Portfolio Assessment in Second / Foreign Language Pedagogy

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Abstract

Portfolio as a collection of artifacts has been employed for a long time in different creative professions as one way to display one's talents, competences, and accomplishments for career advancement and social recognition. In second/foreign language education, portfolio has been enthusiastically received by classroom teachers as an alternative to the traditional testing characterised as formalised, time-restricted, one-shot, and inauthentic. This paper provides a critical review of the literature on portfolio assessment and offers an example of how it can be

portfolios for different p#rposes, partic#larly in the realm of ed#cation -Frown, 7<<C. !f one loo1s #p GportfolioH in the <u>Merriam%5ebster dictionary</u>

tools !t is more than a matter of form or format H &herefore, it is more meaningf#l to e' plore PA in practice by e' amining its bene/ts and drawbac1s at different levels of implementation

ene! ts and " ra#bac$s% Portfolio Assessment in Practice

A n#mber of scholars have reviewed related literat#re and s#rveyed the bene/ts and drawbac1s of PA -Frown J H#dson, 4>>DM *o' , 7<<DM H#ng J H#ang, 7<47M Nin, 7<48. *or instance, Frown and H#dson -4>>D. identi/ed the advantages of PA and assembled them into three main categories incl#ding3 -a. enhancing st#dent learningM -b. informing teachersM and -c. facilitating the assessment process &hey also discerned /ve common disadvantages of PA in terms of design decision, logistics, interpretation, reliability and validity Nin -7<48., drawing on the recent empirical st#dies, validates the bene/ts of PA with the claim they do the following3 -a. antagoni$e traditional tests and correspond to c#rric#l#m goalsM -b. enhance lang#age abilities, partic#larly writing s1illsM -c. a#gment st#dents' self%reKection, a#tonomy, metacognition, and motivation She points o#t the challenges of PA and characteri$es the reality of PA implementation by elaborating the macro and micro level decisions for teachers and sta1eholders Additionally, H#ng and H#ang -7<47. add that the most cited bene/ts of PA are its tendencies to c#ltivate a sense of a#thorship or ownership and a sense of comm#nity !n terms of PA wea1nesses, their main concerns are still with logistical, reliability, and validity iss#es

Frown -7<<8. dedicated a single chapter in his boo1 to disc#ss the principles of lang#age assessment *ive central iss#es in lang#age meas#rement literat#re were incl#ded as f#ndamental for his disc#ssion, incl#ding a#thenticity, washbac1, practicality, reliability and validity -chapter 7, pp 4>%94. Spea1ing on alternatives in assessment -chapter 4<, pp 7C4%7D<., he presented the dilemma which teaching professionals often enco#nter when they, on the one hand, desire to increase the positive washbac1 and a#thenticity of more open%ended, conte' t#ali$ed, criterion% referenced assessment, while, on the other hand, want to ens#re reliability and practicality Lorrespondingly, the dilemma manifests both the bene/ts and drawbac1s of PA

&wo main bene/ts of PA are a#thenticity and positive washbac1 A#thenticity refers to the nat#ral, conte' t#ali$ed, meaningf#l, and real%world 2#alities of lang#age assessment -Frown, 7<<8. A#thenticity can be seen as both the ends and the means of PA !n fact, *o' -7<<D. notes that some scholars even Ge2#ate a#thenticity in alternative assessment with both reliability and validityH -p 4<4. F#rner -7<49. in his systematic review of the potential bene/ts of PA on) S+") *+ writing devotes an entire section to a#thenticity PA, according to F#rner, -a. creates opport#nities for a#thentic and sophisticated lang#age #seM -b. responds to the m#ltifaceted nat#re of lang#age" m#lti%domain learningM -c. generates an' iety%free effects from time% constrained tests and e' amsM -d. increases st#dents' motivation and time%on%tas1M -e. promotes interaction in and o#t classroomM and -f. facilitates comm#nication and sharing of te' ts online, enhancing ecological validity Similarly, PA has been reported to have positive effects on both teaching and learning O#nes -7<<9. employed portfolios as one way to dialog#e with her st#dents and to enco#rage her st#dent reKection She asserted that the information synthMpg!tions portflog

formative assessment, on st#dent motivation, learning, and achievement among 4=D /rst%year *rench and Spanish classes &hey fo#nd that +ing#a*olio promoted intrinsic motivation, increased tas1%val#e, and cataly$ed more acc#rate self%assessment of learning

However, there are also many challenges in PA implementation, partic#larly its practicality and reliability Eegarding practicality, which can be anatomi$ed into time, cost, effort and administration, PA is often critici$ed for drawbac1s in each of these dimensions !t is reported that the implementation of PA is time%cons#ming and demanding for teachers and challenging for st#dents +o -7<4<. writes in her action research article that she had to give feedbac1 and responses to st#dents' wor1 and to meet overloaded e'pectations from the administration3

> &he reading and grading load was enormo#s, as was that of answering st#dents' 2#estions *or 2#estions ! co#ld not answer, ! had to spend time locating answers as well -p D=.
> Bespite the greatly red#ced n#mber of 2#estions, the reading and grading load was still very heavy &o meet the administration's deadline for s#bmitting /nal grades, ! was forced to write short comments and had no time to correct grammatical errors &he si' entries ! had insisted on to establish the habit of reading newspapