this study is: How does authentic assessment collaborate with the instruction process to improve students EFL writing skill ?

Following are the sub questions derived from this major question:

- 1- How much growth in student's EFL writing is achieved when using authentic assessment?
- 2- How do students assess their own EFL writing?
- 3-How do students reflect upon their own growth in EFL writing?.
- 4-How does authentic assessment affect overall achievement in EFL ?

The overall goal is to see if students learn how to think. Moreover, reflection, self assessment, goal setting and good EFL writing, are the skills that are expected to be developed through using the portfolio technique. How much of that would be achieved?

Hypothesis of the Study

This is a quasi experimental study that combined qualitative with quantitative methods to answer to the above questions. In addition, the following hypothesis was tested.

There is no significant differences in student overall achievement in EFL among teaching and assessment methods.

Definition of Terms

This study includes some basic terms, the following are the operational definitions of these terms.

Authentic Assessment

Authentic assessment, alternative assessment and performance based assessment are terms used synonymously to mean variants of performance assessment that require students to produce rather than choose a response.

Authentic assessment by any name requires students to achieve complex and significant task, while bringing to bear prior knowledge, recent learning, and relevant skill to solve authentic problems (Shepard, 1989).

Performance Assessment

This term as used here has the meaning identified by Marzano, Pickering, and Mc Tighe (1993). Performance assessment to them refers to a variety of tasks and situations in which students are given opportunities to demonstrate their understanding and to thoughtfully apply knowledge, skills and habits of mind in a variety of contents. These assessments often occur over time and

result in a real product or observable performance, they encourage self-evaluation and revision, require judgment to score, reveal degrees of proficiency based on established criteria, and make public the scoring criteria. (P: 13).

Portfolio Assessment

This study adopts the definition given to this term by Maya and O'Malley (1994). They consider it as the procedure used to plan, collect, and analyse the multiple sources of data maintained in the portfolio of each student that is based on a systematic assessment procedure.

Action Research

The meaning of this term is derived from the position of those who practice action research against some issues in educational research.

Advocates of action research argue that the prevailing pattern of educational research based on controlled empirical investigation of phenomena is impoverished for a variety of reasons: it focuses only on observable behavior, separates means from ends, detaches facts from values, and produces generalizations and theories that often have little applicability in particular classrooms. The search for such theories tends to reduce teachers to 'subjects' of research over which they have no control. Teachers tend to be subjected to changing imperatives that have the effect on continually reducing their effectiveness in the classroom. Consequently, teachers receive little encouragement to reflect critically upon their professional practices or upon conditions in the classroom. The notion of action research has been seen as an answer to some of these difficulties (Barrow & Milburn, 1990).

Teacher Research

Teacher research describes the instructional process with an insider's perspective, and appeals to an audience concerned about similar issues and problems (Bissex & Bullock, 1987).

Limitations of the Study

This study was conducted on only one of the first intermediate classrooms in (Yathreb Intermediate Girls School) in Bahrain, taught by the researcher herself. Therefore, the results cannot be generalized to the entire population. The scope of the topic and the number of subjects interviewed and observed in the qualitative study were limited as a result of time consideration.

Significance of the Study

Authentic assessment is a current movement in the educational field all over the world. Bahrain as an open country to the world and the educational movement, has been affected by this authentic assessment. Bahrain started the application of this kind of assessment in its public schools at the elementary stage by the beginning of the 1996-1997 school year. It should be noted that English is taught in the fourth and fifth grade. Although this program of assessment has not been evaluated yet, most of the educators in the Ministry of Education indicated that they are

optimistic about the results. The results of this study would be very valuable to this Ministry in its plans to extend authentic assessment to the intermediate stage of schooling.

Student portfolios could provide valuable evidence of student's opportunities to learn. Furthermore, they provide a window on the quality of curriculum and instruction, by showing what kind of work students are asked to do and how well they are able to do it. From this perspective, we would expect student portfolio to show the best of what they can do with help from an effective instructional process and an authentic assessment.

In addition this study is a modest empirical endeavor in which the claims of authentic assessment are tested. The results of which have high theoretical significance in its field. Furthermore, the study would provide beneficial information to studies on English as a foreign language teaching, especially writing skill, in intermediate public schools.

Lastly but not less importantly, this study, being in the qualitative camp, can provide insights into schooling that quantitative methods cannot uncover. In addition, it is expected that authentic assessment might improve teaching EFL writing skill to students.

CHAPTER TWO

THEORETICAL BACKGROUND OF THE STUDY

Introduction

Although authentic assessment is a current issue in evaluation, it has received considerable attention from educators. This chapter presents an overview of the literature, which focuses on how authentic assessment collaborates with the instruction process to improve students English as a Foreign Language (EFL) writing skill ? Seven topics are identified in this presentation . These are:-

- 1.The dimensions of learning instructional model.
- 2.Why do we need to change the traditional forms of assessment.
- 3.The role of the standards.
- 4.Performance assessment and performance tasks.
- 5.How to construct performance tasks.
- 6.Rubrics for scoring performance tasks.
- 7.Portfolios in performance based assessment.

The presentation of the theoretical background provides the rational for the procedure used in this study and creates an overview of principles for instruction for EFL writing. The conclusion describes how the seven topics collaborated to guide the instructional program used in this study.

The Dimensions of Learning Instructional Model

Dimensions of learning form an instructional framework based on the five types of thinking which has been called five dimensions of learning. These dimensions are fundamental to successful learning. Dimensions of learning and performance assessment share similar teaching assumptions. Dimensions of learning can help teachers answer one of the most frequently asked questions concerning performance-based assessment:

How do they teach for performance-based assessment?

Following is a brief description of each of the five dimensions of learning according to what has been presented by Marzano (1992).

Dimension 1: Positive Attitudes and Perceptions about Learning.

For learning to occur, students must have certain attitudes and perceptions; for example, feeling comfortable in the classroom is important to learning. If a student does not believe that the classroom is a safe place, she will possibly learn little in it. Equivalently, if she does not have positive attitudes about

Equivalently, if she does not have positive attitudes about classroom tasks, she probably will not put much attempt into them and consequently her learning will suffer.

A basic focus of effective instruction, is establishing positive attitudes and perceptions about learning.

Dimension 2: Acquiring and Integrating Knowledge

Helping students obtain new knowledge, unifying it with what they already know, and keeping it, is an important aspect of learning. When content is new, a teacher's instructional planning must focus on strategies that will help students relate new knowledge to previous one, organize the new knowledge in meaningful ways, and make it part of their long - term memory. For example, a teacher might help students relate the new information to what they already know by suggesting that they construct an outline or a graphic representation of the new information. And he might help students store information in long - term memory by guiding them through the creation of images representing the important aspects of the new information.

Dimension 3 : Extending and Refining Knowledge

Learners should extend and clarify their knowledge, adding new distinctions and making further connections. They have to analyze what they have learned in more depth while extending and refining their knowledge. Learners frequently involve in the

following activities :-

- Comparing.
- Classifying.
- Making inductions.
- Making deductions.
- Analyzing errors.
- Creating and analyzing support.
- Analyzing perspectives.
- Abstracting.

When addressing this dimension, teachers need to consider two important planning questions :

- What information is important for students to extend and refine?
- What strategies and activities will be used to help students extend and refine their knowledge?

Dimension 4 : Using Knowledge Meaningfully

Cognitive psychologists tell us that the most effective learning occurs when students are able to use knowledge to perform meaningful tasks. Planning instruction, so that students have the opportunity to use knowledge meaningfully, is one of the most important decisions a teacher can make. In this dimension of learning model, there are five types of tasks that encourage the meaningful use of knowledge :-

- Decision making.
- Investigation.
- Experimental inquiry.
- Problem solving.
- Invention.

A few questions a teacher might think about to identify significant issues for the task of investigation. These include the following :

- Is there an unexplained issue about how something occurred or why it occurred ? (historical investigation).
- Is there an unexplained issue about what would happen if ... or what would have happened if ? (projective investigation).
- How many issues will be considered?
- Who will structure the task? (students should identify the issues they want to deal with in their projects. However, teachers must provide structured activities to help students learn how to identify and carry out the five dimensions).
- What types of products will students produce?

To what extent will students work in cooperative groups

Dimension 5 : Productive Habits of Mind

This dimension is the most important one. It concerns the use of productive habits or mind-habits which help students to be creative, and self-regulated thinkers. Developing mental habits which will enable individuals to learn on their own whatever they

want or need to know at any point in their lives, is probably the most important goal of education. Some of these habits of mind include :-

- Being clear and seeking clarity.
- Being open-minded.
- Restraining impulsivity.
- Being aware of your own working.
- Evaluating the effectiveness of your actions.
- Pushing the limits of your knowledge and abilities.
- Engaging deeply in tasks even when answers or solutions are not immediately apparent.

This dimension of the learning model guided teachers to specify questions that they should consider in their planning in order to develop productive habits of mind in their students. Among these questions we could mention the following :-

- Which mental habits should be emphasized in this unit?
- Which mental habits will be introduced?
- How will the mental habits be reinforced?

It is important to realize that the five dimensions of learning do not operate in isolation, but work together in the manner shown in figure 1. This figure illustrates that all learning takes place against the backdrop of the learners attitudes and perceptions (dimension 1) and her use (or lack of use) of the productive habits of mind

(dimension 5). If a student has negative attitudes and perceptions about learning then she will learn little. On the contrary, if she has positive attitudes and perceptions, she will learn more, and consequently, learning will be easier. Similarly, when a student uses productive habits of mind, she facilitates her learning; when she doesn't use productive habits of mind, she delays her learning. Dimensions 1 and 5 are always factors in the learning process. This is why they are part of the background of figure 1.

Given that proper attitudes and perceptions are in place, and productive habits of mind are being used, learning is a matter of acquiring and integrating new knowledge (dimension 2). Usually, the learner extends and refines knowledge as he acquires and integrates it. This is why the circle representing (dimension 2) overlaps the circle representing (dimension 3). While these two types of learning are going on, the learner should also be using knowledge to round out the learning process.

The most effective learning is a product of the interaction of these five clear types of thinking that we call the dimension 3 of learning (Marzano, Pickering, & Mc Tighe, 1993).

Why Do We Need to Change the Traditional Forms of Assessment?

The last decade has witnessed a growing recognition of the need for significant changes in educational assessment (Shepard, 1989). Three factors that contributed to the demands for assessment reform. These are: (1) The changing nature of educational goals; 2) The relationship between assessment and teaching and learning; and 3) The limitation of current methods of recording performance and reporting credit (Marzano et al., 1993). The following is a brief presentation of each of these factors.

The Changing Nature of Educational Goals

The reform movement has been started in the 1990's. It is directed toward more sophisticated goals and higher standards (Marzano et al., 1993).

Marzano et al., (1993) identify a broad array of both academic and non academic competencies as necessary for the modern society.

These include but not limited to :

- Creative thinking.
- Problem solving.
- Collaboration.
- Decision making.
- Learning how to learn.
- Self management.

Figure 1
Dimension of Learning Model
Source : Marzano , R. , (1992) .p.16

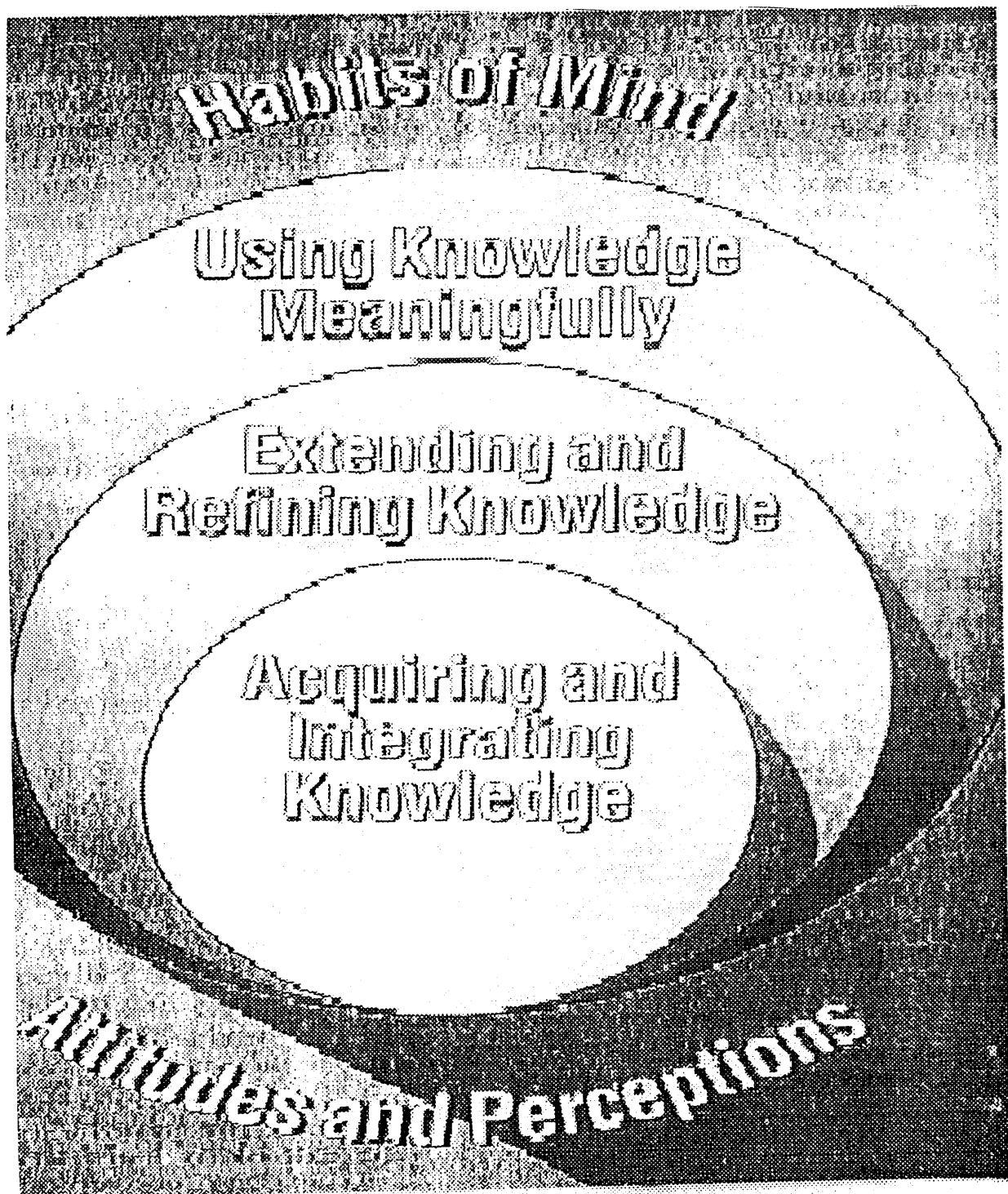


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- Creative thinking.
- Problem solving.
- Collaboration.
- Decision making.
- Learning how to learn.
- Self management.

Spady (1988), an advocate of outcome based education, argues persuasively that educators must expand their target to include outcomes that relate to lifelong learning. Redding (1991) identified five lifelong outcomes and their related abilities. These are the following :

Outcome 1 : A self - directed learner

- Sets priorities and achievable goals.
- Monitors and evaluates progress.
- Creates options for self.
- Assumes responsibility for actions.
- Creates a positive vision for self.

Outcome 2 : A collaborative worker

- Monitors own behaviour as a group member.
- Assesses and manages group functioning.
- Demonstrates interactive communication.
- Demonstrates consideration for individual differences.

Outcome 3 : A complex thinker

- Uses a wide variety of strategies for managing complex issues.
- Selects strategies appropriate to the resolution for complex issues.
- Applies strategies with accuracy and thoroughness.
- Accesses and uses topic - relevant knowledge.

Outcome 4 : A quality producer

- Creates products to achieve his/her purpose.
- Creates products appropriate to the intended audience.
- Creates products that reflect craftsmanship.
- Uses appropriate resources.

Outcome 5 : Community Contributor

- Demonstrates knowledge about his or her diverse communities.
- Takes actions.
- Reflects on role as a community contributor.

Educators are seeing the need to identify standards for the outcome that relate to lifelong learning. They also have recognized that current assessment do not adequately address these standards and outcomes.

Standardized tests require students to recall or recognize isolated bits of information. They rarely ask students to apply the information, and they almost never require students to exhibit proficiencies in the higher forms of cognition, such as complex reasoning and self directness (Marzano & Costa, 1988). These shortcomings make it clear that new approaches to assessment are needed if we are to satisfactorily assess students ability to meet the lifelong learning standards (Marzano et al.,1993).

The Relationship Between Assessment and the Teaching and Learning Process.

A second factor contributing to the need for assessment reform involves the relationship between assessment and the process of teaching and learning. Behavioral theories that characterize learning as the collection of various skills have given way to a conception of learning and teaching based on cognitive psychology. Shepard (1989) summarizes this shifting in conception of the learning process saying: The notion that learning comes about by the accretion of little bits is outmoded learning theory. Current models of learning based on cognitive psychology contend that learners gain understanding when they construct their own knowledge and develop their own cognitive maps of the interconnections among facts and concepts (pp5-6).

This cognitive view calls for an active, constructive approach to learning in which the whole is more than the sum of parts. This holistic view of learning is reflected in contemporary instructional methods such as integrated language arts, problem solving and cooperative learning. If learning accrues in a holistic fashion, then assessment too should be able to provide holistic information, not just bits of information. Conventional selected-response test format (e.g. multiple choice, true/false, matching) are quite narrow in their focus. They provide only a snapshot

picture of learning. It is generally inadequate to reveal in any comprehensive way what students know and can do (Marzano et al., 1993).

The Limitation of the Present Way of Recording Students Performance and Reporting Credit.

A third factor driving assessment reform is the way in which achievement data are recorded and reported. Critics point out that the current methods do not provide meaningful feedback about student performance (Marzano et al., 1993).

At classroom level, grades are the most common means of reporting student's performance. Course grades are usually calculated by averaging the results of various measures. Unfortunately, this approach can result in a twisted picture of a student's true proficiency, because strengths and weakness are masked by the process of averaging. Moreover, the grade by itself fails to suggest ways for students to improve their performance (Graves, 1990).

The Role of the Standards.

Assessment equals setting standards that we want our students to perform at, and help them to reach those standards. Applebee (1984) recommends that the teacher's role needs to shift from an evaluator to a cooperator.

Standards-based education is a rapidly growing movement

within the larger movement of educational reform. Standard - based education calls for a clearer identification of what students should know and be able to do (Wolf, 1989).

Assessment Standards Linked to the Five Dimensions of Learning (Lifelong Learning Standards).

There are five categories of lifelong learning standards which are relevant to performance - based assessment and particularly corresponding to the dimensions of learning frame work (Marzano et al., 1993).

Category 1 : Complex thinking standards.

This category contains two standards :-

- Effectively uses a variety of complex reasoning strategies.
- Effectively translates issues and situations into manageable tasks that have a clear purpose.

Recently, there has been strong interest in enhancing the complex reasoning abilities of students. There have been many attempts to identify the various complex reasoning processes humans engage in. Here are thirteen of the commonly identified processes :

- | | | |
|-------------------|--------------------------|------------------------|
| •Comparing. | •Classifying. | •Induction. |
| •Deduction. | •Error Analysis. | •Constructing Support. |
| •Abstracting. | •Analyzing perspectives. | •Invention. |
| •Decision making. | •Investigation. | |

approaching issues and situations. The reasoning processes are ways of answering questions related to dimensions 3 and 4.

Table 1 contains examples of such questions.

Students can show that they have met the second standard by translating specific issues and situations into questions like these in table 1, and then answering such questions.

Table 1 and 4 Related Questions to the Reasoning Process of Dimensions

Questions	Reasoning Process	Dimension
How are these alike? How are they different	Comparing	3
What groups can I put things into? What are the rules governing membership in these groups?	Classifying	3
What conclusions/generalizations can you draw from this, and what support do you have for these conclusions? What is the probability of this happening, and what support do you have for this conclusion?	Induction	3
What has to be true given the validity of this principle? What is the proof that this must be true?	Deduction	3
What's wrong with this? What specific errors have been made? How can it be fixed?	Error Analysis	3
What is the support for this argument? What are the limitations of this argument?	Constructing Support	3
What's the general pattern of inhere? Where else does this apply? How can the information be represented in another way(graphically , symbolically)?	Abstracting	3
What do you think about this issue? On what do you base your opinion? What is another way of looking at the issue?	Analyzing Perspectives	3

What/whom would be the best or worst? Which one has the most or least?	Decision making	4
What are the defining characteristics? Why /how did this happen? What would have happened if?	Definitional, Historical, and Projective Investigation	4
How can I overcome this obstacle? given these conditions, what should I do to accomplish the goal.	Problem Solving	4
What do I observe? How can I explain it? What can I predict from it?	Experimental Inquiry	4
How can this be improved? What new thing is needed here?	Invention	4

Source : Marzano et al., (1993), p:24

Category 2 : Information processing standards

This category contains four standards :-

- Effectively uses a variety of information gathering techniques and information resources.
- Effectively interprets and synthesizes information.
- Accurately assesses the value of information.
- Recognizes where and how projects would benefit from additional information.

Complex tasks involve gathering and processing information from different sources. For example, reading, interviewing and direct observation. One important standard is the ability to effectively use variety of information gathering techniques and information resources.

The second important standard is the ability to interpret and synthesize information. Interpretation and synthesis include both explicit and implicit information. One example of a task that test student's ability to meet this standard is asking them to identify the main ideas and supporting details of an essay.

In addition, learners must be able to accurately determine whether the information gathered is relevant to this task. This decision requires a sensitive understanding of both the nature of the task and the nature of the information. Therefore, the third

standard is to assess the value of specific information to the completion of a given task.

The final standard in this category requires students to be able to determine whether their information base is sufficient to the task. If no, they should seek new information. To show their ability to meet this standard, student must have the opportunity to work on projects over long periods of time, so they can continuously evaluate whether they need more information to complete a particular segment of the project.

Category 3 : Effective communication standards.

After completing a task, learners usually must communicate to others what they have learned. The following are standards concerning effective communication and production:-

- Expresses ideas clearly.
- Effectively communicates with diverse audiences.
- Effectively communicates in a variety of ways.
- Effectively communicates in a variety of purposes.
- Creates quality products.

When the product is completed students must express their ideas clearly by any means of communication. Whether a written essay, an oral report, an audio taped report, or the like; ideas must be presented with a clear main point and the appropriate supporting details, in order to meet the first standard in this category.

The second standard of effective communication is the ability to communicate with diverse audiences. Whereas a primary student might be able to communicate with parents and teachers only, a high school student should be able to communicate with a wide span of audiences.

Effective communication meets the standard of communicating in a variety of ways such as :-

- | | | |
|------------------|--------------------------|--------------|
| •Oral reports | •Panel discussion | •Debates |
| •Written reports | •Outlines | •Slide shows |
| •Video tapes | •Graphic representations | |

Effective communicators must be able to communicate for a variety of purposes. For example, to inform, to persuade, and to develop questions.

Finally, effective communicators meet the standard of creating quality products. They should know the criteria for the product they are creating and make sure the products meet those criteria.

Category 4 : Collaboration/Cooperation standards.

Four standards could be conceptualized concerning effective collaboration and cooperation. These are :-

- Works toward the achievement of group goals.
- Effectively uses interpersonal skills.
- Contributes to group maintenance.
- Effectively performs a variety of roles.

The ability of working toward a group goal requires a person to make responsibility to the group goal and effectively carry out assigned roles. Learners who are skilled at collaboration and cooperation can meet the first standard.

Interpersonal skills means participating in group interactions with no prompting, and expressing ideas and opinions in a manner sensitive to the feeling and knowledge base of others. To meet the second standard, the learner must know how to enable her fellow group members through interpersonal skills.

The third standard involves identifying changes necessary in the group process, and then working to carry out those changes. The individual skilled at collaboration and cooperation contributes to keeping the group on track.

Within a well - function group, members should play variety of

roles. Some members are information gatherers, others are facilitators and so on. Effective collaboration and cooperation, means meeting the standard of effectively performing a variety of roles in a group.

Category 5 : Habits of mind standards.

Researchers in the field of cognitive psychology have found that human beings have the ability to control their own behavior even their own thought processes by using effective habits of mind (Marzano & Costa, 1988).

Zimmerman (1990) places the effective habits of mind in three broad categories. Self - regulation, critical thinking and creative thinking. Marzano et al., (1993) identified standards for each of these areas as follows :-

- Self - regulation

- A) Is aware of own thinking.
- B) Makes effective plans.
- C) Is aware of and uses necessary resources.
- D) Is sensitive to feedback.
- E) Evaluates the effectiveness of own actions.

- Critical thinking

- A) Is accurate and seek accuracy.
- B) Is clear and seek clarity.
- C) Is open minded.
- D) Restrains impulsivity.

E) Takes a position when the situation warrants it.

F) Is sensitive to the feelings and level of knowledge of others.

- Creative thinking

A) Engages intensely in tasks even when answers are not immediately apparent.

B) Pushes the limits of own knowledge and abilities.

C) Generates, trusts, and maintains own standard of evaluation.

D) Generates new ways of viewing a situation outside the boundaries of standard conventions.

It should be noted that the general category of habits of mind also constitutes dimension 5 of the dimensions of learning model.

Performance Assessment and Performance Tasks.

Performance - based assessment differs from traditional test scoring where students are usually compared to each other. Instead performance assessment is criterion based.

Performance assessment engages the student in tasks that show connections between schools and life ; and thus makes testing authentic and meaningful. Performance assessment requires students to use higher levels of thinking rather than recall facts (Graves, 1990).

In order to accomplish performance - based assessment we need to have performance tasks; which require an extended period of time to complete. Most tasks students are asked to perform in school are short - term in nature. Research indicates that most classroom tasks can be completed in a single thirty to sixty minutes period (Doyle, 1983). Research and theory tell us that the “deepest” type of learning occurs when learners have time to engage themselves in increasingly more sophisticated types of investigation and explanation of the content (Jaques, 1985). These kinds of tasks cannot be completed in a single class

Performance tasks require students to construct new knowledge. Most of the tasks students are now asked to complete have one correct answer which is often a single piece of information. Even writing a paragraph in response to a question does not require students to construct new knowledge.

How to Construct Performance Tasks.

Performance tasks are presented to students as part of regular classroom instruction. The key to using the tasks to assess students ability to meet identified standards lies in constructing the tasks to explicitly include selected standards. Marzano et al., (1993) suggest the following steps for constructing performance tasks that is compatible with the dimensions of learning framework:

Step 1 : Identify content standards that will be included in the task.

A basic assumption underlying the construction of performance tasks is that they include important content standards. Content standards are statements of high - level published and planned knowledge. Ideally, a school or district will have identified content standards, so that individual teachers do not have to create all of them.

Step 2 : Structure the task around one of the complex reasoning process in dimensions 3 and 4.

The complex reasoning processes in dimensions 3 and 4 are the heart of both the dimensions of learning model, and the performance tasks. When first constructing a performance task, it is helpful to use one of these reasoning processes to frame the task.

The guiding principle when developing a performance task is to select the reasoning process that most strongly emphasizes the content information.

Step 3 : Write a first draft of the performance task, the combining information identified in step 1 and 2.

Constructing an effective performance task is much like crafting a well written composition. The student must take description of the task through a number of drafts to achieve excellence.

Step 4 : Identify standards from the information processing category to include in the task, and revise the task to make these standards explicit.

Almost any performance task will require students to collect and process information, often from multiple sources. Consequently, such tasks are perfect tools for gathering assessment information for the standards in the information processing category.

Step 5 : Identify standards (if any) from the habits of mind category and the collaboration/cooperation category included in the task, and revise the task to make these standards explicit.

If a teacher wants to gather information regarding one or more of the standards in the habits of mind category, the collaboration/cooperation category, or both these categories, she should make those standards explicit in the task.

Step 6 : Identify specific standards from the effective communication category and build them into tasks.

Every performance task results in some type of communication or product, the standards for which are part of the effective communication category. To ensure that information is gathered on the selected standards in this category, teachers should revise the performance task to make the standards explicit.

Rubrics for Scoring Performance Task.

Performance tasks do not have a single correct answer, there are a variety of ways to successfully complete them. Consequently, student's performance of the tasks must be judged by one or more persons guided by well defined criteria.

The vehicle used to guide human judgment is a scoring rubric; which means an authoritative or established rule. A scoring rubric consists of a fixed scale and a list of characteristics describing performance for each of the points on the scale. Because rubrics describe level of performance, they provide important information to teachers, parents and others interested in what students know and can do (Marzano et al., 1993).

When teachers prepare the rubrics, students must know them so they become aware of the standards on which they will be assessed and the level of performance expected from them. Appendix B (Page 162) presents rubrics for specific tasks.

Portfolios in Performance - Based Assessment.

One way of applying performance assessment is using portfolios. Portfolios have received an increasing amount of attention not only as a way of documenting student learning, but also as a tool for changing instructional practices. Benefits presented have included students taking more responsibility for their own learning by assessing their own work, learning and assessment being viewed as a developmental process that occurs

over extended periods of time, and the encouragement of learning activities that are consistent with current notions of how people learn and what is worth learning (Camp, 1990).

A portfolio is a collection of work carefully selected from everything the student produces. It is a process where students review and assess their own work to show progress overtime (Wolf, 1989).

In a performance - based assessment system, portfolios include “physical evidence” of students ability to meet the content standards and lifelong learning standards (Marzano et al .,1993).

Portfolio Characteristics.

Portfolios used for assessing knowledge acquisition and skill development is the educators response to the need for an assessment instrument, which is authentic and in keeping with new instruction strategies and the latest research in learning (Graves, 1990).

Portfolio - based assessment is authentic in that it uses work samples prepared by the students to assess their knowledge acquisition, skill development, and learning needs. The portfolio process encourages dialogue and collaboration. Portfolios are the educator’s tools to directly and actively involve students in their own learning. The real value of portfolios as an assessment instrument is demonstrated as students reflect upon and analyze personal progress and development overtime (Wolf, 1989).

In comparison to other types of assessment Camp and Murphy (1990) reported that portfolios provide students with : (1) Control over writing; (2) Opportunity for reflection; and (3) Self assessment of the pieces of writing, the processes they used in writing, their development overtime, and an appreciation of themselves as writers.

Portfolios represent a philosophy that demands that assessment be an integral component of instruction. Portfolios possess an interactive nature in that teachers and students interact with each other, collaborating in order to maximize the benefits of instruction and learning (Wolf,1989).

Portfolios demonstrate a record of student growth. A portfolio can provide documentation on a student's language development. Instead of taking a snapshot of student progress, the portfolios collect a body of work students, teachers, and parents can analyse to determine growth and achievement (Camp, 1990).

Finally, portfolio assessment provides more connection between instruction and assessment, gives English as a Foreign Language (EFL) students more time to generate ideas and proof read carefully, and allows teachers more voice in their students outcome (Maya & O'Malley, 1994).

Portfolios and the Writing Skill.

Students benefit from learning activities in group learning which they form groups of reading, writing, and listening to one another's writing (Applebee, 1984). Students learn best when they are actively involved.

Portfolios unlike other assessment, allow students to use the writing process, study the context of writing, and evaluated a range of student writing (Camp, 1990). Portfolio collects writing over a period of time and demonstrates the depth and width of student work. Along with several pieces of writing, most portfolio designs include a self evaluation of the student's growth in writing (Wolf, 1989). Moffett & Wagner, (1976) suggests students be evaluated upon the writing folders rather than individual pieces so parents, students and teachers could consider features and styles in the writing rather than to assign a grade.

Portfolio assessments, unlike a writing sample, shows range and depth in student's work (Wolf, 1989). Camp (1990) proposed five elements of student writing to be reflected in the portfolio that were not a part of other assessments. These are : (1) What they had done well in writing; (2) What was valued in the writing; (3) Goals and interests expressed in writing; (4) Awareness of strategies and processes; and (5) What they understood about their writing.

Portfolios and EFL.

In a written language portfolio the view that assessment must meet three conditions is adopted. First, assessment should focus on skills that are believed to be important to instruction. Therefore, learning to use evidence to support an argument should be a target of assessment and this can be done by assessing (EFL) writing skills.

Second, assessment should contribute to instruction and learning. To satisfy this, a rethinking of assessment is required. If assessment is tended to contribute to instruction, it cannot only occur at the end of a unit or a semester. Assessment must be a continuous process. It also must provide information that forms the basis for instructional decisions. Unfortunately, most traditional forms of assessment do not give such information. In the common assessment approach, students responses are marked as correct or incorrect and the students score is the sum of correct answers. There was no information about how the student sees the problem, what the student knows about the content being tested, and where difficulties faced by the student may lie. On the contrary, assessment in a portfolio process provides the type of information that will support a conceptual change in learning environment. In this view students are not simply receivers of assessment information, but are themselves active participants in the assessment process itself.

Third, a written language portfolio assessment ought to inform an educational institution about how the language program is functioning. Rather than simply asking whether students are scoring high or low, it is important that assessment provides information about what opportunities students have in language, where they are succeeding and where they are having difficulty (Maya & O'Malley, 1994).

Justifications for Using Portfolios in EFL

Portfolio assessment in EFL program is essential for many reasons. Among which are the following :-

First, the limitation of single measure assessment. Whereas standardized tests serve a purpose in education they are neither reliable nor sufficient. Many educators admitted that any single score, whether it is a course grade or a percentile score from a norm referenced test, almost always fails to accurately report student overall progress "(Flood & Lapp, 1989, P:509). Portfolio advocates argue that student's classroom work and their reflections on that work provide a richer and true picture of student's competencies compared with traditional or other demanding assessment.

Second, the different aspects of language proficiency make it a complex construct to be assessed by traditional assessment processes.

Finally, the need for adaptable assessment techniques in the EFL classroom where linguistic, cultural, and educational diversity are easily addressed in portfolios assessment that is because portfolios can be individualized (Maya & O'Malley, 1994).

Summary of the Theoretical Background

The literature on the dimensions of learning model implies some significant changes in the nature and function of schooling. For example, if we want our students to engage in complex tasks in which they will use knowledge in meaningful way (dimension 4) ; and if we want them to produce such higher level of mental skills as being aware of their own thinking (dimension 5) ; then our methods of assessment must surely be changed. Most of today's assessment make no attempt to measure such behaviours ; they are not linked to the kind of learning we want to see (Marzano, 1992).

What we now know about learning indicates that assessment and learning are closely tied. Assessment has both a direct and indirect effect on learning. Assessment directly affects learning in that it produces the essential feedback for effective learning. It indirectly affects learning in that instruction is turned toward what is assessed; and obviously, what is taught affects what is learned (Marzano et al ., 1993).

Portfolio assessment, and performance - based assessment in general, have become a cornerstone of reform assessment (Graves,1990). The reasons for using these forms of assessment to support instructional practice are clear : they engage students in tasks that are more comprehensive and which correspond with goals and standards of the educational process in general; they provide detailed evidence about student thinking that enables more specific instructional decision making; they encourage students to take an active role in their own assessment and share the responsibility for learning (Camp, 1990).

To sum up, this study is based on the following five basic assumptions :-

1. Instruction must reflect the best of what we know about how learning occurs.
2. Learning involves a complex system of interactive processes that includes five types of thinking (The Five Dimensions of Learning).
3. The first intermediate curriculum should include teaching of higher level attitudes, perceptions, and mental habits that facilitate learning.
4. Assessment should be part of the instruction process and focus on students use of knowledge and complex reasoning rather than on their recall of low - level information.

CHAPTER THREE

REVIEW OF RELATED STUDIES

Authentic assessment is a current move in evaluation, even though, it has motivated educators widely, and much has been written about it. Unfortunately, the empirical investigation research to examine its productivity is very limited. The following is a presentation of the research endeavor in this field.

Numerical grading is the most popular grading system. This was the finding indicated by Yang (1995) who examined the academic grading policies in Texas school districts.

On the other hand, this system was opposed by Huang (1995) through his investigation regarding the grading procedure. In his findings the majority of respondents reported that the student who takes a second test (re -test) receives the original grade. Moreover, many of the policy documents indicate that a re-test grade of no higher than 70 can be recorded. Accordingly, the participants of the study suggested changes to the current grading system including the use of alternative/ authentic

assessment, various sources/determinants of grades, and a consistent and uniform grading policy across grade levels and across school districts.

On the same line, Franklin (1995) believes that there should be an appropriate assessment measures in his study. The researcher developed a survey of 46 items. The qualitative analysis of the data revealed that all who completed the survey used standardized measure, but valued authentic assessment more. Most teachers indicated that they used authentic assessment more often. They believed that authentic assessment requires more proficiency in order to be more realistic. In addition they indicated that they used them more often to evaluate students performance on educational outcomes, and to evaluate their own teaching.

More supporting studies for the authentic assessment system comes from Zimmerman (1992). The study aimed at comparing the use of standardized test and authentic assessment regarding student progress and achievement in art education. The conclusion showed that authentic assessment is a powerful measure of student achievement and teaching effectiveness.

Furthermore, The National Center for Fair and Open Testing (1992) reported, that authentic assessment can provide more information than any multiple - choice test possibly could. Moreover, it reported that authentic assessment approaches are widely used in evaluating writing. Similar approaches are being developed with open ended mathematics questions. Authentic assessment are also being developed for science, history, social studies, and reading.

In addition to the former study, the following investigation was done in the Center for Reading and Language Studies (Farr & Green,1993) at Indiana University. The Educational experts were assembled to investigate the validity of performance based assessment for determining the achievement of high school students in reading, writing, and mathematics. The Indiana performance assessment that materialized from this project were subsequently used with over 5,000 students. Of the ten holistic assessments developed, six integrated mathematics and communication skills. Given pilot testing constraints, student performance on these assessments was acceptable, and reliable increases in performance were seen from grade nine through grade eleven. The project successfully assessed over 5,000 students while conducting a survey and demonstrated that

performance assessment is feasible on a large scale. The study indicated that both students and educators understand, or at least sense, the limited perspectives of much standardized testing, and welcome assessment in an integrated and authentic way.

A practicum was developed by Scott (1992) for the purpose of broadening and strengthening classroom assessment of the student's ability to read and write development in a third grade. Goals were to implement authentic assessment techniques, to involve both students and parents in goal setting and ongoing evaluation processes, and to develop writing portfolios exhibiting a wide range of student performance. A staff survey was administered comparing standardized tests to course content being implemented; a survey was conducted among third grade parents to ascertain their performances for report cards or conferences, as well as their evaluation of the effectiveness of conferences. Frequent conferences were held with parents to set goals for, and report progress on students achievement. Scaffold conferences were implemented with individual students on a regular basis to review goals and progress. Steps in the writing process were modeled. A variety of authentic assessment tools were implemented, including the portfolio and observation approaches. Several portfolio workshops and alternative

assessment presentations were given at district, country and state levels. Results of the practicum were positive. Analysis of data revealed that the authentic assessment methods monitored through Scaffold conferences taught students to assume increased responsibility for their own learning programs. More regular conferences between parents and teachers, plus the implementation of a criteria based report card, created more meaningful dialogue about the educational program and individual student progress.

Meisenheimer (1996) examined the critical attributes of teachers who have become participants of authentic assessment, and compared identified characteristics of authentic and traditional assessors. The instruments to be used were designed based on a review of the literature and previous works by Dr. Richard Stiggins and Dr. Robert Wilson. A Classroom Testing Questionnaire identified teachers who scored at the extremes in terms of testing practices which identified them as authentic or traditional assessors. An In - Depth Interview Questionnaire delineated the attributes and supporting factors of the school which enabled the authentic assessment to shift their paradigms from traditional assessment to authentic measures.

The participants of the study were ninety - five teachers in three suburban high schools in Lake County, Illinois with similar enrollments and varying socioeconomic levels .

Authentic assessors were more likely to be found in the fields of English and social studies. The In-Depth Interview Questionnaire revealed that authentic assessors were found to differ from traditional assessors in four areas : Professionalism, collegiality, philosophy and support systems. Professionalism was defined as on going education in graduate courses and attendance at workshops and conference presentations, publications, and administrative positions. Collegiality was evident by collaborative curriculum writing, shared lesson presentations, and active mentor relationships. Philosophy was defined as the ability of authentic assessors to articulate ways in which their instruction and assessment practices had been influenced through professional readings, and the active role of students in the designing and scoring of assessments. The support systems of the school which enabled teachers to become authentic assessors including a climate which supported experimentation, the opportunities for teachers empowerment, and financial support for staff development and curriculum writing.

The main instrument used for applying authentic assessment is the portfolio procedure. Many studies adopted this instrument for evaluating the development of the learning process. Andrews (1994) examined the instructional uses of literacy portfolios. Analysis of data suggests that when literacy portfolios became a routine and integral part of the school day, assessment and instruction changed in the following important ways : (1) assessment and instruction were organized around student needs, not curriculum plans ; (2) teachers and students acted as co-investigators in the learning process, sharing responsibility for assessment and instruction ; (3) natural and readily available context emerged for modeling and practicing effective reading and writing strategies ; (4) literacy performance was documented by explicit of success in reading and writing, leading teachers to acquire a keener view of student need; (5) teachers and students engaged in routine self - reflection led to continuous goal - setting and self monitoring by both teachers and students. Beane (1995) assured that practicing and promoting student assessment teaches students to assess ; (6) the information enhanced communication among all stakeholders involved in instructional planning ; (7) portfolios increased teacher's awareness of the instructional needs of both high and low performing students.

The data also indicate that in order for portfolio to promote change in assessment and instruction in these ways, certain conditions were necessary. These include : (1) congruence between the teacher's belief system about how children acquire literate behaviors and a view of assessment as a dynamic, collaborative process; (2) willingness to assume a risk - taking stance, providing students a voice in assessment and instructional decision - making, and sharing with colleagues ; (3) opportunities for and willingness to fully participate in professional development collegial exchanges, and necessary instructional and assessment changes.

In searching for an improvement in student writing and attitudes towards writing through performance - based assessment, a practicum was done by Marchesani (1992). This kind of assessment featured peer and teacher conferencing, holistic grading, and publication of material written by students. The practicum involved seventh and eighth graders and five teachers who established all aspects of the writing process from prewriting to evolution. The 12 - week writing program included all four types of writing, provided folders for all students, outlined procedures for peer and teachers conferencing,

conducted summative evaluations among teachers, enacted a letter - writing project among students, arranged for the collection and sealing of student folders for teacher assessment in the next academic year, and conducted summative evaluation surveys at the conclusion of the program. Analysis of the survey and evaluation of teacher discussions revealed a considerable increase in student participation in writing as well as an improved attitude by the students about writing. Overall teachers and students create a more positive outlook about writing in general and of portfolio assessment in particular.

Another study by Stroble (1993), describes ways in which the content and assessment standards for Kentucky student portfolios enable students to achieve success under the Kentucky Education Reform Act. Analysis of data shows that portfolio assessment criteria, rubrics, and student benchmarks communicate high standards.

Murphy (1995) concluded from the development of the Portfolio Assessment Model, that portfolios must be designed to answer the specific needs of the learners who will be preparing them. Portfolios can be designed to address district and state goals or mandates. A learning environment which support each component of the portfolio process must be created.

Murphy (1995) indicated that portfolio assessment is authentic in that it uses work samples prepared by students to assess their knowledge acquisition, skill development, and learning needs. The portfolio process encourages dialogue and collaboration. Portfolios are tools educators have available to them to directly and actively involve students in their own learning. He pointed out that the real value of portfolios as assessment instruments is demonstrated as students reflect upon and analyze personal progress and development over time.

Hoeft (1994) investigated the use of portfolios in evaluating student learning. The findings indicated the following : (1) portfolios provide students with tangible evidence of their learning ; (2) teachers ' roles become those of researchers, constructive evaluators, and advocates when using portfolios ; (3) students take ownership and assess their own work when given the opportunity to select work for their portfolios ; and (4) parents develop a deeper understanding of their children's growth and progress when teachers use portfolios.

Normandale (1995) established a model for a system of reporting drama progress to students, parents, teachers, and administrators. This was done by using authentic assessment criteria such as observation of student behaviors by the teacher,

the student, and peers, as well as interviews, performance samples, and work products to address the communication of skill development, progress, student strength and student weakness in drama.

Evaluation of the profile report was completed on five levels : the student, the teacher, the parent and the school administration, present, and past. The response from all parts was highly favourable, with the student offering thoughts that the profile reports were welcomed highlights that assured them of things they were doing well, as well as pointing to areas where additional work was needed. Students saw the possibility of transferring the profile report to subject area other than drama, and wondered why the system could not be used there. Parental response was also positive, with parents appreciating the detailed feedback that the profile report provided.

The most complicated field to be assessed authentically is language acquisition. Unfortunately, seldom studies have been conducted on this issue. James (1995) designed a practicum to develop performance-based assessment tools to document language arts achievement for use in eighth - grade language arts classes. Two language arts classes participated in the program for an entire school year maintaining a writing portfolio and a record

- keeping portfolio. Analysis of data revealed that portfolio assessment could be developed for use in evaluating student growth in all areas of language arts.

In McRobbie's (1992) study, the researcher overviewed the outcomes of his country's educators with their portfolios. He ended up with the following conclusion i.e : although portfolios can be adequate in any subject, they are used mostly in teaching English, language arts and writing. Portfolios can: 1) function as a teaching tool and an assessment medium; 2) empower students and teachers; 3) convey to students that development matters; 4) help teachers see how students think; 5) encourage teacher - student collaboration; 6) help validate different learning approaches; 7) help prepare students for adult life; 8) promote self assessment; 9) foster professional development; and 10) promote action research.

Portfolio work is one aspect of the authentic assessment, another aspect shown in this study was the use of self assessment. The idea of self assessment is not a current one. Educators suggested that students were able to give an accurate assessment of their abilities with the language and that the self assessment process was particularly relevant in more informal language study settings, especially for adult learners (McClelland, 1997).

Mcclelland's study (1997) emphasized on high school English students who developed writing portfolios and conducted writing self assessment. The study resulted out that the students after completing the nine weeks sessions were efficiently able to assess their own writings, and were able to develop their writing activities. Moreover, they were aware of their improvements through out their involvement in the writing process activities' workshop.

Beane study (1995) described classroom environments that encouraged students to reflect on their performance, and addressed the utilization of content and assessment language as tools for implementing assessment of student work. The data included regular classroom observations, weekly teacher interviews, selected student interviews, and review of relevant documents: student peer and self assessments, teacher assessment, and actual student work. A number of findings emerged from Beane's study. The most important ones were that communicating expectations increases engagement with learning, engaging students in relevant experiences gives meaning to learning, engaging experiences in learning as a process of planning and revision improves performance quality, promoting ownership increases student investment in the processes and products of learning, and

practicing assessment teaches students to assess.

Conclusion

Mostly, all the reviewed research proved that authentic assessment is an efficient method, that could be used to get reliable data on the process of learning development. Despite the paucity of studies on language acquisition using authentic assessment, approximately all of the studies aimed on studying the effects of the authentic assessment in learning English language skills in general, or English as a mother language. Unfortunately, none was done on the teaching of English as a Foreign Language writing skill in particular. This was accomplished by this study.

CHAPTER FOUR

METHODOLOGY

In this study a qualitative approach is used for collecting data on students' growth in EFL writing skill, and portfolio assessment was adopted.

The qualitative method is used, in order to fulfill the researcher's desire for knowing and understanding why students are not doing well in EFL writing skill. Qualitative research was adopted because research indicates that it is useful as a mean for understanding how teachers and students could interact to create meaning (Fishman, 1977; Mehan, 1977; Patton, 1989; Bogdan & Bilkin, 1992; Erickson, 1986; & Miles & Huberman, 1984).

It was found that qualitative studies often involve decisions to be made while engaged in the study rather than staying with decisions made prior to the actual study. This enable the researcher to explore in greater depth or to move areas of investigation that one cannot anticipate at the beginning.

Educational researchers have argued that qualitative methods of research were too seldom used, which prevented adequate understanding of naturally occurring classroom practices in English language arts, curriculum as well as other areas (Applebee, 1984).

The fundamental concern of the researcher is to understand EFL classroom processes. She wanted to use data to make inferences about how things could be done better or at least differently. It is quite obvious that researchers can only understand EFL classroom processes by observing and analyzing how they set conditions for a teacher and a class of students to participate in social and academic learning. For the above mentioned reasons, qualitative procedure was adopted in this study.

Research Design

This is an experimental study. It is a kind of two quasi experimental design represented as $O_1 \times O_2$ where O_1 refers to pretest $O_1 - O_2$ where O_2 refers to posttest x refers to treatment. Two intact groups taught by the researcher herself were involved. One group was taught according to the traditional method in which the teacher was using Dilmun Book 1 for Bahrain. The students were asked to answer the questions in their work books.

They were not asked to write any reports. Their written work which was limited to answering questions and doing some exercises in their work books, was corrected just once. Furthermore, they were not asked to rewrite any of their written work. Their scores were collected by mean of ; two tests, the midterm exam, and the final exam. The second group was the experimental group in which the teacher asked students to write simple sentences and correct them, then gave them back to students to rewrite. After students corrected their work many times, the teacher tested them in writing the sentences. This procedure was followed when the teacher asked students to write paragraphs and a report about any topic in which they were interested. All their work was collected in a portfolio. Their scores were given according to their portfolios and the final exam.

Action research was employed as a method for examining purposes and practices in EFL teaching. One way of conducting action research is to engage in participant observation, which may be seen as a systematic attempt to discover the knowledge that a group of people has learned and is using to organize the groups' behavior (Searle,1993).

The study could also be considered as a kind of naturalistic investigation into teaching and learning practices in the classroom where the teacher becomes a research instrument (Bogdan & Biklin, 1992). Such a method enables the teacher to determine whether her students could do better in EFL writing skill when utilizing portfolio assessment. After three years of learning English, some of the students in the first intermediate level were found to be unable to write a full correct sentence. The teacher felt disappointed with her students writing level after spending 420 hours learning English in the primary school. Therefore, she tried authentic assessment procedure to assess its effect on improvement in her students EFL writing skill.

Participants of the Study

The target participants of the study were students of English as a foreign language. Thirty students learning English as a foreign language at Yathreb Intermediate Girls School, were the participants of the experimental group of this study. They were on the seventh grade (first intermediate). These participants were chosen because they are the researcher's students and because the intermediate level is in the middle between primary and secondary level. We have to check what they have learned in

primary, and to prepare them for the secondary level where, they are required to display higher levels of thinking.

A comparable group consisting of 30 students taught by the researcher herself was selected to be the control group. This was taught by the traditional method.

Procedure

The study started on the second of October 1996 and lasted for six months. The researcher was teaching English for two classes in the first intermediate level. Each class had thirty students. The two classes took a pre - test measuring proficiency in EFL language production (See Appendix G) page : 228. The results of the test indicated that the two classes were not significantly different from one another. Therefore one of the classes randomly chosen to be considered as the participants of the study; and the other one was considered as the control group. The two classes were asked to fulfill some of the writing skill objectives stated in the Ministry of Education Guidelines (See Appendix A) page : 160. The participants in the experimental group met separately twice a week to receive the treatment. Each session took about fifty minutes. On the second of November the participants were asked to write five short sentences describing themselves. The researcher corrected their papers by underlining the mistakes. In

the next session the researcher discussed with the participants the common mistakes and corrected them. They rewrote the sentences again while good students helped the weak ones. Each mistake was corrected by the students and written five times. This procedure was used through out the whole activities.

On the thirteenth of November the participants were asked to write five sentences describing each other. The researcher conducted a test to measure the participants proficiency in writing a full correct sentence.

The second aim for the researcher after helping students in writing a full correct sentence was helping them in writing a paragraph using all the necessary writing skills to describe their environment. This began on the thirteenth of December.

Being able to write a paragraph, the participants were ready to write a report. They chose their own topics in which they were interested. On the twenty fifth of December 1996, the participants collected the information related to their topics. On the twenty eighth of January 1997 their data were organized in logical sequence. On the fifteenth of March all the participants handed in their reports.

The participants were involved in a Self-Assessment procedure. This was achieved by filling in the Self-Assessment Forms on

the twentieth of March. The researcher gave instructions to the participants in order to create the portfolios. All the participant's portfolios were completed on the sixteenth of March.

In addition, six of the participants; two excellent, two average, and two weak, were asked to participate in an interview related to the portfolio assessment and the whole experiment. The selection was based on their achievement in the experiment. This interview was conducted on the second of April. (Appendix F) Page : 227 presents the questions asked in these interviews.

An integral part of the procedure was participant observation ; i.e. the researcher spent an extended period with the participants. Descriptive data was recorded using Teacher Observation Form (Appendix E) Page : 219.

Finally, the two classes (the experimental and control groups) took a posttest to find out the improvements in their EFL achievement.

Data Collection

Five types of data were collected on the participants of the study using five methods. These were : Students' authentic assessment forms, students' portfolios, students' taped interviews, students' grades, and observation by the teacher. Following is a brief description of how the data was collected.

Students' Self - Assessment Forms

In order to collect this data, students were informed about what is expected of them before they started their project. Before work began the teacher explained the criteria to be used for judging their work. Standards gave students a real picture of excellent performance to help them in assessing themselves. The standards were high, thus they served as a challenge and target for students to aim at. (Appendix C).

Moreover, students were encouraged to create their own performance tasks. Barno (1991) explains that for a performance task to be “authentic “ it must include five characteristics, one of which is that it be constructed by students. Barno’s five criteria for authentic assessment are :-

- 1.The task is meaningful both to teachers and students.
- 2.The task is framed by the student.
- 3.The task requires the students to locate and analyze information as well as draw conclusions about it.
- 4.The task requires students to communicate result clearly.
- 5.The task requires students to work together for at least part of the task.

Students obviously cannot construct tasks in the same way a teacher does. Therefore, the teacher used the five - step process suggested by Marzano ; Pickering & Mc Tighe (1993) to help students in constructing their own performance tasks. Following is a brief clarification of each of these step.

Step 1 :- Have students identify a question related to something in the current unit of study that interest them

Students were asked to construct their own performance tasks by identifying a question that interest them. The teacher asked students to use the questions that correspond to the thinking process from dimensions 3 and 4 to help them shape their questions. These questions; shown in Table 2, were used to guide students in this first step of constructing their own performance tasks.

Step 2 :- Help students write a first draft of the task that makes explicit one or more of the reasoning process from dimension 3 and 4

When the students identified their questions, the teacher helped them in writing a first draft of the performance task. The process of drafting provided valuable information about a student's ability to effectively translate issues and situations into meaningful tasks that have a clear purpose.

“Helping a student identify the reasoning process on which the performance task is based on is an important part of the process of drafting the task, because the reasoning process provides focus for the task and direction for the student”.

Table 2

Table 2 Stimulus Questions Derived From Reasoning Processes of Dimensions 3 and 4

Stimulus Question	Reasoning Process	Dimension
Do you want to determine how certain things are similar and different ?	Comparing	3
Do you want to organize things into groups? Do you want to identify the rules of characteristic that have been used to form groups?	Classifying	3
Are there specific pieces of information that you want to draw conclusions about?	Induction	3
Are there specific rules you see operating? Are there things that you know must happen?	Deduction	3
Are there errors in reasoning you want to describe ? Are there errors being performed in a process?	Error Analysis	3
Is there a position you want to defend on a particular issue?	Constructing Support	3
Do you see a relationship that one else has see? What is the abstract pattern or theme that is at the heart of the relationship?	Abstracting	3
Are there differing perspectives on an issue you want to explore?	Analyzing Perspectives	3
Is there an important decision that should be studied or made?	Decision Making	4
Is there some new idea or new theory that should be described in detail?	Definitional Investigation	4
Is there something that happened in the past that should be studied?	Historical Investigation	4

Is there a possible or hypothetical event that should be studied?	Projective Investigation	4
Do you want to describe how some obstacle can be overcome?	Problem Solving	4
Is there a prediction you want to make and then test?	Experimental Inquiry	4
Is there something you want to improve upon? Is there something you want to create?	Invention	4

Source : Marzano ; Pickering ; & Mc Tighe (1993) p :33

Step 3 :- Help students identify standards from the categories of : (1)

Information processing, (2) Effective communication, (3)

Habits of mind, and (4) Collaboration/Cooperation.

The students were asked to consider other lifelong learning standards that she might want to incorporate into her performance task. Students were encouraged to select standards from the information processing category, the effective communication category, and the collaboration/cooperation category. The student decides that she wants to incorporate the following standards into her performance task:

- Accurately assess the value of information (from the information processing category).
- Express ideas clearly (from the effective communication category).
- Assess and monitors one's own performance in a group (from the collaboration/cooperation category).

Step 4:- Help students rewrite the task so that it highlights the standards identified in step 3

Once the students had identified new standards , they were required to rewrite the task to make the standards explicit .

Step 5:- Help students write the rubrics for the standards that have built into the task

With the task fully designed, the researcher helped students to write rubrics that could be used to assess the student's performance on the standards. The students selected rubrics for those standards that had been built into task.

After writing the rubrics, the student completed the task. Then the teacher used her rubrics to score her performance on the standards that had been built into the task.

After students completed all their tasks, each student independently calculated her scores by using the student self-assessment forms (Appendix D). The scale in those forms are running from 1 to 5, with 5 describing the highest level of performance and 1 describing the lowest level of performance. After the completion of those forms, the students calculate the scores to reach a final score. Through this procedure students were involved in a self - assessment technique.

Students ' Portfolios Creation

Students created their portfolios by selecting four writing samples from a complete folder of their writing. Each writing sample included drafts leading to the final piece. The selection included:-

- 1-An important piece : Students selected a piece that they felt to be important according to their own criteria.
- 2-A satisfying piece, and unsatisfying piece : Students selected two pieces, one they felt to be satisfying and one as unsatisfying. Students were asked to describe what made the pieces satisfying or not, what they learned from working on the pieces, and what might be done differently.
- 3-A free pick : Students selected a piece to round out the portfolio as a picture of herself as an EFL writer. Students were asked to give explanations for their choices.
- 4-An optional negotiated free pick : Teacher suggested an additional piece to be included in portfolio when she felt that the student selection did not submit a representative picture of herself as an EFL writer.

In addition to those pieces of writing, the Portfolio also included:-

1. Table of contents : A record of the pieces in the portfolio, the assignment to which each responded and the dates on which they were written and selected.
2. Writing Inventory : A brief description that students complete describing their experience as an EFL writers.

Final Reflection : Students were asked to look at their EFL writing in the period of the study, and describe changes in their EFL writing and themselves as EFL writers. They identified specific problems, showed their progress and thought about their own work. Gradually, students became skilled at self assessment. They were able to see and reflect on their work. Students used to look at their works continuously, reflecting and assessing not waiting till the end of the year.

Students ‘ Taped Interviews

The researcher conducted interviews with six of the participants to collect their point of view of the experience and the portfolio assessment. (Appendix F) Page : 227 presents the questions asked in these interviews.

Students ‘ Scores

The researcher collected the participants score in the pretest and posttest which was a teacher made test. These scores were used for comparison with the control group taught by the

researcher herself according to the traditional methods. The scores of those groups in the school first semester final exam, were also compared. The validity of the school exam was warranted since it was agreed by three English teachers, that it tested the four skills of the English language (See Appendix H) Page : 230.

Observation by the Teacher

In this study the researcher made herself as a participant observer or the instrument for data collection (Guba & Lincoln, 1981). As the teacher and researcher within the class, she utilized teacher research within the study. In order to collect this data the researcher used the Teacher Observation Form (Appendix E).

Data Analysis

The data which had been gathered from students portfolios, was used to determine how much growth was achieved in students EFL writing skills. The researcher analyzed the data by reviewing students' reflections, listening to tapes and transcribing the interviews (Bogdan & Biklin, 1992). While listening to all the interviews, she wrote down notations as well as words and phrases the students used. This identified how students reflect upon their growth in EFL writing and what students found

personally significant in the development of the EFL writing portfolios.

The researcher reviewed students' Self - Assessment Forms to find out how students assess their own EFL writing, and whether they had better understanding of their improvement. Furthermore, the Teacher Observation Forms were reviewed to answer the following questions : If students get involved in setting goals and in their own assessment are they going to be better learners ? If students know in advance the criteria they will be assessed on, will they do better?

Finally, the student's scores in the pre - posttest were compared by using paired sample t-test to show student's EFL writing skill progress. The t-test was applied to show how did authentic assessment affect student's writing skills and over all EFL achievement.

CHAPTER FIVE

DATA ANALYSIS AND INTERPRETATION

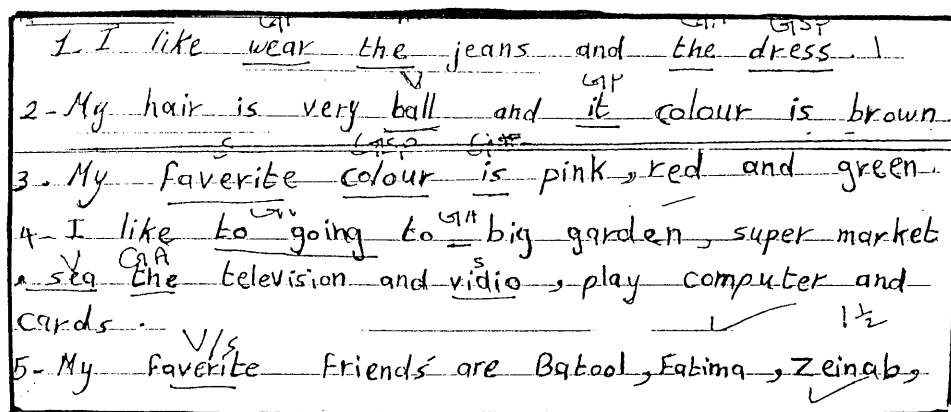
The findings of the study are presented in four categories: 1) Critical assessment based upon writing portfolios; 2) Student's self - assessment forms; 3) Students taped interviews; and 4) Results pertaining to achievement.

Critical Assessment Based upon An EFL Writing portfolio

As a part of the portfolio development process, students critically assessed their EFL writing. "Critical Assessment Based Upon An EFL Writing portfolio" includes examples of students' EFL writing strengths and weaknesses, students' statements having reflective qualities about the value of the portfolio, and the researcher observation. "Critical Assessment Based upon An EFL Writing portfolio" suggests the power of the portfolio as a classroom assessment tool. Analysis of student' reflective comments gave answer to the research first question which was: How much growth in student's EFL writing is achieved when using authentic assessment ?

The study revealed that Portfolio assessment helps students with different academic levels in developing their EFL writing. The following are examples of different students EFL writing improvements:

When asking students to write five correct sentences describing themselves, Fatima who is an excellent student wrote:



Fatima recognized her mistakes, She had problems in the tenses of the verbs, using the articles, using wrong vocabulary, and some spelling mistakes. She discussed with the researcher those mistakes and how to correct them. She rewrote the sentences. The following was her second try:

- 1- My name is : Fatima Hussain Ali Mandeel
 - 2- My weigh^{is} is : 90 kilo grams^{GSP}
 - 3- I like my teacher Jehan
 - 4- I like speaking English and French
 - 5- My face is beautiful
- My hair is long and my eyes are brown

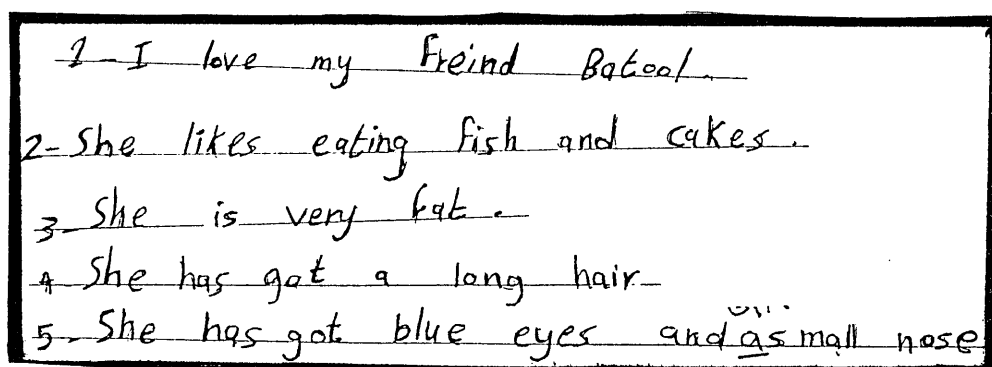
As it is clear, the number of the mistakes were reduced. Fatima was very happy with this improvement. She rewrote the sentences again. This time the whole sentences were correct.

- 1- My name is Fatima Hussain Ali Mandeel .
- 2- My weight is 90 kilo grams .
- 3- I like my teacher Jehan .
- 4- I like speaking English and French .
- 5- My face is beautiful .

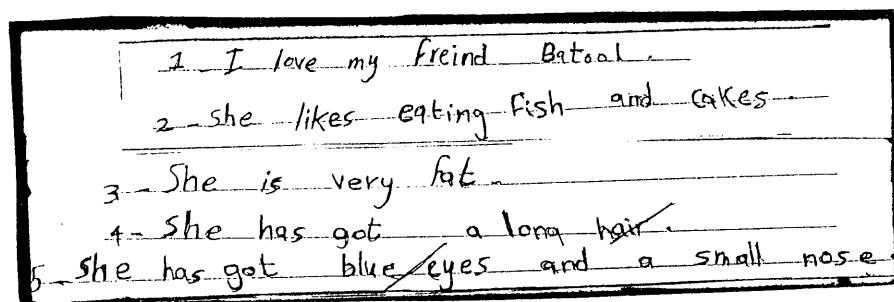
When Fatima reflected on this part of her writing, She considered it as an important piece. She stated:

I learned many grammatical rules and different tenses of the verbs, when to use the full stop and the comma, some spellings, some new words and the right structure of the sentences

The second aim for the researcher was to teach students how to write correct sentences describing each other. Fatima's first try was:



This time almost Fatima had no mistakes. She rewrote it again with no mistakes at all.



By now Fatima was able to write a whole paragraph. Students were asked to write a paragraph describing their immediate environment. Fatima wrote:

I live in a big room. I like my room very much. It has got a bathroom, a bed, a desk, a table, a phone, a desk for the computer, a T.V., 2 cupboards and a small store.

Finally, Fatima started to think about her research. She put a plan for her research and started to write about the different kinds of animals. One of the animals she wrote about is the chimpanzee:

Chimpanzees are the most human-looking of all the Apes. Fully grown, they are about 1.3 metres tall and are able to walk upright, although they often use their hands to help push themselves - lives along the ground.

When reflecting on her research she stated:

I did a great work on this research, but I learned many things such as where the different animals live, what do they eat, and how they are useful to us. I read a lot therefore, I learned how to organize my ideas and how to write full correct sentences.

Fatima assesses herself by stating:

Now I can compare between the different kinds of animals and birds. I can organize my ideas and write correctly without spelling mistakes. I went to the school library and public libraries to search for related information, I read a lot of things, which I never think I would read in my whole life while learning English.

When assessing her thinking she stated:

I was always thinking how to organize my ideas and my information. I sat for long times just thinking how to start writing my research. I tried many times till I wrote it in it's way. I feel now that I have to think carefully before starting to do any thing.

As an observer the researcher found that Fatima went through great changes. She was listening carefully to the teacher's instruction, and always asking how to write something before starting to write. She worked hard to collect different kinds of data, She was able to scan for her information and organize them. She compared the different kinds of animals and classified the information accordingly. She used to give evidence

by showing some pictures and used to give her opinion. Finally, she was able to push the limits of her knowledge and abilities.

In order to describe herself, Khadija wrote:

- 1- My name is Khadija.
- 2- My ^Shair is not very short. ¹³/₄
- 3- My ^{S:V}avunt animal is ^Srabit and the food is fish.
- 4- I don't like meat ^{CP} ¹³/₄

Khadija, who is an average student, had some spelling mistakes therefore, she wrote them ten times till she learned how to write those words. In her second time, She wrote five full correct sentences.

- 1- My name's Khadija.
- 2- I'm 13 years old.
- 3- I'm very tall.
- 4- My hair is black and It's long.
- 5- My eyes are brown. ✓

To describe her friend she wrote:

Her name's Khadija Abas. ✓
 GR
 she is very thin. ✓
 Her eyes are brown.
 GR
 she is tall.
 GR
 she likes maths subject.

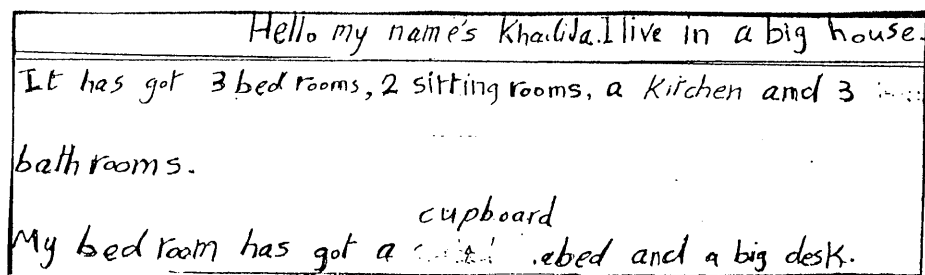
On her second try, she got the correct sentences:

Her name's Khadija Abas. ✓
 She is very thin. ✓
 Her eyes are brown. ✓
 She is tall. ✓
 She likes the maths subject.

To describe her immediate environment, Khadija wrote a paragraph describing her house:

Hello. My name's Khadija, I live in a big house.
 It has got 3 bed rooms, 2 sitting rooms, GA
 kitchen and 3 bathrooms.
 GR
 My bedroom It has got a S GR
 cobbord, bed and a big desk.
 GR
 My house It has got a garden. This garde GR
 it has got GA GRP
 a three

Khadija wrote a good paragraph but, she did not use the articles where it is necessary. She had problems with the plural, for example, she wrote 4 brother while it is 4 brothers. She recognized her weaknesses and rewrote the paragraph correctly in the second time:



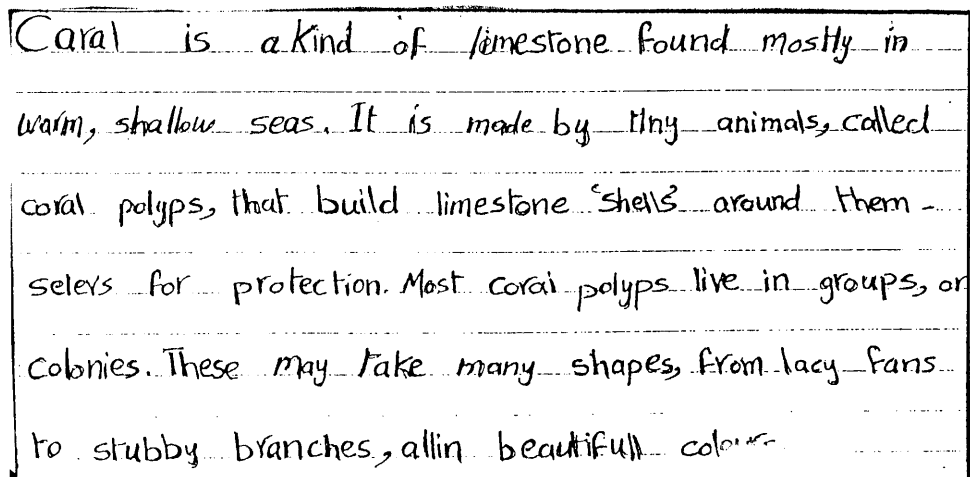
Handwritten text in a box:

Hello my name's Khadija. I live in a big house.
It has got 3 bedrooms, 2 sitting rooms, a kitchen and 3
bathrooms.
My bedroom has got a ^{cupboard} bed and a big desk.

Khadija reflected on her description by stating:

First I did not get a full mark because I had some mistakes, but later I knew those mistakes, correct them and wrote them for five times till I learned them. I think it is useful to learn how to describe people and places.

As the most important task to Khadija is writing a piece of research, She thought for three weeks what to write about. Finally, She decided to write about the Coral Reef. She wrote:



Handwritten text in a box:

Coral is a kind of limestone found mostly in warm, shallow seas. It is made by tiny animals, called coral polyps, that build limestone 'shells' around them - selexs for protection. Most coral polyps live in groups, or colonies. These may take many shapes, from lacy fans to stubby branches, all in beautiful colours.

Other colonies form thick under water walls known as reefs. Along some reef waves may throw up bits of sand and coral which gradually build up on top of the reef until it is above water. The reef then becomes an island. One kind of coral island is the atoll, a ringed reef that encloses a central lagoon.

When she reflected on her research, she stated:-

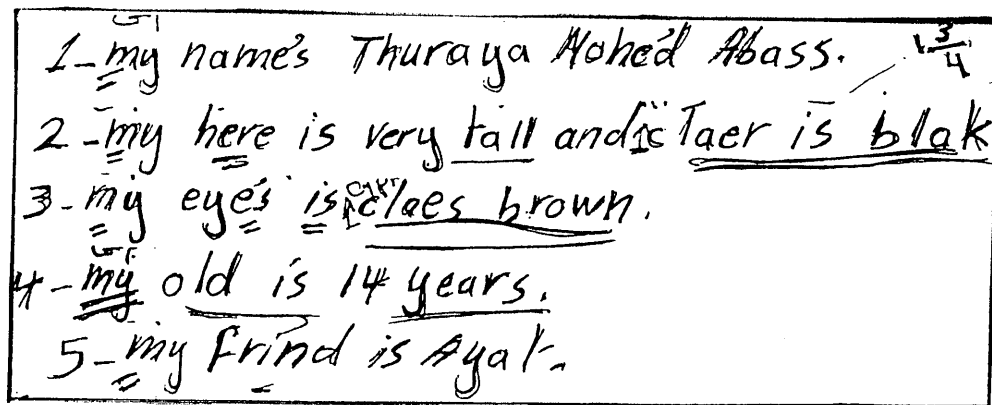
Since it was the first time to write an English research, it was very important to me. I was very tired, I translated many things, I searched for the information from different books and films, and I read many books. First it was very difficult and I did many mistakes, but later on it became very interesting.

Khadija assessed herself by stating:-

I learned many new words and interesting facts about the Coral Reef. It was the first time I wrote an English research and I'm proud of myself. I worked hard, read a lot, looked for different information and put a plan for my work.

As the researcher observed her work, she found that Khadija was very active and a hard worker, She had no difficulties in reading many related topics, gave pictures and abstracted her research into main points. Khadija was very confident, she knew what to do and how to do it. Her plan was clear and well accomplished, her information was accurate and her ideas were clear and well organized.

In her first try to describe herself, Thorya who is an average student wrote:



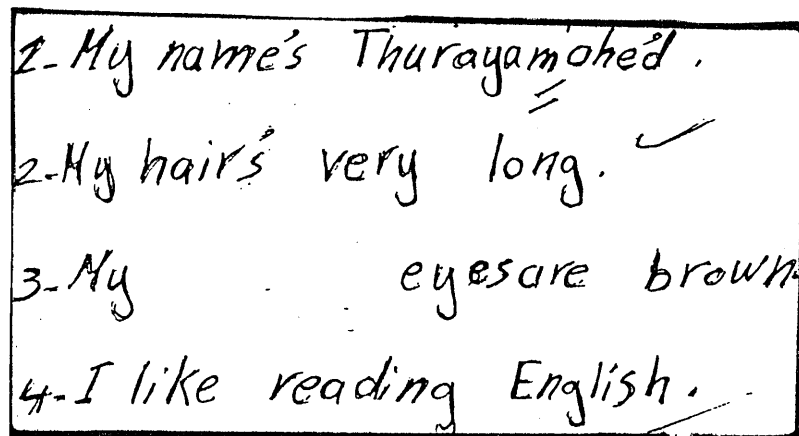
1- my name's Thuraya Mohe'd Abass. $\frac{13}{4}$
2- my here is very tall and is Taer is blak
3- my eyes is cloes brown.
4- my old is 14 years.
5- my frind is Ayat.

Thorya had different kinds of mistakes in her writing. She had a number of spelling mistakes, started the sentences with small letters, and had difficulties in using the suitable prounous, and subject verb agreement.

In her reflection on this piece of writing Thorya stated:

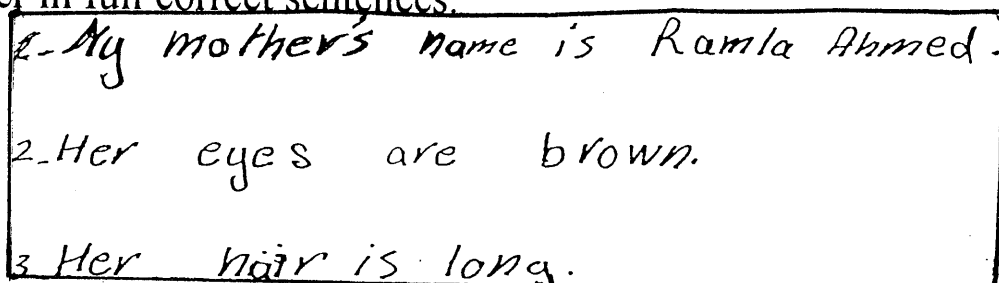
I'm really not satisfied with this piece. I did not know how to structure a full correct sentence. I had many mistakes which I had never knew that they were mistakes.

The researcher discussed those mistakes with the students. Thorya recognized them and tried many times to write the sentences correctly. In her final try, She wrote:-

- 
- A rectangular box containing four handwritten sentences in black ink. The sentences are numbered 1 to 4. Sentence 1: '1- My name's Thurayamohed.' with a double underline under 'mohe'. Sentence 2: '2- My hairs very long.' with a checkmark at the end. Sentence 3: '3- My eyes are brown.' Sentence 4: '4- I like reading English.'
- 1- My name's Thurayamohed.
 - 2- My hairs very long. ✓
 - 3- My eyes are brown.
 - 4- I like reading English.

In response to this piece, Thorya expressed her satisfaction. She was proud of herself and how she tried hard in order to improve her EFL writing abilities.

When describing another person Thorya described her mother in full correct sentences.

- 
- A rectangular box containing three handwritten sentences in black ink. The sentences are numbered 1 to 3. Sentence 1: '1- My mother's name is Ramla Ahmed.' Sentence 2: '2- Her eyes are brown.' Sentence 3: '3- Her hair is long.'
- 1- My mother's name is Ramla Ahmed.
 - 2- Her eyes are brown.
 - 3- Her hair is long.

When students compared their writings, they reflected upon strengths and weaknesses. This process enabled Thorya to see how she learned from her earlier mistakes.

Thorya was annoyed when we started to write paragraphs, her first try was full of grammatical spelling, and mechanical mistakes.

Monday ^{GP} ^{GPR} ^{GSP}
 I live in a bungalow the bungalow It's has got 5 bed room
^{GSP} ^{GA} ^S ^{GA} ^{GA}
 3 bathroom, kitchen, dining room and sitting room,
^{GP} ^{GPR}
 the bungalow. It's has got a big garden and a
^{GP} ^{GPR} ^{GA} ^S
 garage. In my bed room It's have got a chair, a table,

While in her second try, she wrote:-

I live in a bungalow. The bungalow has
 got 5 bed rooms, 3 ^{GSP} bathroom, a kitchen, a dining room and
 a sitting room. The bungalow has got a big garden and
 a ^S ^{extra} ^S garage. In my bed room has got a chair, a table, a
 bed and a poster.

Thorya in her reflection stated:-

I learned many things which I did not know
 before. I knew how to write a paragraph.

In her research, Thorya wrote about the moon. First, she started to translate sentences from Arabic to English with some mistakes. Later on she had no difficulties in translation. She was always trying to understand any information before writing it. She used many pictures to clarify hides. She reviewed many books and watched different films about the moon. She made a plan for herself and this plan was followed. She was always trying and doing her best to learn. For example, she wrote:-

singular and plural, and wrong structure of the sentence. Moreover, she could not use the right vocabulary, she wrote “my hair is small” instead of “my hair is short”, and committed many spelling mistakes. When Hana knew her mistakes, she tried to correct them:-

In her third time, she wrote:-

1. ~~My~~ My name is Hana. ✓
 2. I like ^{GA} ^{GP+S} English ^S subj^t. ✓
 3. I'm very tall. ✓
 4. My hair ^S is brown. ✓
 1 3/4

Her final try was:-

1. My name is Hana. ✓
 2. I like ^{the} English Subject. ✓
 3. I'm very tall
 4. My hair is brown.
 5. My eyes are black

When starting to write a paragraph Hana started with this level:-

My ~~best~~ bed room is very small. But she beut^f
 on the bed ^M ~~two~~ chairs, one ^S ~~table~~, a ^S ~~caporal~~
 and ^{GA} the one ^{GP+S} windows and one ^S ~~bateroom~~.

On the second time, she wrote:-

My bedroom is very ~~big~~ small, but it's very nice. The bedroom has got two chairs, one table, a cupboard, one window and one bathroom.

Hana reflected on those pieces by stating:-

Those pieces are very important to me.
For the first time I learned how to write
a sentence and a paragraph in English.
For the first time I knew my mistakes
and could write something correct.

Hana was showing her willingness to learn. The researcher was excited with her improvement, especially when she worked on her research. She searched for information from many sources, and classified the information according to the different kinds of insects. She put a plan for her work which was well organized.

In assessing herself, Hana stated:-

I can see my improvement. For the first time I put a plan for my work and followed it. I learned how to organize my ideas and depend on myself. I really benefited from this experience and wish to have it again next year.

In her research Hana wrote about the bees:

3. Bee
Inside the hive of the honey bee are cells made of wax. The queen lays eggs in the cells. Larvae hatch out of the eggs and are fed by the workers. Worker bees collect nectar and pollen.

From flowers . The nectar is made into honey,
which is stored in the hive for food.

The worker bee's life is very short, usually about
four weeks

Gadeer is one of the students who could not write correct sentences, she is considered to be a very weak student. In describing herself she wrote:-

- 1 - my name is Gadeer. ✓
- 2 - ^{GR} my ^{GR} names is a [>] cole^r is a red
- 3 - ^{GR} my ^{GR} names ^S hair is a ^S blak. x
- 4 - I like is ^{ON = extra} a ^S somaing. 1

The only sentence she wrote correctly "My name is Gadeer", the other sentences were not understandable at all. The researcher sat with her and asked her about the idea she wanted to say in each sentence. The researcher taught her how to write correct sentences. On her second try she wrote:

1. My name is Gadeer Ahmad
2. I like ^{GA} ^{GS} Reading a book.

3. My hair is balck.

4. I like aeting fish.

In her final try she wrote:-

1- My name is Gadeer Ahmed.

2. I like reading books.

3. My hair is black.

When describing other persons, Gadeer described her father:-

1) My father name is Ahmed.

2) My father is tool.

3) I live father in KarZakan.

4) My father Hair black.

5) I like father thin.

In this second time, she got the whole sentences correct.

2) My father is tall. ✓

3) My father lives in KarZakan. ✓

4) My father has got black hair.

5) My father is thin. ✓

Gadeer reflected on those pieces by stating:-

I had never believed that I would write something correct in English. I'm really happy.

Gadeer faced some serious problems in writing a paragraph. She was willing to learn something therefore, she worked hard and wrote a good paragraph describing her house.

She started with this level:-

My vile in KarZakan ^{GP} My vile is ^{extra} a ^{GP} big ^S My vile
^{at} is ^{extra} a ^{GP} 3 bedrooms & 3 ^{GP} bathrooms. My name is KarZakan
 is a big KarZakan like faleg and ^{GP} it has got many
 Farm. My Bahrin is a ^M beautiful big road and it

She tried for the second time and wrote:-

The villa is big, The ville ^U on ^U the KarZakan,
^U on the ville 3 bedrooms ^{GP}, 3 bathrooms ^{GP}, 1 kitchen ^S, 2
 sitting rooms ^{GA}, 2 ^{GP} a bathroom ^{GP}, 1 ^M farm, 1 a

On the third try, she wrote:-

I live in a ville. The ville is big. The ville ^{GP, U} on
^{GA} the KarZakan, ^U on the ville ^{there are} 3 bedrooms ^{GP}, 3 bathrooms ^{GP}
 1 kitchen, 2 sitting rooms, 1 ^U farm, 1 ^{GA} a ^S garage,

Finally, she wrote:-

I live in a villa. It is big. It is in
KarZakan. It has got 3 bedrooms, 3 bathrooms,
1 kitchen, 2 sitting rooms, 1 majles, 1 garage and a

In her response to this piece, Gadeer stated:-

I learned many new words which I did
not know before. I could write sentences
and paragraphs without making mistakes.
I worked hard and tried many times and
finally I can write something in English.

When assessing herself, Gadeer stated:-

I worked hard to reach this level. Now
I knew my weaknesses and tried to write
correctly, I had never used a dictionary,
now I'm using it regularly. This experience
show me what could I do.

Gadeer was a hard worker. Sometimes she got bored, but
when she wrote correct things she tried again. In her research
Gadeer read many books and asked about the elephants. She
searched for the information related to her topic from different
sources. In her research she wrote:-

The elephant's probosc helps him
as it's nose and lips. He hold the
food and the water to his mouth
more over he takes path with it.

In short, the portfolio assessment shows the teacher what each student needs. The portfolio allowed students to look at their writing strengths and weaknesses based upon the range of their writing.

Students assessed their writing critically. They were able to identify strengths and weaknesses in their writing. Students recognized elements of their writing where improvement was needed. Furthermore, growth was documented when students were able to critically assess their improvement writing and consider strengths and weaknesses.

It is clear from the above results that using authentic assessment along with instructions helps students with different levels in improving their abilities in writing at its three levels: sentences, paragraphs and reports.

In reference to the students' writings, it was clear that each student, regardless to her academic level, has improved in her writing abilities. This gives the answer to the first research question: How much growth in student's EFL writing is achieved when using authentic assessment?

Results From Students' Self- Assessment Forms

To get answers to the second question of this study which was: How do students assess their own EFL writing? Students' responses to the Self-Assessment Forms were analyzed; frequency distribution was constructed for each dimension. The

following is a brief presentation of the results on each dimension:

Results Pertaining to Dimension 1: Positive Attitudes and perceptions About Learning

Table 3 presents the frequency distribution of students self assessment regarding their attitudes and perception about learning. It is clear from this table that students tend to show positive assessment in each of the items in this dimension. Regarding the first item, "Trying to get along with the teacher", about 60% of the students had chosen the high scales and the rest varied among the other scales. Like 23% and 17% for the average scale. None of them chose the least one which approved their mind attendance through teaching.

Regarding the second item, "Trying to get along with other students", the results varied; but the highest percentage was given to the high scales which is 57%. The rest of the percentages were as follows : 27% for the average scale and 17% for the low scale. The lowest scale had not been chosen, which means that most of them were paying attention to their class mates during participation.

The third item focuses on making the classroom a comfortable place. The results here were moderated according to the difficulty of this point. 53% of the students chose the average scale. However, the rest were 20% for the low 20% for the high.

None of them chose the lowest, that means that none of them was feeling bad or uncomfortable during the class.

The fourth item focuses on making the classroom an orderly place. Forty seven percent of them chose the high scale. The rest varied between 10% to 27% for the other scales. None responded to the lowest scale.

In case of the fifth item that has to do with trying to see the value in things they are asked to do; this was a difficult issue during the research, but the results were very satisfying. The highest percentage was for the high scales where 50% of the students chose them and 27% for the average scale. The rest chose (24%) the lowest scales. Since it is considered to be the most difficult point in this dimension the result is satisfying.

Regarding the sixth item that focuses on their attempts to be positive about their abilities to do things they are asked to do; this issue resulted in the following: 64% of students chose the high scales, 27% of students chose the average scale, 10% of students chose the low. Although the percentage have varied, the higher ones are for the highest three scales in the table.

Trying to understand things before they actually do them; The result here is very successful, about 70% of students chose the highest and 33% chose the average scales. That proves their understanding of the things they are asked to do

**Table 3 Frequency Distribution of Student's Response to
Items in Dimension 1 (Positive Attitudes and Perceptions
About Learning)**

Item Number	Low		Average	High	
	1	2	3	4	5
1 - Try to get along with the teacher.	0 0%	7 23%	5 17%	13 43%	5 17%
2 - Tryto get along with other students.	0 0%	5 17%	8 27%	11 37%	6 20%
3 - Try to make the classroom a comfortable place.	2 7%	6 20%	16 53%	2 7%	4 13%
4 - Try to make the classroom an orderly place.	0 0%	5 17%	8 27%	14 47%	3 10%
5 - Try to see the value in the things I'm asked to do.	5 17%	2 7%	8 27%	5 17%	10 33%
6 - Try to be positive about my ability to do things I'm asked to do.	1 3%	2 7%	8 27%	11 37%	8 27%
7 - Try to understand things before I actually do them.	0 0%	0 0%	9 30%	11 37%	10 33%

Note: the above numbers in each cell stands for the number of students; the lower number stands for their percentage.

Results Pertaining to Dimension 2: Acquiring and Integrating knowledge

The study revealed (See Table 4) some valuable results. Regarding the first item of this dimension which focuses on number of mistakes, none of the students chose the least scale which means making many mistakes. However, the percentage varied between 37% for moderate number of mistakes and 26% for no mistakes.

Regarding the second item that focuses on quickness, forty seven percent of the students chose the mid-point which means the moderate speed in finding information. Twenty percent were very fast and 17% were less fast. Seventeen percent were slow and none were very slow.

The third item has to do with easiness in finding information. Responses on this item spread all over the scales. Thirty seven percent were moderate, 20% chose very easy, 20% less easy and 20% chose difficult. Three percent only found it very difficult.

The fourth item of this dimension focuses on ability to perform in many situations. Most of the students showed that they could performed in many situations to find information. This was shown in the percentages; 57% chose the high scales which means, the ability to find information in many situations. Twenty seven percent were average and the remaining 20% could found information in fewer situations.

Table 4 Frequency Distribution of Students' response to Items in Dimension 2 (Acquiring and Integrating Knowledge)

Item Number	Low	Average		High	
	1	2	3	4	5
1 - I can perform without making mistakes	0 0%	4 13%	11 37%	11 37%	4 13%
2 - I can perform quickly	0 0%	5 17%	14 47%	5 17%	6 20%
3 - I can perform with ease	1 3%	6 20%	11 37%	6 20%	6 20%
4 - I can perform in many situations	0 0%	6 20%	8 27%	11 37%	5 20%

Note: the above numbers in each cell stands for the number of students. The lower number stands for their percentage.

Results Pertaining to Dimension 3: Extending and Refining Knowledge

Table 5 presents the frequency distribution of students self assessment regarding extending and refining knowledge. The results from this Table show the following:

The first item of this dimension deals with comparing information. Most of the responses arranged between well and very well. Forty percent could compare information well and 10% could do that very well. Thirty percent could do this skill at an average level. Only 7% were poor in that. Thirteen percent of them were very poor in that

The second item focuses on students ability to classify information. The majority of students could classify information well for about 63%. The rest varies between; 17%, 10%, and 7% for the remaining levels of the scale.

The third item has to do with making deductions. The highest percentage was 33% which was for the moderate scale. In this point the choices spread all over the scales. Such as; 27% were very well, 20% were well, 3% were poor and 17% were very poor in this.

The fourth item concerns making deductions. Forty eight percent of the students were well in making deductions. Only seven percent were very well in doing it. Thirty percent were in the middle scale. For those who were poor and very poor were 10% and 7% respectively.

The fifth item concerns analyzing errors. The results were 33% could analyze errors well and 13% could do that very well. Seventeen percent were moderate. The poor ones were 17% and very poor ones were 10% .

The sixth item deals with constructing supports. The results were very satisfying. That is 43% of them were well in that and 33% were very well in constructing supports. That was the choice of the majority. Seven percent were moderate and the same percentage for the poor ones. The very poor ones were 10%.

The seventh item focuses on making abstractions. Forty percent of them considered themselves well in making abstractions and 17% were very well in doing that. Twenty seven percent of them were in the middle. Ten percent and 7% were poor and very poor respectively.

The last item has to do with analyzing perspectives. The results revealed in this area were very amazing. Twenty seven percent scored for the three highest scales, and 10% scored for the least ones.

Table 5 Frequency Distribution of Students' response to Items in Dimension 3 (Extending and Refining Knowledge)

Item Number	Low		Average	High	
	1	2	3	4	5
1- How well do I compare information?	4 13%	2 7%	9 30%	12 40%	3 10%
2-How well do I classify information?	3 10%	1 3%	5 17%	19 63%	2 7%
3- How well do I make inductions?	5 17%	1 3%	10 33%	6 20%	8 27%
4 - How well do I make deductions?	2 7%	3 10%	9 30%	14 47%	2 7%
5 - How well do I analyze errors?	3 10%	5 17%	8 27%	10 33%	4 13%
6 - How well do I construct support?	3 10%	2 7%	2 7%	13 43%	10 33%
7 - How well do I make abstractions?	2 7%	3 10%	8 27%	12 40%	5 17%
8 - How well do I analyze perspectives?	3 10%	3 10%	8 27%	8 27%	8 27%

Note: the above numbers in each cell stands for the number of students. The lower number stands for their percentage.

Results Pertaining to Dimension 4: Using Knowledge Meaningfully.

Most of the Students, after filling Dimension 4 form, believed that they did well when they performed their tasks. Moreover, they were accurate when they used the information and their thinking was effective. Following are seven examples of what the students stated:-

Hissa, who is an excellent student expressed her feelings by stating:

I feel that I did an excellent job in this research and I benefited a lot from it in English language. I read difficult words fluently and knew how to spell these words and why they were used. I benefited from the grammar and dictating the words. I learnt how to depend on myself to get good work. Examples on the grammar is using the past tense for actions which finished like "In the beginning I talked about the external features of kangaroo". The benefit is how to depend on myself, so I went to the library and collected books and magazines about kangaroos, and I asked my friends and my family. I used the information accurately and correctly. First, I put a plan and from it I searched for the topics I needed. I searched for all the kinds of kangaroos and where they live.

Jenan is one of the excellent student was very proud of her work; she stated:-

I felt that I worked hard in this report, and I am very happy. I learnt from this topic, the differences between the flying dinosaurs and the walking ones. I learnt about their food and how they lived. I evaluated my topic according to my efforts and understanding. I searched in the dictionaries for the words and translated them according to my knowledge in English. Sometimes I asked my parents about my translation and evaluated my topic according to that. Every word I wrote, I thought of it a lot and concentrated in the meaning and thought carefully about writing it or not, whether it is correct or not. I was asking the English teachers in my school and my family to know the meaning clearly and correctly. I used the information correctly because I cooperated with the teacher and asked her about the words, meaning and searched in the dictionaries. I concentrated in every word not only finding and writing it. After I got sure of the information I organized them and used them according to my plan.

Ayat, is one of the excellent students, was very happy about her work; she expressed herself by stating:-

When I finished the research I felt happy because I achieved a nice and wonderful work for the first time. I benefited a lot and learnt a lot of interesting information about the topic. I

watched a film about the dinosaurs and knew how they extincted. Every word I read I concentrated in it without getting bored. I was learning with the dinosaurs as if I was in their world. I wished to go back to the past to see the dinosaurs on real not through pictures. I put a plan to organize my research and go on correctly to achieve this wonderful and interesting work.

Zainab, who is an average student but was a hard worker one; she stated:-

I learnt a lot from the research. Before the research, I didn't know how to translate and how to organize or write information accurately and correctly. Also, I did not search for information from different places. After I finished the research I learnt how to do all these things meanly the translation. I'm happy to act as if I'm older and I have the talent to achieve these works. I was very happy that day when the teacher told us about the research. That made me happy that I will conduct and work hard. I was revising my information accurately before writing anything.

Huda, is an average student wrote the following:-

I have benefited from this. When I go to my teacher to correct me I feel that I am really developing. I learnt a lot from the information about the elephant such as; it's kinds, weighs and many other information. I knew also that it drinks a lot of water approximately 200 litter and it cannot live far from the water. I have used the information accurately and every thing I read I knew it's meaning. When I wrote any information I went to my teacher to know if it was correct or wrong. If it was wrong I thought about it and tried to correct it. For example, when I wrote the information there were lots of mistakes, but the teacher was understandable and corrected the mistakes I made. After that the topic went on smoothly.

Amina, is an example of a weak student wrote the following about her work:-

I benefited a lot from my work. I met some words I considered difficult, but after I knew their meanings, I understood them and knew when to use them.

I began my research with a question and that was "What is the products of ALBA? I made a plan and organized my thoughts. I was collecting the information for my research and divided them according to my plan, and this was a prove on my talents.

Mariam, who is considered to be a weak student wrote:-

I feel that I benefited from writing the report. I earned a lot of information. I organized my ideas and wrote a good plan for my report. My spelling really improved.

Results Pertaining to Dimension 5: Productive Habits of Mind.

The study shows (See Table 6) some valuable results regarding student's productive habit of mind. Following were the results:

Regarding the first item that has to do with students awareness of their own thinking about what they are trying to accomplish. Forty percent expressed such awareness of what they were doing, and 27% were very aware of that. Thirty percent were moderate in doing so and the remaining 3% were not aware. None of them were totally not aware.

The second item focuses on making a plan for what they want to accomplish. The highest percentage was for the largest scale, which means that 11 students had got a complete plan of what

they want to accomplish. Twenty seven percent , 30% and 7% go respectively towards the least ones. None chose the no plan, which shows that they were all aware of the importance to have a plan for their work.

The third item deals with collecting all the resources for what they want to accomplish. Seventy seven percent of the students showed that they had collected all the necessary resources needed. Where as 23% had collected not much resources, and 0% had got no resources.

The fourth item deals with students' awareness of how well they are doing if they need to change any of their actions or attitudes. The results on this point spread all over the scale. The largest percentage was 30% and that was for the average scale. However, the two highest scales had gained the second largest percentages 27% and 23%. Only 3% chose none awareness and 17% chose not aware.

The fifth item focuses on students' evaluating how well they are going and what would they do differently next time. The majority had chosen the always evaluating scale, that were 43% and 27%. The rest had chosen the middle scale that were 10% and 27%. No one had chosen the least one which means that all

of them were evaluating how well they were doing according to their level.

The sixth item deals with students' seeking accuracy actively in the information they are receiving. Students were good in doing that, where 33% and 27% of them were active and very active respectively, which means that 60% of them were on the highest scales. Thirty percent were in the middle and 10% were not very active. None of them were totally not active.

The seventh item has to do with students' actively seeking clarity in the information they are receiving. The majority (73%) choose the high scales (50% high and 23% very high). This means that the majority were active in seeking clarity of information. Seventeen percent were moderate and 10% were not very active. Noen of them were completely not active, which means that they were all seeking clarity but they varied in doing so.

The eighth item concerns open-mindedness of students about information they are receiving. All the percentages spread over the highest scales. That was 13%, 57% and 30% for the very high, and average respectively. None of them chose the least ones, which proves that all of the students were open-minded to the information they were receiving.

The ninth item deals with students' stopping to think before they speak or act and their ability to restrain impulsivity. Students scored 27% and 40% for stopping; 20% scored at the middle and 13% scored at low. None were for not stopping.

The tenth item concerns student's actively taking and defending positions when such action is warranted. The results pertaining to this were as follows: 13% , 33% , and 3% from the highest to the lowest scale. This indicated that students' active varied. However, all the high percentages were for the high scales.

The eleventh item focuses on students sensitivity to the feeling and level of knowledge of others. The results pertaining to this aspect were very satisfying. The majority(73%) of students chose the extreme scale; which means that they were very sensitive. Thirteen percent chose the moderate and 10% average. Only 3% chose not sensitive.

The twelfth item focuses on whether students work intensely even when the task becomes difficult, or are they withdrawing. All the results achieved in this regard concentrated in the three highest points in the scales. That were 40%, 47% , and 13%. None chose the first scales which means no one chose withdrawing.

The thirteenth item has to do with whether students pushing themselves to their limits, or are they coasting. The results here were all the three highest scales. That was 47% for pushing, 43% for less pushing and the remaining 10% for the middle scale. None chose the least ones.

The fourteenth item deals with students' continually identifying standards they want to meet. Forty percent and 30% of them were continually identifying standards they want to meet. The remaining 3% were totally not identifying.

The last item concentrates on students continually trying to see the situation in new and unique ways. Very high percentage had chosen continually trying that was 53% and 30% , where the rest had chosen the middle scale that is 10% and 7% for not very much trying. None chose the least one.

Table 6 Frequency Distribution of Student's Response to Items in Dimension 5 (Productive Habits of Mind).

Item Number	Low		Average		High
	0	1	2	3	4
1. Am I aware of my own thinking about what I am trying to accomplish?	0 0%	1 3%	9 30%	12 40%	8 27%
2. Have I made a plan for what I want to accomplish?	0 0%	2 7%	9 30%	8 27%	11 37%
3. Have I collected all the resources for what I want to accomplish?	0 0%	4 13%	3 10%	12 40%	11 37%
4. Am I aware of how well I am doing and if I need to change any of my actions or attitudes?	1 3%	5 17%	9 30%	8 27%	7 23%
5. Am I evaluating how well this is going and what I would do differently next time?	0 0%	3 10%	6 20%	13 43%	8 27%
6. Am I actively seeking accuracy in the information I am receiving?	0 0%	3 10%	9 30%	10 33%	8 27%
7. Am I actively seeking clarity in the information I am receiving?	0 0%	3 10%	5 17%	15 15%	7 23%
8. Am I open-minded about information I am receiving?	0 0%	0 0%	9 30%	17 57%	4 13%
9. Am I stopping to think before I speak or act? Am I restraining impulsivity?	0 0%	4 13%	6 20%	12 40%	8 27%

10. Am I actively taking and defending positions when such action is warranted?	1 3%	6 20%	9 30%	10 33%	4 13%
11. Am I being sensitive to the feelings and level of knowledge of others?	1 3%	0 0%	3 10%	4 13%	22 73%
12. Am I still working intensely even when the task becomes difficult, or am I withdrawing?	0 0%	0 0%	4 13%	14 47%	12 40%
13. Am I pushing myself to my limits, or am I coasting?	0 0%	0 0%	3 10%	13 43%	14 47%
14. Am I continually identifying standards I want to meet?	1 3%	0 0%	8 27%	12 40%	9 30%
15. Am I continually trying to see the situation in new and unique ways?	0 0%	2 7%	3 10%	16 53%	9 30%

Note: the above numbers in each cell stands for the number of students. The lower number stands for their percentage.

Students' Taped Interview

In order to get answers to the third question of this study which was: How do students reflect upon their own growth in EFL writing? The researcher conducted structured interviews with some of the participants about the value of the portfolio as an assessment tool. After the portfolio was constructed and students reflected on their EFL writing, they were able to assess the range of their EFL writing and comment upon their growth.

Valuable information was achieved through these interviews. Students were highly impressed by the portfolio technique. Here are some examples of their opinions in response to the question: How did you benefit from the portfolio?

The portfolio allowed students to compare mistakes they had made with those they were currently making. Amina expressed this by saying.

You see what you most interested in writing, and then you can go back and look at it later and say, " Well I could have done this", and if you have to do another piece of writing go back and see the kind of mistakes you most commonly make.

By examining their portfolios, students could see how they might improve their writing or what they might change. Thorya said :

It will allow you to go back and look at this is what I did wrong and what I need to do better or this what I did right. If you want to write, I think it will help because you can look at it and see what you want to change in your next piece of writing.

Beyond showing students what they might improve upon, the portfolio seems to have enabled students to determine strengths in writing.

In response to the second question: As you look through your EFL writing what do you see as being evident of growth? Hana indicated that when she said:

Shows you what you could do better at. For example, when I wrote in the portfolio, I gave those three different examples of writing. I felt my research was better.

Comparing her own writing, Hana determined her research was better. The portfolio initially allowed students to assess how their work improved and assess changes they made in their EFL writing. It also enabled students to assess strengths.

When students developed portfolios, they reflected upon future improvement and set goals for EFL writing. Students described the goal's personal significance and how their understanding of EFL writing had grown; and consequently, allowed their confidence to increase. Hissa described her growth by saying :

In the past, I tried to write correct sentences but I could not.

Now I can describe many things and different places. I learned many grammar rules. In my research I learned how to look for the information. Although, all the books were in my library at home, I never looked in those books. Only now I start to look at different books in my library. Now I feel more confident.

In response to the third question in the interview: After looking at your EFL writing in your portfolio and how it was assessed, will it help you make any decisions about EFL writing in the future?

Hissa says: They show how that student can write and what that student can write ----- .

Hala says : Some students would just write short sentences and some have problems writing paragraphs, butwhen you make uswrite all different kinds then that's how it shows exactly we write the different kinds -----.

In response to the fourth question which was: Do you feel any more self-confident about your writing abilities since completing the class? How? Thorya described her EFL writing confidence in different ways. She said :

I had never tried to translate anything, either from Arabic to English or English to Arabic. When I started working on my research, it was a must to translate things. Therefore, I bought an Arabic/English dictionary and an English/Arabic dictionary. I learned many new words and get used to translation. This is now very easy to me and I feel more confident about my abilities.

By reflecting on her writing, Khadija learned more about her own writing and started to understand her writing, which helps her to be more confident she said :

I have learned a lot about EFL writing in general and my personal EFL writing in detail. I have never enjoyed any real writing I had done before doing this experiment, and I am glad I am finally understanding my own EFL writing, which makes me more confident.

Yassmin said :

While writing I enjoy having an outside opinion on what I'm writing. I really like having group work because I get good ideas on what to do. Many times group work has saved me from getting low scores by revising my paper and telling me the errors I've made. This let me feel more confident about my level.

Regarding the fifth question in the interview which was: Would you like to submit your portfolio to tnext year teacher as an example of your better EFL writing? Why? All the participants in the interview agreed to do so.

Hala said :

Yes, I will submit my portfolio to the next year teacher. I want her to see my level in EFL writing and deal with me according to this level.

Thorya believed that the next year teacher should see her portfolio. She said :

I want her to see how my abilities had grown. Moreover, to see how hard I tried to learn something .

Amina said :

I will submit it to her, because I feel proud of myself that I could write, for the first time a whole research. I will submit it with full confidence.

Results pertaining to achievement

In order to get answer to the fourth question of this study: How does authentic assessment affect student's writing skill and over all achievement in EFL? The two groups took a pre-test - post-test (See Appendix G) Page : 228 measuring proficiency in written language production. The results of comparing the two groups on the pretest (See Table 7) indicated none statistically significant differences between the two groups ($t = .38$) with respect to their proficiency in written language production. The mean score obtained by the experimental group (72.2) was very close to that of the control group (71.3).

Table 7 The t - Test Results for Comparing the Two Groups on the Pre-test.

Group	Number of cases	Mean	Standard Deviation	t-value
Experimental	30	72.7	14.95	.38
Control	30	71.3	13.86	Not significant

The results of comparing the pre-test and the post-test of the experimental group (See Table 8) indicated that the class did significantly better ($t = 11.56$, significant at $p < .001$) with respect to their proficiency in written language production on the post-test.

Table 8 The Results of the t-Test for Comparing the Post-test With the Pre-test Performance of the Experimental Group.

	Number of Pairs	Mean	Standard deviation	t-value
Pretest	30	72.77	14.95	11.56
Posttest		90.37	8.78	

$r = 0.88$

* Significant at $p < .001$

Regarding the control group, a slight improvement appeared in their scores in written language production (See Table 9). The t-test revealed that this improvement was not statistically significant.

Table 9 The t-Test Result for Comparing the Pre - Post-test Performance of the Control Group.

	Number of pairs	Mean	Standard deviation	t-value
Pretest	30	71.3	13.86	1.66
posttest		73.97	14.9	Not significant

$r = .82$

Upon comparing the scores obtained by the two groups on the post-test (See Table 10), t-test revealed statistically significant differences between the two group ($t=5.18$; significant at $p < .001$).

Table 10 The t-Test Results for Comparing the Two Groups on Their Performance on the Post-test .

	Number of cases	Mean	Standard deviation	t-value
Experimental	30	90.37	8.78	5.18 *
Control	30	73.97	14.97	

* Significant at $p < .001$

The results of the school exam, as a measure of over all achievement in EFL, indicated that (See Table 11) the two classes were significantly different from each other ($t=5.89$, significant at $p < .001$) with respect to their proficiency in language production in favor of the experimental group.

Table 11 The t-Test Results for Comparing the Experimental Group With the Control Group on School Exam.

	Number of cases	Mean	Standard Deviation	t-value
Experimental	30	91.43	7.68	5.89 *
Control	30	72.6	15.75	

*Significant at $p < .001$

CHAPTER SIX

DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

The discussion in this chapter is divided into four categories based on the findings of the study (1) Discussion of findings of the critical assessment based on an EFL writing portfolio; (2) Discussion of findings of the student's self assessment forms; (3) Discussion of findings of student's taped interview; and (4) Discussion of findings of the results pertaining to achievement.

Discussion of Findings of the Critical Assessment Based on an EFL Writing portfolio

The focus of the study was to determine how much growth found in student's EFL writing skill when they constructed portfolios, and what students found valuable when they created a writing portfolio.

Students selected pieces to be used in the assessment and thereby controlled their EFL writing resulting in a sense of ownership. Ownership was maintained when writing about subject of their own choice, and using their peer's interest to determine what to revise.

Camp and Murphy (1990) claimed that portfolio assessment provides students ownership and control in the assessment process. In contrast to portfolios, many writings assessments do not engage students and consequently do not provide an accurate measure of student achievement (White, 1985). In assessment environments where students have little ownership over the writing, they may not become effectively involved if the writing topic is not interesting, or if it is not perceived as being a part of the class curriculum.

Students need to have a sense of ownership in the assessment process if it is to be anything other than writing done solely for the teacher as an examiner. Students in this study expressed interest in writing, made revision based upon their own choices, and chose the pieces they wanted to place in the portfolio. The writing collected in the portfolio provided students ownership.

Student ownership in the assessment process is likely to occur when students have control over the pieces they place in the portfolio and when the writing placed in the portfolio is writing for which they are interested. The interest the students developed for their writing in this study is indicative of ownership.

The term “empowerment” has been used to describe the power teachers have over how students are taught reading and writing. To enhance the literacy level of students, teachers must become knowledgeable of effective ways to promote writing development. In this study empowerment occurred when students were able to do something they previously were not able to do. Writing was assessed as an action that should be done by the teacher. When students critically assessed their portfolios, an action previously reserved for the teacher, they were empowered by the portfolio process.

When students reported, in their assessments, that they used the portfolios as a measure of their writing; developed goals based on previous writing; and analyzed writing for evidence of growth; these activities provide evidence that students were empowered by the portfolio. These critical assessments had previously been accomplished by the teacher. Similarly, student ownership led to empowerment when students responded to their writings. Students in this study stated what they liked and disliked about their writings. They

became empowered to participate in the assessment process. Hence, classroom assessment procedures should encourage students to respond to writing in the manner in which they perceive writing to have value.

The second issue of empowerment derives from the critical assessment that occurs when students consider the growth that has occurred in their writing. By describing their writing strengths and weakness, students began to consider personal goals for their writing, and to analyze their writing development.

By engaging students in the assessment of their own work, they were empowered since they made decisions about their writings, which may allow for growth in the future. Students critically assessed their own work, they became active learners critically analyzing their own work.

Evidence presented in the data analysis and in previous research (Camp, 1990) demonstrated that portfolio evaluation permitted students to assess their own strengths and reflect upon growth. Students in the experimental group began to critically participate in the assessment process which helped them to form an understanding of writing constructed from dialogue and interactions in the classroom. These kinds of expressions empower students to learn from their writing by developing goals for future writing, assessing growth, and reflecting to the portfolio to assess writing done in other classes.

Critical assessment and empowerment occur when students have ownership over their writing and they are given meaningful opportunities to participate. Students can provide meaningful explanations of their own growth, goals, and writing strengths and weaknesses. The student's descriptions of using the portfolio as a measure, the goals students set, and their analyses of their writing growth provide evidence for how the

portfolio empowered the students in the experimental group of this study.

Discussion of Findings of Student's Self-Assessment Forms.

Within the last decade, students self-assessment has received high consideration as a valid means of assessment. For example, Marzano et. al (1993) assert that student self-assessment is at the heart of the performance-based assessment movement. There is no reason why students cannot assess themselves on all content and lifelong learning standards.

Graves (1990) indicated that we have not paid much attention to what students said regarding assessment. When analyzing student's response to the self-assessment forms the following were the findings :

The study revealed valuable information regarding this aspect. In dimension 1 that is the (Positive Attitudes and Perceptions About Learning) most of the results were satisfying. The majority of answers chosen were positively agree with the question. Smaller percentages were on average between positive and negative attitudes. In contrast, very small percentage for the totally negative attitudes were found. The results indicated that students had certain positive attitudes and perceptions. A primary focus of this study, then, is establishing positive attitudes and perceptions about learning and this was achieved.

Dimension 2 which was about acquiring and integrating knowledge. The results measured many aspects such as the number of mistakes, quickness, easiness ... etc. The reported results were very good, a high percentage of students were doing well in acquiring and integrating knowledge through out the research. Very few of them were not very well such as in measuring the quickness and the easiness. This can be the result of the individual differences. Students found that acquiring new

knowledge, integrating it with what they already know, and retaining it is an important aspect of learning. In this study, it was found that this procedure helped students more effectively store information in long-term memory by guiding them through the creation of images representing the important aspects of the new information.

According to the third dimension which is extending and refining knowledge. The results show that students had difficulties in fulfilling all the items in this dimension. Since this was the first time students were asked to write an English report. The results in this study indicated that learners could extend and refine their knowledge, adding new distinctions and making further connections. They could analyze what they have learned in more depth and with more rigor.

From what the students wrote in dimension 4, using “Knowledge Meaningfully”, it was obvious that all students with different academic levels either; weak, average or excellent, have benefited from the experience. They learned how to organize their ideas and wrote workable plans for their reports. They were able to depend on themselves in order to search for their information, and used them accurately and correctly. They learned how to sinformation from different sources, not just depending on the schoolbooks. The most important issue to the student was their awareness of their talents and abilities. They knew how much they could do and they did it.

Dimension 5 which deals with the productive habits of mind, was the most challenging point for the students. This dimension includes their habits of minds in accomplishing their work. Luckily the reported results were very satisfying. Very low percentages of the students were not aware of what they are doing. The rest were productive. This dimension could be considered as the most important one because it measured their

own habits of mind such as the accuracy, the use of different resources, the awareness, clarity and being open-minded. The results in this dimension revealed that students could develop mental habits that enabled individuals to learn on their own whatever they want or need to know at any point in their lives. This was the most important goal of this study.

From the previous discussion, the researcher concluded that; when students get involved in their own assessment they became better learners and have better understanding of their improvement. Most of the students were proud of their work and their growth. This improvement was assured when the teacher filled the teacher observation form for each student and observed their growth.

Self-assessment can increase the student's responsibility for evaluating their own work, showing the processes used in developing a piece of writing and how a point of view or perspective progressed in the student's work (Wolf, 1989).

Discussion of Finding of Student's Taped Interview

Student's interviews revealed that the portfolio allowed them to make critical assessments about their EFL writing strengths and weaknesses. The portfolio became a measure to assess EFL writing they were working on several months after the portfolio was compiled. The students agreed that the portfolios show evidence of their improvement and growth. They expressed themselves as being able to assess their EFL writing in the future. The most important issue to the students is their feelings of confidence about their writing abilities. Finally, all the participants agreed to submit their portfolios to the next year teacher as evidence of their hard work and keep trying to learn how to write something correctly.

Discussion of the Results Pertaining to Achievement

The results of this study indicated that there is a marvelous improvement in the participants' achievement not only in their EFL writing skill, but throughout all the English skills.

As far as the pre-post test is concerned, the findings of this study indicated that the experimental group made dramatic significant progress on the posttest. The mean score obtained at the pretest was 72.7 and it jumped to 90.3. In contrast, the control group made a slight improvement.

The study revealed that there was a slight improvement in the control group post-test. One of the possible explanations as to why the control group did improve on the posttest is that they may have become sensitized to EFL written production after they took the pretest. The second possible reason might be the fact that they acquired some knowledge on EFL written production in their living environments rather than in this program. The improvement was expected because they must have improved in their ability as a result of almost one year of further instruction in English.

One of the possible explanations as to why the experimental group obtained higher scores on the school exam is that they were exposed to experience the four English skills thoroughly. They had experienced speaking through discussing their topics with their peers. The listening skill had been encouraged by watching video films related to their topics. The writing skill came automatically while creating the portfolios. The reading skill was experienced widely through their search for information used in writing their reports.

The portfolio served as an instructional scaffold for student's reflections to emerge. The study provides descriptive evidence of how the portfolio became an instructional scaffold

for students learning (Applebee, 1984). As a scaffold, students developed writing in which they are interested and had ownership.

Conclusions

When students utilize portfolio assessment, student ownership and empowerment result. They explained that they valued writing in which they were interested. When students have ownership over their writing, the critical assessments they make will be more meaningful and may lead to students being empowered to make decision in the future.

When students take ownership over their work, they can become empowered to assess this work and make improvements in EFL writing. To further enfranchise students in the assessment process, it is important for teachers to recognize the importance of like/dislike comments or issues of interest in assessment. These comments empower students to find audiences for their EFL writing and permit them to have a voice in the assessment process.

Student ownership leads to students critically assessing their EFL writing and making decisions based upon their assessments. The statements students make that may lead to empowerment include goals for future writing and the analysis of their writing growth.

Additionally, practitioners need to consider the purpose of the portfolio when designing the curriculum. It needs to be acknowledged that student interest in writing is an important instructional consideration and helps to assure a sound assessment process.

Recommendations

Based on the results of this study the following recommendations could be made :

1. When designing a portfolio, it is important to consider the purpose of the portfolio as an assessment tool. In considering the purpose of the portfolio it is recommended to determine the audience for whom the portfolio is being constructed. The purpose of the portfolio utilization was to be an assessment tool to evaluate student's progress in EFL writing skill, and a mean for students to reflect upon their own writing.
2. For critical assessment of portfolio to occur, it is important for students to be interested in their writing. Teachers should give special consideration to utilizing instructional methods that encourage students to develop writing interesting to themselves and others. (Atwell, 1987). Students need to choose their own writing topics so that they develop writing they feel is their best work.
3. Teachers who are seeking methods to engage students in critical assessment should help students through a process whereby they describe the range of writing found in the portfolio and examine their work for evidence of growth. With these strategies, teachers may be better able to predict student's reflective responses and challenge students with questions and examples to engage them in self-assessment.
4. After students critically assess their own writing, practitioners should provide students with opportunities to discuss their own writing using criteria with the classmates. This type of engagement with writing, along with describing their own growth and range of writing, may encourage students to use their portfolio as a measure to assess future writing, set goals for future writing, and better appreciate their own writing.

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Appendix A

Ministry of Education Writing Skill Objectives

The Learner is able to:	Grade Level
1. Write dictated words.	4/5
2. Write dictated sentence.	4/5/6/1
3. Write short answers to given equations.	4/5/6/1/2/3
4. Write short sentence about self and immediate environment	5/6/1/2/3
5. Write accurately about given topics	6/1/2/3
6. Apply the conventions of writing.	4/5/6/1/2/3
7. Communicate intentions clearly and effectively.	1/2/3
8. Use a wide range of grammatical structures.	5/6/1/2/3
9. Use a wide range of vocabulary.	1/2/3
10. Organise ideas logically.	1/2/3
11. Narrate a short story consisting of more than two events in the correct sequence.	5/6/1/2/3
12. Synthesise information obtained from different sources.	1/2/3
13. Express personal points of view persuasively.	2/3

- | | |
|---|-----------|
| 14. Apply writing skills effectively for different audiences in different situations. | 3 |
| 15. Narrate past events and inquire about times of events : beginning, ending and duration. | 6/1/2/3 |
| 16. Write simple sentences describing pictures/ objects according to listed properties. | 4 |
| 17. Write compound sentences describing pictures/ objects according to listed properties. | 5/6 |
| 18. Write complex sentence describing pictures/ objects according to listed properties. | 1/2/3 |
| 19. Apply process writing skills. | 5/6/1/2/3 |

Source : Directorate of Curricula, (1995) p: 16-17

Note : 4/5/6 refer to 4th/5th/6th primary
 1/2/3 : refer to 1st/2nd/3rd intermediate

Appendix B
Rubrics for Specific Tasks .

Rubrics for Complex Thinking Standards

A .Effectively translates issues and situations into meaningful tasks that have a clear purpose.

4 -'Translates the issue or situation into a well-articulated task that has clearly defined goals and involves clearly identifiable complex reasoning processes.

Anticipates and articulates difficulties the task might present.

3- Translates the issue or situation into a task that has clearly defined goals and involves clearly identifiable complex reasoning processes.

2- Translates the issue or situation into a task that has poorly defined goals.

1- Makes an attempt to translate the issue or situation into a task but provides no understandable description of the nature or purpose of the task or makes no attempt to translate the issue or situation into a task.

B. Effectively uses a variety of complex reasoning strategies.

REASONING STRATEGY 1 : COMPARISON

Comparison involves describing the similarities and differences between two or more items. The process includes three components that can be assessed.

a. Selects appropriate items to compare.

- b. Selects appropriate characteristics on which to base the comparison.
- c. Accurately identifies the similarities and differences among the items, using the identified characteristics.

a. Selects appropriate items to compare.

4. Selects items that are extremely suitable for addressing the basic objective of the comparison and that show original or creative thinking.

3. Selects items that provide a means for successfully addressing the basic objective of the comparison.

2. Selects items that satisfy the basic requirements of the comparison, but creates some difficulties for completing the task.

1. Selects items that are inappropriate to the basic objective of the comparison.

b. Selects appropriate characteristics on which to base the comparison.

4. Selects characteristics that encompass the most essential aspects of the items and present a unique challenge or provide an unusual insight.

3. Selects characteristics that provide a vehicle for meaningful comparison of the items and addresses the basic objective of the comparison.

2. Selects characteristics that provide for a partial comparison of the items and may include some extraneous characteristics.

1. Selects characteristics that are trivial or do not address the basic objective of the comparison. Selects characteristics on which the times cannot be compared.

c. Accurately identifies the similarities and differences among the times, using the identified characteristics.

4. Accurately assesses all identified similarities and differences for each item on the selected characteristic. Additionally, the student provides inferences from the comparison that were not explicitly requested in the task description.

3. Accurately assesses the major similarities and differences among the identified characteristic.

2. Makes some important errors in identifying the major similarities and differences among the identified characteristics.

1. Makes many significant errors in identifying the major similarities and differences among the identified characteristics.

REASONING STRATEGY 2 : CLASSIFICATION

Classification involves organizing items into categories based on specific characteristics. The process includes four components that can be assessed :-

- a. Selects significant items to classify.

- b. Specifies usual categories for the items.

- c. Specifies accurate and comprehensive rules for category membership.

- d. Accurately sorts the identified items into the categories.

a. Selects significant items to classify :

4. Specifies the items to be classified and selects significant items that present some interesting challenge in classification.
3. Selects significant items for classification the present some challenge in classification.
2. Selects items of little significance or present a routine sorting problem.
1. Selects trivial items or items that have no relationship to the task.

b. Specifies useful categories for the items :

4. Creates categories that provide a useful way of looking at the items at an unusual level of depth.
3. Creates categories that focus on the significant characteristics of the items.
2. Creates categories that provide for some analysis of the items but may not include all the important characteristics of the items.
1. Creates categories that address only trivial aspects of the items.

c. Specifies accurate and comprehensive rules for category membership.

4. Provides a clear and complete specification of the defining characteristics of each category. Describes the defining

characteristics in such a way as to provide a unique or unusual way of looking at the items.

3. Clearly specifies the defining characteristics of the categories and addresses any questions of overlap in characteristics.

2. Describes the defining characteristics of categories in a way that results in some overlap or confusion between, categories, or describes characteristics unrelated to the rules for category membership.

1. Identifies characteristics that do not accurately describe the categories.

d. Accurately sorts the identified items into the categories.

4. Correctly sorts each of the items into the categories and describes the extent to which each item has the characteristics ascribed to the categories. Describes insights gained during the sorting process.

3. Correctly sorts each of the items into the categories and, when appropriate, describes the extent to which each item has the characteristics ascribed to the categories.

2. Makes some errors in assigning items to their appropriate categories, or does not describe the extent to which each item has the characteristics of the category, when it is clearly appropriate for the task.

1. Makes frequent and significant errors in assigning items to categories and does not show how the items have the characteristics of their assigned categories.

REASONING STRATEGY 3 : INDUCTION

Induction involves creating a generalization from implicit or explicit information and then describing the reasoning behind the generalization. The process includes three components that can be assessed.

a. Identifies elements (specific pieces of information or observations) from which to make induction.

b. Interprets the information from which induction are made.

c. Makes and articulates accurate conclusions (induction) from the selected information or observations.

a. Identifies elements (specific pieces of information or observations) from which to make induction(s).

4. Clearly and accurately identifies all relevant information from which to make induction(s). The type of information selected reflects creative insight and a careful analysis of the situation.

3. Specifies all relevant information from which to make induction(s). Selects information that is important to the general topic.

2. Includes some information that is not important to the induction or does not accurately identify the important information from which the induction(s) could be made.

1. Selects unimportant or trivial information for the induction.

b. Interprets the information from which indications are made.

4. Provides accurate interpretations that illustrate insight into the information from which they were made. The interpretations reflect a study of or a familiarity about the topic.
3. Provides interpretations that, with few exceptions, are valid and say something important about the topic.
2. Provides some interpretations that, with few, are based on significant misunderstanding important about the topic.
1. Significantly misinterprets the information. Makes interpretation that have no bearing on the area or are clearly illogical.

c. Makes and articulates accurate conclusions induction(s) from the selected information or observations.

4. Draws conclusions that reflect clear and logical links between the inor observations and interpretations made from them. The rationale for the interpretations shows a thoughtful and accurate attention to the process of induction.
3. Presents conclusions that, with few exceptions, follow logically from the selected information or observations.
2. Presents some conclusions that reflect erroneous interpretations made from the information or observations.
1. Draws many errors conclusions from the selected information or observations and cannot satisfactorily describe the rational behind to conclusions.

REASONING STRATEGY 4 : DEDUCTION

Deduction involves identifying implicit or explicit generalizations or principles (premises) and then describing their logical consequences. The process includes three components that can be assessed :-

a. Identifies and articulates a deduction based on important and useful generalizations or principles implicit or explicit in the information.

b. Accurately interprets generalizations or principles.

c. Identifies and articulates logical consequences implied by the identified generalizations or principles.

a. Identifies and articulates a deduction based on important and useful generalization or principle implicit or explicit in the information.

4. Selects generalizations or principles that show extreme insight into topic.

3. Selects important generalizations or principle that contribute to the understanding of the material being studied.

2. Selects generalizations or principle that generally relate to the information available but that may not have significant explanatory power.

Selects generalizations or principle that do not have significant bearing on the material and do not contribute to the understanding of the subject.

b. Accurately interprets the generalization or principle.

4. Demonstrates an understanding of the generalization or principle that is not only accurate but provides unique perspective on the topic.
3. Demonstrates an understanding of the generalization or principles that is accreted and contributes to an understanding of the topic.
2. Demonstrates a somewhat inaccurate understanding of the generalization or principles.
1. Demonstrates an incorrect understanding or interpretation of the generalizations or principles.

c. Identifies and articulates logical consequences implied by the identified generalizations or principles.

4. Accurately identifies logical conclusions implied by the generalizations or principle. Recognize more subtle inferences that could have important effects on the subject area.
3. With few errors, accurately identifies the consequences of the generalizations or principles. The consequences relate closely to the subject area and are worth while subjects for discussion.
2. Accounts for important consequences of the generalizations or principles, but identifies consequences that may not be germane to the topic; or makes logical errors in identifying to consequences.
1. Identifies consequences that have little significance and are not logical or germane to the topic.

REASONING STRATEGY 5 : ERROR ANALYSIS

Error analysis involves identifying and describing specific types of errors in information or processes. It includes three components that can be assessed:

- a. Identifies and articulates significant errors in information or in a process.
- b. Accurately describes the effects of the errors on the information or process.
- c. Accurately describes how to correct the errors.

a. Identifies and articulates significant errors in information or in a process.

4 Accurately identifies all errors in the information or process under study and makes clear why the points identified are errors. Also identifies subtle but important errors that are difficult to recognize.

3. Accurately identifies all critical errors in the information or process understudy and make clear why the points identified are errors.

2. Fails to recognize some important errors or identifies some points that are not errors.

1. Recognizes only insignificant errors or mistakes valid points for errors.

b. Accurately describes the effects of the errors on the information or process.

4. Provides an accurate analysis of the effects of the errors, including a complete describing of the ramifications of the errors beyond the most obvious levels of impact.
3. Provides an accurate analysis of the effects of the errors , omitting few details.
2. Describes the effects of the errors, but omits some important consequences; or does not accurately describe all the effects of the errors.
1. Does not correctly asses the effects of the errors, or describes effects that do not exist.

c. Accurately qualifies or restricts the claim.

4. Provides careful and reasoned qualifications or restrictions for the claim in such a way that the argument provides a unique perspective on the claim.
3. Provides accurate qualifications or restrictions for the claim , with the result being a well - defended claim.
2. Qualifies or restricts the claim, but leaves out important aspects of the qualifications or restrictions.
1. Does not address qualifications or restrictions for the claim.

REASONING STRATEGY 6 : CONSTRUCTING SUPPORT.

Constructing support involves developing a well - articulated against a specific claim. The process includes three components that can be assessed :-

a. Accurately identifies a claim that requires support rather than a fact that does not require support.

b. Provides sufficient or appropriate evidence for the claim.

c. Adequately qualifies or restricts the claim.

a. Accurately identifies a claim that requires support rather than a fact that does not require support.

4. Accurately identifies a claim that requires support. The identified claim has been mistaken by many others for a fact that requires no support.

3. Accurately identifies a claim that requires support and does not confuse the claim with any other information.

2. Identifies a claim that requires support but may mistakenly include information that does not require support.

1. Identifies information that does not require support and fails to identify a claim that should have support.

b. Provides sufficient or appropriate evidence for the claim.

4. Presents a clear and accurate of all available evidence that addresses the central point of the claim. Considers what evidence is missing and how it should affect an evaluation of the claim.

3. With no major errors, presents all relevant evidence to support the claim.

2. Provides evidence for the claim, but may not address all necessary aspects.

1. Fails to provide convincing evidence for the claim.

c. Identifies an opposing position and the reasoning behind it.

4. Articulates a detailed opposing position and the reasoning behind it. If strong line of reasoning does not underline the position, articulates the errors or holes in the reasoning.

3. Articulates an opposing position and the basic reasoning underlying it. Does not address or incompletely addresses the errors or holes in the reasoning.

2. Articulates an opposing positions but does not present a clear line of reasoning behind it.

1. Does not articulate a clear opposing position.

REASONING STRATEGY 7 : ABSTRACTING.

Abstracting involves identifying and explaining how the abstract pattern in one situation or set of information is similar to or different from the abstract pattern in another situation or set of information. The process includes three components that can be assessed :-

a. Identifies a significant situation or meaningful information that is useful as a subject for the abstracting process.

b. Identifies a representative general or abstract for the situation or information.

Accurately articulates the relationship between the general or abstract pattern and another situation or set of information.

a. Identifies a significant situation or meaningful information that is useful as a subject for the abstracting process.

4. Identifies a situation or information that provides a rich source of material for the process of abstracting. The selected information is not commonly used in abstracting tasks but has a pattern that could be quite powerful when abstract.

3. Identifies significant information that also has a pattern that lends itself to the abstracting process.

2. Identifies information that seems unimportant but does have a pattern that can be used in the abstracting process.

1. Identifies trivial information having no identifiable pattern that can be used in the abstracting process.

b. Identifies a representative general or abstracts for the information.

4. Identifies a general or abstract pattern that provides unusual or provocative insights into the information under study. The pattern furnishes the means for seeing other material from a unique perspective.

3. Constructs a general or abstract pattern that accurately represents the information from which it came.

2. Creates a general or abstract pattern that may not be a completely accurate representation of the information or situation from which it was drawn but does focus on its most important elements.

3. Does not create a general or abstract pattern that accurately represents the information or situation selected.

c. Accurately describes how to correct the errors.

4. Provides a highly thoughtful or creative approach for correcting the errors.
3. Provides a workable way of correcting the errors. The response addresses the major concerns raised by the errors.
2. Provides an approach for correcting the errors. The approach addresses some of the major errors, though it may not be the best or most appropriate response to the situation.
1. Does not accurately describe how to correct the errors.

REASONING STRATEGY 8 : ANALYZING PERSPECTIVES

Analyzing perspectives involves considering one perspective on an issue in the reasoning behind it as well as an opposing perspective and the reasoning behind it. The process includes three components that can be assessed :

- a. Identifies an issue on which there is disagreement.
 - b. Identifies one position on the issue and the reasoning behind it.
 - c. Identifies an opposing position and the reasoning behind it.
- a. Identifies an issue on which there is disagreement.**

4. Identifies and articulates implicit points of disagreement that are not obvious but are the underlying cause of conflict.

3. Identifies and articulate explicit points of disagreement that cause conflict.

2. Identifies and articulate issues that are not points of disagreement as important issues of disagreement.

1. Ignores explicit and implicit points of disagreement.

b. Identifies one position on the issue and the reasoning behind it.

4. Articulates a detailed position and the reasoning behind it and, if a strong line of reasoning does not underlie the position, articulates the errors or holes in the reasoning.

3. Articulates a position and the basic reasoning underlying the position. Does not address or incompletely addresses the errors or holes in the reasoning.

2. Articulates a position but does not present a clear line of reasoning behind it.

1. Does not articulate a clear position.

c. Identifies an opposing position and the reasoning behind it.

4. Articulates a detailed opposing position and the reasoning behind it. If a strong line of reasoning does not underlie the position, articulates the errors or holes in the reasoning.

3. Articulates an opposing position and the basic reasoning underlying it. Does not address or incompletely addresses the errors or holes in the reasoning.
2. Articulates an opposing position but does not present a clear line of reasoning behind it.
1. Does not articulate a clear opposing position.

REASONING STRATEGY 9 : DECISION MAKING

Decision making involves selecting among apparently equal alternatives. It includes four components that can be assessed :

- a. Identifies important and appropriate alternatives to be consider.
 - b. Identifies important and appropriate criteria for assessing the alternatives.
 - c. Accurately identifies the extent to which each alternative possesses each criteria.
 - d. Makes a selection that adequately meets the decision criteria and answers the initial decision question.
- a. **Identifies important and appropriate alternatives to be consider.**
 4. Presents a comprehensive list of the most important possible alternative and describes each in detail.
 3. Identifies alternatives that represent most of the important possible alternatives.

2. Identifies some alternatives that are important and others that are not.

1. Selects alternative that are clearly not relevant to the decision.

b. Identifies important and appropriate criteria for assessing the alternatives.

4. Clearly identifies the criteria by which the identified alternatives will be assessed. The criteria reflect an unusually thorough understanding of the nature of the decision task.

3. Clearly identifies the criteria by which the identified alternatives will be assessed. With no significant exceptions, the criteria are important decision task.

2. Identifies some important criteria by which the identified alternatives will be assessed. However, some important criteria are omitted, or criteria are included that may not be important to the decision task.

1. Identifies few or no criteria that are relevant to the decision task.

c. Accurately identifies the extent to which each alternative possesses each criteria.

4. Provides a thorough, fully developed assessment of each alternative based upon the criteria. Exceeds the demands of the decision task by comparing and contrasting the alternatives to provide greater insights.

3. Presents an accurate assessment of the extent to which the alternatives possess the identified criteria.

2. Does not completely address all the criteria; or applies all the appropriate criteria to the alternatives but is not completely accurate in assessing how well the criteria have been met.
 1. Does not address the extent to which the alternatives meet the criteria or is inaccurate in assessing how well the alternatives meet the criteria.
- d. Makes a selection that adequately meets the decision criteria and answers the initial decision question.**
4. Selects the alternative that meets or exceeds the criteria and that represents a well-supported answer to the initial decision question. Provides a useful discussion of issues and insights that arose during the selecting process.
 3. Successfully answers the decision question by selecting the alternative that meets or exceeds established criteria.
 2. Selects an alternative that does not entirely conform to the student's assessment of the alternative.
 1. Makes a selection that does not appear reasonable or cannot be justified by the student's evaluation of the alternative.

REASONING STRATEGY 10: INVESTIGATION

Investigation is a process involving close examination and systematic inquiry. There are three basic types of investigation :

- *Definitional Investigation*: Constructing definition or detailed description of a concept for which such a definition or description is not readily available or accepted .

- *Historical Investigation* : Constructing an explanation for some past event for which an explanation is not readily available or accepted.
- *Projective Investigation* : Constructing a scenario for some future event or hypothetical past event for which a scenario is not readily available or accepted.

Each type of investigation includes three components that can be assessed :

- a. Accurately identifies what is already agreed upon about concept (definitional investigation), the past event (historical investigation), or the future event (projective investigation).
 - b. Identifies and explains the confusions, uncertainties, or contradictions about the concept (definitional investigation), the past event (historical investigation), or the future event (projective investigation).
 - c. Develops and defends a logic and plausible resolution to the confusions uncertainties, or contradictions about the concept (definitional investigation), the past event (historical investigation), or future events (projective investigation).
- a. **Accurately identifies what is already known or agreed upon about the concept (definitional investigation), the past event (historical investigation), or the future event (projective investigation).**
 4. Presents a thorough and correct account of what is already know. Supplies information that may not be commonly know, but that has some bearing on the topic being studied.

3. Presents an accurate account with important omissions, of what is already known or agreed upon about the topic being studied.
 2. Presents information on what is already known or agreed upon about the topic being studied ; however, the information may not be complete in all particulars, or the student may introduce some inaccuracies.
 1. Presents little or no accurate and important information about what is already known or agreed upon about the topic.
- b. Identifies and explains the confusion, uncertainties, or contradictions about the concept (definitional investigation), the past event (historical investigation), or the future event (projective investigation).**
4. Identifies the important confusions, uncertainties, or contradictions surrounding the topic. Brings to light misconceptions or confusions that are commonly overlooked.
 3. Identifies, with no important errors, significant confusions, uncertainties, or contradictions surrounding the topic.
 2. Identifies confusions , uncertainties or contradiction associated with the topic. The problems identified include some, but not all, of the most critical issues.
 1. Fails to accurately identify any important confusions, uncertainties, or contradictions surrounding the topic.
- c. Develops and defends a logical and plausible resolution to the confusions, uncertainties, or contradictions about the concept (definitional investigation), the past event**

(historical investigation), or the future event (projective investigation).

4. Provides a logical and well - developed resolution to the confusions, uncertainties, or contradictions. The resolution reflects creative thinking as well as thoughtful attention to the details of the problem.
3. Presents a clear resolution to the problems associated with the concept. The resolution is a logical and plausible outcome of the investigation.
2. Develops and present a resolution to the problems associated with the concept. The resolution is satisfactory, but lacks thorough treatment and accuracy.
1. Presents an unsubstantiated and implausible resolution to the confusions uncertainties, or contradictions.

REASONING STRATEGY 11 : PROBLEM SOLVING

Problem solving involves developing and testing a method or product for overcoming obstacles or constraints to reach a desired outcome. It includes four components that can be assessed :

- a. Accurately identifies constraints or obstacles.
- b. Identifies viable and important alternatives for overcoming the constraints or obstacles.
- c. Selects and adequately tries out alternatives.

d. If other alternatives were tried, accurately articulates and supports the reasoning behind the order of their selection, and the extent to which each overcame the obstacles constraints.

a. Accurately identifies constraints or obstacles.

4. Accurately and thoroughly describes the relevant constraints or obstacles. Addresses obstacles or constraints that are not immediately apparent.

3. Accurately identifies the most important constraints or obstacles.

2. Identifies some constraints or obstacles that are accurate along with some that are not accurate.

1. Omits the most significant constraints or obstacles.

b. Identifies viable and important alternatives for overcoming the constraints or obstacles.

4. Identifies creative but plausible solutions to the problem under consideration. The solutions address the central difficulties posed by the constraints or obstacles.
3. Proposes alternative solutions that appear plausible and that address the most important constraints or obstacles.
2. Presents alternative solutions for dealing with the obstacles or constraints, but the solutions do not all address the important difficulties.
1. Does not satisfactorily test the selected solutions.

c. Selects and adequately tries out alternatives.

4. Engages in effective, valid, and exhaustive trials of the selected alternatives. Trials go beyond those required to solve the problem and show a commitment to an in -depth understanding of the problem.
3. Puts the selected alternatives to trials adequate to determine their utility.
2. Tries out the alternatives, but the trials are incomplete and important elements are omitted or ignored.
1. Does not satisfactorily test the selected solutions.

d. If other alternatives were tried, accurately articulates and supports the reasoning behind the order of their selection and the extent to which each overcome the obstacles or constraint.

4. Provides a clear, comprehensive summary of the reasoning that led to the selection of secondary solution. The description includes a review of the decisions that produced the order of selection and how each alternative fared as a solution.

3. Describes the process that led to the ordering of secondary solutions. The description offers a clear, defensible rationale for the ordering of the alternative and the final selection.

2. Describes the process that led to ordering of secondary solution. The description offers a clear, defensible rationale for the ordering of the alternative, or the student does not address all the alternative that were tried.

1. Describes an illogical method for determining the relative value of the alternative. The students do not present a reasonable review of the strengths and weaknesses of the alternative solutions that were tried and abandoned.

REASONING STRATEGY 12 : EXPERIMENT INQUIRY.

Experimental inquiry involves testing hypotheses that have been generated to explain phenomenon. It includes four components that can be assessed.

a. Accurately explains the phenomenon initially observed using appropriate and accepted facts, concepts, or principle.

Makes a logical prediction based on the facts, concepts, or principles underlying the explanation.

- c. Sets up and carries out an activity or experiment that effectively tests the prediction.
 - d. Effectively evaluates to outcome of the activity or experiment in terms of the original explanation.
- a. Accurately explains the phenomenon initially observed using appropriate and accepted facts, concepts, or principles.**
- 4. Provides an accurate explanation of the phenomenon. The facts, concepts, or principle used for the explanation are appropriate to the phenomenon and accurately applied. The explanation reflects thorough and careful research or understanding.
 - 3. Provides an accurate explanation of the phenomenon. The facts, concepts, or principle used for in the explanation are appropriate to the phenomenon and accurately applied, with no significant errors.
 - 2. Explains the phenomenon but misapplies or omits some facts, concepts, or principle that are important for understanding the phenomenon.
 - 1. Leaves out key facts concept, or principle in explaining the phenomenon or does not use appropriate facts, or principles to explain the phenomenon.
- b. Makes a logical prediction based on the facts, concepts, or principles underlying the explanation.**
- 4. Makes a verifiable prediction that reflects insight into the character of the phenomenon. The prediction is entirely appropriate to the facts, concepts, or principles used to explain the phenomenon .

3. Makes a prediction that follows from facts, concepts, or principles used to explain the phenomenon. The prediction can be verified.
 2. Makes a prediction that reflects a misunderstanding of some aspects of the prediction that presents difficulties for verification.
 1. Makes a prediction that cannot be verified.
- c. Sets up and carries out an activity or experiment that effectively tests the prediction.**
4. Sets up and carries out an activity or experiment that is complete and valid test of the prediction and addresses all important questions raised by the prediction. The activity or experiment is designed to provide complete and accurate data and a model of the experimental design.
 3. Sets up and carries out an activity or experiment that is a fair test of the prediction and addresses the most important questions raised by the prediction. The activity or experiment provides accurate data for evaluation.
 2. Sets up and carries out an activity or experiment that addresses some important aspects of the prediction, but omits others. The design of the activity or experiment produces some errors in data collection or interpretation.
 1. Sets up and carries out an activity or experiment that does not test the central features of the prediction. The experimental design is seriously flawed and the data collection is unlikely.

d. Effectively evaluates to outcome of the activity or experiment in terms of the original explanation.

4. Provides a complete and accurate explanation of the outcome of the activity or experiment and does so in terms of the relevant facts, concepts, or principles. Provides insights into the nature of the phenomenon studied or the facts, concepts, and principle used to explain it.

3. Provides a complete explanation of the outcome of the activity or experiment with no important errors. Presents the explanation in terms of the relevant facts, concepts, or principles.

2. Provides a general explanation of the outcome of the activity or experiment but omits one or two important aspects, or may not effectively relate the outcome to the facts, concepts, or principles used to generate the prediction .

1. Provides an inaccurate, highly flawed explanation of how the outcome relates to the original explanation.

REASONING STRATEGY 13 : INVENTION

Invention involves developing something unique or making unique improvements to a product or process to satisfy an unmet need . It includes four components that can be assessed :

a. Identifies a process or product to develop or improve to satisfy an unmet need.

b. Identifies rigorous and important standards or criteria the invention will meet.

c. Makes detailed and important revision in the process or product.

- d. Continually revises and polishes the process or product until it reaches a level of completeness consistent with the criteria or standards identified earlier.
- a. Identifies a process or product to develop or improve to satisfy an unmet need.**
- 4. Proposes a process or product that provides a unique solution to an unmet need. The proposed process or product reflects a high level of creativity.
- 3. Proposes a process or product that provides a good answer to the unmet need.
- 2. Proposes a process or product that will not adequately satisfy the unmet need.
- 1. Proposes a process or product that has little or no relation to the unmet need.
- b. Identifies rigorous and important standards or criteria the invention will meet.**
- 4. Sets out rigorous criteria well suited to the purpose of the invention. The student identifies only the highest achievable standards of quality as acceptable outcomes.
- 3. Establishes an appropriate set of criteria for the invention.
- 2. Identifies criteria for the invention that may not be completely appropriate for the product. Sets standards that do not ensure worthwhile or completed product.

1. Establishes criteria that fail to address the most important purposes of the invention. Sets standards so low that little quality can be expected.
- c. Makes detailed and important revision in the process or product.**
4. Reviews the process or product at a considerable level of detail. The revisions or improvements clearly bring the process or product closer to fulfilling the purpose for which it is designed. The student's attention to the details of the draft or model makes a high - quality product likely.
 3. Revises the process or product in ways that serve the purpose of the process or product.
 2. Revises the process or product but attempts to address only the most obvious difficulties.
 1. Makes few, if any attempts at revision and appears satisfied with the initial process or product, although obvious difficulties still remain.
- d. Continually revises and polishes the process or product until it reaches a level of completeness consistent with the criteria or standards identified earlier.**
4. Develops a final process or product that meets the criteria established at a demanding level of quality. The process or product fulfills the purpose for which it was designed. In addition, the process or product reflects creativity and establishes a model for creative work of high quality.

3. Continues revising the process or product until it meets all standards and criteria. The process or product successfully serves the purpose for which it was designed.
2. Revises the process or product until it meets minimum standards.
1. Finishes revising the process or product before it has met minimum standards. The process or product does not meet many important criteria and fails in its purpose.

Rubrics for Information Processing Standards

A. Effectively interprets and synthesizes information.

4. Interprets the information gathered for a task in accurate and highly insightful ways. Provides a highly creative and unique synthesis of the information.
3. Accurately interprets information gathered for a task and concisely synthesizes it.
2. Makes significant errors in interpreting the information gathered for a task or synthesizes the information imprecisely or awkwardly.
1. Grossly misinterprets the information gathered for the task or fails to synthesize it.

B. Effectively uses a variety of information techniques and information resource.

4. Uses the important - gathering techniques and information resources necessary to complete the task. Identifies little - known information resource or uses unique information - gathering techniques.
3. Uses the important information - gathering techniques and information resources necessary to complete the task.
2. Fails to use some significant information - gathering techniques or the major information resources necessary to complete the task.
1. Fails to use the most important information - gathering techniques or the major information resources necessary to complete the task .

C. Accurately assesses the value of information .

4. Analyzes information in detail, accurately and insightfully determining whether it is credible and relevant to a specific task.
3. Accurately determines whether information is credible and relevant to a specific task.
2. Makes some significant errors in determining whether information is credible and relevant to a specific task.

1. Makes little or no attempt to determine whether information is credible relevant to a specific task or totally misjudges the relevance and credibility of information.

D. Recognizes where and how projects would benefit from additional information.

4. Clearly and effectively communicates the main idea or theme and provides support that contains rich, vivid, and powerful detail.
3. Clearly communicates the main idea or theme and provides suitable support and detail.
2. Communicates important information but not a clear theme overall structure.
1. Communicates information as isolated pieces in a random fashion.

Rubrics for Effective Communication Standards

A . Expresses ideas clearly.

4. Clearly and effectively communicates the main idea or theme and provides support that contains rich, vivid, and powerful detail.
3. Clearly communicates the main idea or theme and provides suitable support and detail.

2. Communicates important information but not a clear theme or overall structure.
1. Communicates information as isolated pieces in a random fashion.

B. Effectively communicates with diverse audiences.

4. Presents information in a style and tone that effectively capitalize on the audience's level of interest and level of knowledge or understanding.
3. Presents information in a style and tone consistent with audience's level of interest and level of knowledge or understanding.
2. Presents information in a style and tone inappropriate for the audience's level of interest or the audience's level of knowledge.
1. Presents information in a style and tone inappropriate for both the audience's level of interest and level of knowledge.

c. Effectively communicates in a variety of ways.

4. Uses multiple methods of communication, applying the conventions and rules of those methods in highly creative and imaginative ways.
3. Uses two different methods of communication, applying the conventions and rules of those methods in customary ways.

2. Attempts to use two methods of communication but does not apply the conventions and rules of those methods.
1. Uses only one method of communication when more than one method is clearly needed or requested and does not correctly apply the conventions and rules of that method.

D. Effectively communicates for a variety of purposes.

4. Clearly communicates a purpose in a highly creative and insightful manner.
3. Uses effective techniques to communicate a clear purpose.
2. Demonstrates an attempt to communicate for a specific purpose but makes significant errors or omissions.
1. Demonstrates no central purpose in the communication or makes no attempt to articulate a purpose.

E. Creates quality products.

4. Creates a product that exceeds conventional standards.
3. Creates a product that meets conventional standard.
2. Creates a product that does not meet one or a few important standards.
1. Creates a product that does not address the majority of the conventional standards.

Rubrics for Collaboration/Cooperation Standards.

A. Works toward the achievement of group goals.

4. Actively helps identify group goals and work hard to meet them.
3. Communicates commitment to the group goals and effectively carries out assigned roles.
2. Communicates a commitment to the group goals but does not carry out assigned roles.
1. Does not work toward group goals or actively works against them.

B. Demonstrates effective interpersonal skills.

4. Actively promotes effective group interaction and the expression of ideas and opinions in a way that is sensitive to the feelings and knowledge base of others.
3. Participates in group interaction without prompting . Expresses ideas and opinions in a way that is sensitive to the feeling and knowledge base of others.
2. Participates in group interaction with prompting or expresses ideas and opinions without considering the feelings and knowledge base of others.
2. Does not participate in group interaction, even with prompting , or expresses ideas and opinions in a way that is insensitive to the feeling or knowledge or base of others.

C. Contributes to group maintenance.

4. Actively helps the group changes or modifications necessary in the group process and works toward carrying out those changes.
3. Helps identifies changes or modifications necessary in the group process and works toward carrying out those changes.
2. When prompted, helps identify changes or modifications necessary in the group process, or is only minimally involved in carrying out those changes.
1. Does not attempt to identify changes or modifications necessary in the group process, even when prompted, or refuses to work toward carrying out those changes.

D. Effectively performs a variety of roles within a group.

4. Effectively performs multiple roles within the group.
3. Effectively performs two roles within the group.
2. Makes an attempts to performs more than one role within the group but has little success with secondary roles.
1. Rejects opportunities or requests to perform more than one role in the group.

Rubrics for Habits of Mind Standards

A. Is aware of own thinking.

4. Explains in detail the sequence of thought he or she used when facing a task or problem. Provides a detailed analysis of how an awareness of his or her own thinking has enhanced performance.
3. Describes how he or she thought through a task or problem . Provides ideas about how an awareness of his or her own thinking has enhanced performance.
2. Provides a vague or incomplete describing of how he or she thought through a task or problem. Provides only few ideas about how an awareness of his or her own thinking has enhanced performance.
1. Provides a confusing report of the thinking he or she used in completing a task or problem. Cannot describe performance that has been improved.

B. Makes effective plans.

4. Sets a precise goal. Considers and carries out all necessary sub-goals. Creates and adheres to a detailed time line.
3. Sets a goal. Considers and carries out some sub- goals. Creates and carries out a useful time line.
2. Begins tasks without a completely defined goal. Makes little attempt to defined sub goals or develop a time line.

1. Makes no effort to identify a goal or its related sub- goals and time line.

C. Is aware of and uses necessary resource.

4. Performs a careful, detailed assessment of resource needs before beginning a task. Reviews available resources and considers alternative. Anticipates steps in the process that might require additional demands on resources.
3. Assesses a project to identify areas that require resources. Reviews available and alternative resource to determine whether they are suitable for the project.
2. Considers resource needs as they come up , creating situations in which difficulties that could have been anticipated will stop or hamper a project.
1. Does not consider resource needs. Decides to use whatever resources are easily available. Overlooks obvious and necessary resources.

D. Evaluates the effectiveness of own actions.

4. Is sensitive to a wide variety of feedback. Responds promptly when the current approach is clearly no

2. Is insensitive to some important sources of feedback. Rejects some negative feedback. Has difficulties accepting advice.
1. Ignores major sources of feedback. Responds negatively to unfavorable information.

E. Is sensitive to feedback.

4. Reviews action thoroughly and from as many points of view as is useful. Reviews action for both immediate and long-term effects. Finds value in lessons learned from both success and failure.
3. Reviews action from a reasonably objective perspective. Considers short-term effects. Finds lessons in what worked well.
2. Reviews action from highly subjective perspective. Rarely considers the effects of actions. Gleans few lessons from the task.
1. Makes no effort to review actions.

F. Is accurate and seeks accuracy.

4. Pays close attention to details when appropriate. Checks against all important source. Recognizes inaccuracies quickly and makes corrections that not only clear up the identified errors, but add greater clarity to the whole.
3. Pays adequate attention to details. Checks several source. Recognizes and corrects major inaccuracies.

2. Tries to be accurate but overlooks important details. Doesn't check enough sources to assure accuracy of important points. Doesn't recognize and correct some important errors.
1. Does not check important details for accuracy, pays little effort to review for accuracy.

G. Is clear and seeks clarity.

4. The student's entire work is free of confusing parts or elements.
3. The most important elements of the student's work are free of confusion.
2. The student's work has some confusing components that significantly affect the clarity of the whole.
1. The student's entire work is confusing.

H. Is open - minded.

4. Seeks out different and opposing points of view. Considers alternative views impartially and rationally.
3. Is aware of points of view that differ from own. Makes a concerted effort to consider alternative viewpoints.
2. Is aware that his or her perspective is not completely shared by all. Pays mild attention to alternative viewpoints.

1. Assumes his or her own perspective is universally accepted. Deliberately avoids other perspectives.

I. Restrains impulsivity.

4. Carefully considers a situation to determine if more study is required before acting. When further study is required, investing thoroughly before acting.
3. Considers whether more study is required before acting. When further study is required, gathers sufficient information before acting.
2. Cursorily considers whether more study is required before acting.

When further study is required, gathers sufficient information before acting.

1. Does not consider whether more study is required before acting.

J. Takes a position when the situation warrants it.

4. Takes a position that is appropriate for the circumstances and introduces a valuable and underrepresented perspective. Provides strong supporting evidence for the position.
3. Takes a position that is appropriate for the circumstances and supports an underrepresented perspective. Provides sufficient justifications for the position.

2. Takes a position that the situation does not completely warrant or that is redundant. Does not provide sufficient supporting evidence for the position.
1. Takes a position that is inappropriate for the situation. Presents a position that cannot be supported by evidence.

K. Is sensitive to the feeling and level of knowledge of others.

4. Demonstrates insight concerning the feeling and levels of knowledge of others and exhibits this insight while communicating. Encourages respect for individual differences and sensitivities.
3. Shows the ability to communicate with persons of diverse knowledge and sensitivities. Encourages respect for the feeling, knowledge, and abilities of others.
2. Has difficulty adjusting communications to accommodate persons of diverse knowledge and sensitivities. Does little to encourage respect in others for individual differences.
1. Demonstrates an inability to work or communicate with others of differing knowledge and abilities. Work reflects apathy towards the feelings of others.

Engages intensely in tasks even when answers or solutions are not immediately apparent.

4. Demonstrates strong determination in the pursuit of a solution. Monitors his or her level of involvement and develops and uses a number of strategies to keep self on task.

3. Shows determination in the pursuit of a solution. Uses strategies to keep self on track.
2. Makes some effort resolve a difficult problem but does not spend sufficient time and effort on the problems. Is easily derailed and does not use strategies to keep self on task.
1. Shows evidence of quitting the challenge early trying to solve a problem.

M. Pushes the limits of own knowledge and ability.

4. Generates personal standards for completion of the task that significantly raise the quality level of the task. Incorporates those standards into the final product.
3. Generates personal standards for completion of the task and incorporates those standards into the final product.
2. Generates personal standards for the task but does not incorporate them into the final product.
1. Does not generate personal standards for the task.

O. Generates new ways of viewing situations outside the boundaries of standard conventions.

4. Explores as many alternatives as time and resources will allow and analyzes how alternatives will affect the outcome of the task. The alternatives examined illustrate extremely diverse but highly useful ways of looking at the situation.

3. Generates alternative ways of approaching the task and analyzes how the task would be affected by each. Some alternatives show originality in the approach to the task.
2. Considers few alternative ways of viewing the situation ; those identified are highly predictable.
1. Remains inflexible. Applies conventional approaches to the situation even when the results are clearly not satisfactory.

Source : Marzano ; Pickering ; & Mc Tighe (1993). pp:67-93

Appendix C

Writing Skill Criteria

IDEAS/CONTENT	ORGANIZATION	VOCABULARY
Writing is basically immature and exhibits one or more of the following characteristics: • unintelligible responses • "stimulus-bound" writing: simple naming and/or describing no original ideas • lists of words or phrases • single event, personal experiences, or groups of events with no generalization rambling, "on and on" stories • simple thought sequence • egocentric	Writing lacks a specific organizing theme or purpose; overall organization is poor and sequencing is generally inaccurate or absent. • simple thought sequence • ideas may be out of order, or written as they occur to writer • unrelated ideas may be grouped together • irrelevant details	The writer OVERUSES the following kinds of words: • general nouns: the man, the thing, something, the dog, people • general verbs: is/was, are/am, go/went, do/did, see/saw/look, want/have, get/got, make, said, like • general adjectives: good/nice, big/little, funny, pretty • general adverbs: many, some, very, really, too • articles, prepositions, conjunctions
Writers <i>begin</i> to relate and classify experiences and/or facts and make generalizations. A definite story line or theme is evident although it may not be completely developed. • relevant generalizations included • descriptive detail added: character, setting, mood detail • sensory details: sight, sound, smell, taste, touch • character interaction • character dialogue or monologue • sequence of events is clear • personal style evident • original ideas expressed • use of humor, imagination	Organization skills show improvement—but inconsistency in handling generalizations, details, and conclusions is evident. • lack of overall planning • paragraph structure may be inadequate • overgeneralizations and unsupported opinions • abundance of detail without summarizing statement or appropriate conclusion (main ideas omitted) • poor introductions to paragraphs or reports (lack of topic sentence or topic paragraph) • inappropriate or omitted conclusions • poor transitions between paragraphs • topic development may not be complete • content may be copied from one source • topic choice may be too broad or too narrow • shifts in point of view • shifts in train of thought	The writer <i>begins</i> to play with words and introduces <i>some</i> of the following elements in the writing: • specific nouns, verbs, adjectives, adverbs • topic imposed words • imaginative use of words • invented words • alliteration, rhyming, repetition • original similes, metaphors, analogies As students experiment in vocabulary use, the following kinds of errors may be made: • word selection errors • word form substitution • preposition errors: "regardless to" • clichés: "pretty as a picture" • overly elaborate, flowery words/phrases • excess words/phrases: "the reason is because" • word formation errors • prefix/suffix errors: "beautifulst" • inflectional ending errors
Writing is CLEARLY and CONSISTENTLY purposeful. Ideas and details are selected for specific purposes and generally involve analysis, synthesis, or interpretation. • judgments made: stated or implied • morals suggested: stated or implied • consistent point of view supported by facts, reasons, examples • deliberate selection of information: some points emphasized, others ignored • appeals to reader's emotions • persuasion	Writing is CLEARLY and CONSISTENTLY organized. The writer organizes his work for specific purposes and carefully selects relevant information. • topic appropriately narrowed and focused • adequate planning and preparation • use of note-taking and outlining skills • accurate paragraph structure • generalizations and summaries with relevant supporting details • opinions supported by relevant facts, details, examples • appropriate paragraph breaks and transitions • appropriate conclusions	The writer ACCURATELY and CONSISTENTLY selects words which convey the intended message. Word selection is appropriate for style of writing. • precise vocabulary: deliberate word choice • abstract nouns: truth, hope • cognitive verbs: understand • judgmental adjectives: adequate

SENTENCE STRUCTURE	SPELLING	HANDWRITING
The writer does not have good "sentence sense" and is unable to arrange words to form complete sentences. Some of the following characteristics may be seen. • lists of words and/or phrases (no sentences at all) • sentence errors • run-ons: overuse of "and," "and then," "and so" • sentence fragments • syntax errors: words omitted or word order inaccurate • overuse of short, choppy simple sentences • omitted punctuation, or totally inaccurate punctuation	Comprehension of story or report may be difficult due to frequency of spelling errors. Possible error patterns may be: • Errors on both sight words and phonetic words. Spelling may be bizarre and totally unrelated to either phonetic or visual elements • Errors primarily on basic sight words (e.g., went, want, where, work, walk, play, etc.) • spells words phonetically, or adds, omits, substitutes, or inverts letters • Errors primarily on phonetic words: adds, omits, substitutes letters, inverts letters • errors mostly on vowels; or errors mostly on consonants; or errors on both consonants and vowels	Handwriting at this level does not present a neat appearance. • poor or inaccurate letter formation; letter substitution • poor spacing between words and/or letters • poor spatial organization (inconsistent letter size, or inconsistent use of guidelines; letters may be too large or too small) • smudged erasures or write-overs • illegibility • letter reversals, inversions • writing laborious and slow
GROWTH The writer experiments with different types of sentences: • expanded sentences: when, where, how phrases added • compound sentences, complex sentences However, awkward constructions may appear with the use of longer sentences: • verb errors • subject-verb agreement errors • shifts in tense in sentence, paragraph, story • non-parallel constructions • noun/pronoun agreement errors • punctuation errors	There are some spelling errors, but the words are readable. Errors are made on longer words and may be due to misapprehension or incorrect pronunciation. • phonetic spelling of misspelled words • word endings added or omitted incorrectly • syllables in words may be omitted • homonym substitution	Overall handwriting is adequate, although there may be some awkward letter formations, especially if the student is just learning cursive writing. Student may need to work on overall neatness and use of margins.
MASTERY The writer has clear "sentence sense" and manipulates words to form all types of sentences ACCURATELY and CONSISTENTLY. • variety of sentence structures and lengths used • all forms of punctuation are consistently and accurately used	There are relatively few errors and the student is working at or above grade level in spelling skills. Errors are generally made on difficult words (multi-syllable words, or words with unusual spellings). Only a few errors are found in first drafts of longer compositions and reports.	Overall writing is carefully done and is quite readable. Completed papers are very neat.

Source : Hall (1981) pp:150 - 151

Appendix D
Student Self - Assessment Form

Dimension 1
Using Knowledge Meaningfully

Student Name _____

How well do I ...

	Never			Always	
1. Try to get along with the teacher ?	1	2	3	4	5
2. Try to get along with our students ?	1	2	3	4	5
3. Try to make the classroom a comfortable place ?	1	2	3	4	5
4. Try to make classroom an orderly place ?	1	2	3	4	5
5. Try to see the value in the things I'm asked to do ?	1	2	3	4	5
6. Try to be positive about my ability to do things I'm asked to do ?	1	2	3	4	5
7. Try to understand things before I actually do them ?	1	2	3	4	5

Dimension 2
Extending and Refining Knowledge

Student Name _____

How I rate my ability to _____

1. I can perform _____ without making mistakes

many mistakes

no mistakes

1

2

3

4

5

2. I can perform _____ quickly

very slowly

very quickly

1

2

3

4

5

3. I can perform _____ with ease

very difficult

very easy

1

2

3

4

5

4. I can perform _____ in many different situations

few situations

many situations

1

2

3

4

5

Dimension 3
Acquiring and Integrating Knowledge

Student Name _____

1. How well do I compare information ?

very poorly

very well

1

2

3

4

5

My comments examples :

2. How well do I classify information ?

very poorly

very well

1

2

3

4

5

My comments and examples :

3. How well do I make indications ?

very poorly

very well

1

2

3

4

5

My comments and examples :

4. How well do I make deductions ?

very poorly

very well

1

2

3

4

5

My comments examples :

DIMENSION 3 (CONTINUED)

5. How well I analyze errors ?

very poorly

very well

1

2

3

4

5

My comments examples :

6. How well do I construct support ?

very poorly

very well

1

2

3

4

5

My comments examples :

7. How well do I make abstractions ?

very poorly

very well

1

2

3

4

5

My comments and examples :

8. How well do I analyze perspectives ?

very poorly

very well

1

2

3

4

5

My comments examples :

DIMENSION 4
Attitudes and Perceptions

Student Name : _____

How complete was I when I performed my task ? (Describe how well you think you did. Give specific example).

How accurately did I use information and how effective was my thinking ? (Describe how well you think you did. Give specific example).

DIMENSION 5

Habits of Mind

Student Name _____

1. Am I aware of my own thinking about what I am trying to accomplish ?

not aware

very aware

0 1 2 3 4

2. Have I made a plan for what I want to accomplish ?

no plan

complete plan

0 1 2 3 4

3. Have I made a plan for what I want to accomplish ?

no resources

all necessary resources

0 1 2 3 4

4. Am I aware of how well I am doing if I need to change any of my actions or attitudes ?

not aware

very aware

0 1 2 3 4

5. Am I evaluating how well this is going and what I would do differently next time ?

not evaluating

always evaluating

0 1 2 3 4

6. Am I actively seeking accuracy in the information I am receiving ?

not active

very active

0 1 2 3 4

7. Am I actively seeking clarity in the information I am receiving?

not active

very active

0 1 2 3 4

DIMENSION 5

8. Am I being open - mind about information I am receiving ?

not stopping

stopping

0

1

2

3

4

9. Am I stopping to think before I speak or act ? Am I resisting impassivity ?

not active

very active

0

1

2

3

4

10. Am I actively taking and defending positions when such actions is warranted ?

not active

very active

0

1

2

3

4

11. Am I being sensitive to the feelings and level of knowledge of others ?

not sensitive

very sensitive

0

1

2

3

4

12. Am I still working intensely even

withdrawing

working intensely

0

1

2

3

4

13. Am I pushing myself to my limits , or am I costing ?

costing

pushing

0

1

2

3

4

14. Am I continually identifying standards I want to meet ?

not identifying

continually identifying

0

1

2

3

4

15. Am I continually trying to see the situation in new and unique ways ?

not trying

continually trying

0

1

2

3

4

Source : Marzano ; Pickering ; Arredondo ; Blacburn, Brandt ;
& Moffett (1992).

Appendix E
TEACHER OBSERVATION FORM

DIMENSION 1
Using Knowledge Meaningfully

Student Name _____

Behavior	Date	Examples
Student contributes to the classroom climate by :		
• Trying to establish a relationship with teachers and peers .		
• Adding to the comfort of the classroom .		
• Adding to the order of the classroom .		

Student contributes to positive attitudes about and perceptions of task by :

• Trying to find value and relevance when they are not immediately apparent.		
• Trying to maintain positive attitudes about his / her ability to perform tasks .		
• Trying to understand tasks before trying them .		

DIMENSION 2
Extending and Refining Knowledge

Student Name _____

Skill or Process _____

Behavior	Date	Examples
Ability to perform the skill or process without error or with an acceptable amount of error .		
Ability to perform the skill or process quickly enough .		
Ability to perform the skill or process easily .		
Ability to perform the skill or process in a variety of settings.		

DIMENSION 3
Acquiring and Integrating Knowledge

Student Name _____

Behavior	Date	Examples
Comparison 1. Completeness of student's use of the strategy . 2. Accuracy and effectiveness student's thinking during comparison task .		
Classification 1. Completeness of student's use of the strategy . 2. Accuracy and effectiveness of student's thinking during classification tasks .		
Induction 1. Completeness of student's use of the strategy . 2. Accuracy and effectiveness of student's thinking during induction tasks .		
Deduction 1. Completeness of student's use of the strategy . 2. Accuracy and effectiveness of student's thinking during deduction tasks .		
Error Analysis 1. 1. Completeness of student' use of the strategy . 2. Accuracy and effectiveness of student's thinking duritasks requiring error analysis .		

DIMENSION 3 (CONTINUED)

Behavior	Date	Examples
Constructing Support 1. Completeness of student's use of the strategy . 2. Accuracy and effectiveness of student's thinking during tasks that involve constructing support .		
Abstracting 1. Completeness of student's use of the strategy . 2. Accuracy and effectiveness of student's thinking during abstracting tasks .		
Analyzing Perspectives 1. Completeness of student's use of the strategy . 2. Accuracy and effectiveness of student's thinking tasks that require analyzing perspective .		

DIMENSION 4
Attitudes and Perceptions

Student Name _____

Behavior	Date	Examples
Decision Making • Comprehensiveness of student's use of the decision - making strategy • Accuracy and effectiveness of student's thinking in decision - making tasks		
Investing • Comprehensiveness of student's use of the investing strategy . • Accuracy and effectiveness of student's thinking investigation tasks .		
Experimental Inquiry • Comprehensiveness of student's use of the experimental inquiry strategy . • Accuracy and effectiveness of student's thinking in experimental inquiry tasks .		
Problem solving • Comprehensiveness of student's use of the problem -solving strategy • Accuracy and effectiveness of student's thinking in problem - solving tasks .		
Invention • Comprehensiveness of student's use of the invention strategy • Accuracy and effectiveness of student's thinking in invention tasks .		

DIMENSION5 : MENTAL HABITS OF SELF - REGULATION

Student Name _____

Behavior	Date	Examples
Being aware of your own thinking.		
Planning.		
Being aware of necessary source.		
Being sensitive to feedback.		
Evaluating the effectiveness of your actions.		

DIMENSION 5: MENTAL HABITS OF CRITICAL THINKING

Behavior	Date	Examples
Begin accurate and seeking accuracy.		
Being clear and seeking clarity.		
Being open - minded.		
Restraining impassivity.		
Taking a position when the situation warrants it.		
Being sensitive to the feelings and level of knowledge of others .		

DIMENSION 5 : HABITS OF CREATIVE THINKING

Student Name _____

Behavior	Date	Examples
Engaging intensely in tasks even when answers or solutions are not immediately apparent.		
Pushing the limits of your knowledge and abilities .		
Generating trusting , and maintaining your own standards of evaluating.		
Generating new ways of viewing situations outside the boundaries of standard conventions.		

Source : Marzano ; Pickering ; Arredondo ; Blackburn ; Brandt ; & Moffett (1992)

Appendix F

Interview Question

1. How did you benefit from the portfolio?
2. As you look through your EFL writing what do you see as being evident of growth ?
3. After looking at your EFL writing in your portfolio and how it was assessed, will it help you make any decisions about EFL writing in the future ?
4. Do you feel any more self - confident about your writing abilities since completing the class ? how ?
5. Would you like to submit your portfolio to the next year teacher as an example of your better EFL writing ? Why ?

Appendix G

The Pre/Post - test

Date :-----

Name :-----

Class :-----

Q1 : Use all the necessary writing skills to write five sentences describing yourself.

(25 marks)

1. ----- .

2. ----- .

3. ----- .

4. ----- .

5. ----- .

Q2 : Use all the necessary writing skills to write five sentences describing friend.

(25 marks)

1. ----- .

2. ----- .

3. ----- .

4. ----- .

5. ----- .

Q3: Use all the necessary writing skills to write a paragraph describing your immediate environment.
(50 marks)

Good Luck.

Appendix H
Final Exam for First Semester

State of Bahrain
Ministry of Education
Yathreb Intermediate School

Final First Semester Exam
For First Intermediate 1996-97

Date :-----

Name :-----

Class :-----

1- Comprehension :

- Read this passage and then put T or F or DK after each statement
(10 marks)

Mohammed and Ali are friends. Last Friday morning they went to the beach by bus. They got to the beach at 8 o'clock. There were many people on the beach. Some were laughing and playing and others were swimming. When they arrived, Mohammed jumped into the water to swim. Ali is not good at swimming, so he sat down and read a story book. At five o'clock in the afternoon they went back home with a friend in his car as there was no bus.

- a. Ali and Mohammed went to a football match. -----
- b. Mohammed likes swimming. -----
- c. They got to the beach very quickly. -----
- d. Ali is a good swimmer. -----
- e. They went home on the bus with a friend. -----

Now correct the F (false) sentences.

- Read this passage and then answer the questions with long answer .
(10 marks)

Adel like traveling and visiting other countries. Last summer he visited three countries. He went to Egypt, India and Japan. He visited the pyramids and tombs in Egypt. In India he rode on an elephant and he saw the Taj Mahal. In Japan he saw old temples and big new factories. He liked Egypt more than India and Japan.

a. What does Adel like doing ?

b. Where did he go last summer ?

c. What did he visit in India ?

e. Which country did he like best ?

2- Vocabulary

- Fill in the banks with one of these words There are 6 words but only 5 spaces.

(5 marks)

family
sister

English
postcard

guitar
painting

Brian is my friend. He is (1) ----- . He likes playing the (2) ----- and (3) ----- pictures. He has got a (4) ----- and she likes collecting (5) ----- .

- Draw a line under the “ odd one out “

(5 marks)

a. flat	triangle	circle.
b- windy	cross	sunny.
c. pepsi	juice	meat
d. kitchen	dress	living room.
e. plane	horse	bicycle.

- Write these words in the correct column . write them in alphabetical order.

(5 marks)

fireman	triangle	square	soldier
nurse	English	American	
Lebanese	Japanese	circle	

Nationalities	jobs	shapes

- Fill in the gaps with words from those above.

(5 marks)

1- A ----- man comes from Japan.

2- A ----- works in hospital.

3- A man from the United States is -----.

4- A ----- has four sides.

5- A ----- works in the army.

3- Language :-

- Write the questions for the following answers. Use one of these words :-

(5 marks)

Where - What - When - Which - Who - Whose

a. ----- is your name ? My name is Ali.

b. ----- does he get up ? He gets up at 6 o'clock.

c. ----- pen is yours ? That one.

d. ----- broke the window ? They boy broke the window.

e. ----- coat is this ? It's Ali's.

- Look at these words :

(5 marks)

to - on - in - under - over - after - before

Now fill in each blank with a suitable word.

a. The water is ----- the jug.

b. The teacher is going ----- school.

c. Sunday comes ----- Monday.

d. The fan is ----- our heads.

e. The map is ----- the wall.

- Choose the right word to fill in the gaps.

(5 marks)

a. Tom always ----- football after school.

{ play - plays - played }

b. I ----- my father at the airport last week.

{ meeting - met - meets }

c. What ----- you doing on Monday ?

{ will - are - do }

d. He ----- a new bicycle now.

{ has - have - had }

e. They ----- an old house last year.

{ buy - bought - buying }

- Read this passage. What do the words underlined refer to.

(5 marks)

He = -----

there = ----- Janet has got a brother . His name is Sam . He lives

They = ----- in Australia. Bob and Janet are going there in July.

They = ----- They want to see Sam again. He has got two sons.

his = ----- Their names are Tom and Ted. They like swimming
Same has got a swimming pool in his garden.

4-Writing :-

- Complete the table for yourself and then write a passage about yourself.

(10 marks)

Name	
Age	
School	
House or flat	
Place You live	
Sisters	
Brothers	
Likes	
Dislikes	

My name ----- I am -----

- Mary is visiting Bahrain and wants to send a postcard to her mother in England.

Write Mary's postcard. Uses the following words or phrases :

Bahrain - Saturday - enjoyed - empty - very good - beautiful beach - went swimming - old fort - looked at the boats - restaurant.

Bahrain 1st July 1996 Dear Mum,	Mrs. M. Brown 27 Chase Road South gate London N.14 England.
---	--

5- Listing :

- Listen and tick the correct answer :

(5 marks)

1- I'm a ----- man () boy () girl ()

2- Sometimes I wear ----- trousers () a thobe () a shirt ()

3- I'm ----- lazy () untidy () tidy ()

4- I don't like ----- sport () watching TV () reading ()

5- I'm ----- tall and fat () short and fat () short and thin ()

- Listen to Ahmed talking to his brother Jassim . Where do you think they are ? Tick the boxes .

(5 marks)

1	2	3
A. at the airport ()	A. At the radio station ()	A. in a sports shop ()
B. at school ()	B. at the bus - stop ()	B. in a bank ()
C. at home ()	C. in a super market ()	C. in a post office ()

- Listen to this dialogue and fill in the chart below :-

(10 marks)

A = Ali F = Fahad

	Playing football	beach	fishing	super- market	doctor	dentist	Adhari park
Saturday							
Sunday							
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							

Good luck

مضامين اتباع التقييم الحقيقي في تنمية مهارة الكتابة باللغة الإنجليزية في المرحلة الإعدادية

إعداد

جيهان علي أحمد المناعي ، ١٩٩٨

اهتمت الدراسة بتقصي أثر اتباع المنحى الحديث في التقييم المسمى بالتقييم الحقيقي والذي يواكب عملية التدريس في تحسين مهارة الكتابة باللغة الإنجليزية عند طالبات المرحلة الإعدادية في دولة البحرين. وقد ركزت على الأبعاد الآتية:

١- تطور قدرة الطالبات على مهارة الكتابة في اللغة الإنجليزية نتيجة استخدام التقييم الحقيقي.

٢- تطور قدرة الطالبات على تقويم مهارتهن الكتابية تقويماً ذاتياً.

٣- أثر التقييم الحقيقي في تحصيل الطالبات العام في اللغة الإنجليزية.

وقد استخدمت الباحثة المنهجين الوصفي والكمي في جمع المعلومات ومعالجتها. وكانت مصادر هذه المعلومات هي: ملاحظات الباحثة المنظمة لتطور كتابات الطالبات، نماذج تقويم الطالبات الذاتي، حقائب الطالبات التقييمية، المقابلات المسجلة مع الطالبات ، ونتائج الطالبات في اختيار تحصيلي ختامي.

تكونت عينة الدراسة من شعبتين (ن = ٦٠) اختيرتا عشوائياً من ثماني شعب من طالبات الأول الإعدادي يدرسن في مدرسة يثرب الإعدادية للبنات بدولة البحرين. عينت إحداهما عشوائياً لتكون مجموعة تجريبية والأخرى لتكون ضابطة.

وقد بدأت الدراسة في الثاني من شهر أكتوبر ١٩٩٦م واستمرت لمدة ستة أشهر. كانت الباحثة خلالها تقوم بتدريس اللغة الإنجليزية كلغة ثانية للمجموعتين. تم تدريس المجموعة الضابطة بالطريقة التقليدية حيث اقتصر تدريسهن لمهارة الكتابة على حل التمارين

الخاصة بذلك في كراسة التمارين، وكان تصحيح كتابتھن يتم مرة واحدة يعطین درجاتھن وملاحظات على هذه الكتابات.

أما المجموعة التجريبية فقد استخدم معها منحنى التقييم الحقيقي، حيث جرت متابعتھن في تطور الكتابة من مستوى الجملة إلى مستوى الفقرة فمستوى الموضوع، خطوة خطوة. يقدم لھن تغذية راجعة فورية، یقمن بعدها بإعادة الكتابة وأخذ تغذية راجعة مرة ثانية ليخرجن بكتابات نهائية. وقد خصص لكل طالبة حقيبة تقييمية تحفظ فیها هذه الكتابات.

وفي نهاية التجربة أجريت مقابلات مع عدد من طالبات المجموعة التجريبية من فئات التحصيل المرتفع والمتوسط والمنخفض، كما كلفت طالبات هذه المجموعة بإجراء التقييم الذاتي لكتابتھن، ثم طبق اختبار تحصيلي موحد في اللغة الإنجليزية بكافة مهاراتها.

أسفر تحليل المعلومات والبيانات المتوفرة عن النتائج التالية :

- ١- هناك تقدم ملحوظ في كتابة اللغة الإنجليزية بعد استخدام التقييم الحقيقي.
- ٢- تمكن الطالبات من استخدام التقويم الذاتي في معرفة مواطن الضعف والقوة لديھن.
- ٣- شعور الطالبات بالثقة نتيجة هذا التقدم في الكتابة.

بصورة إجمالية بينت الدراسة أن للتقييم الحقيقي أثرا كبيرا في تحسين مهارة القراءة والتحدث والاستماع والكتابة عند الطالبات.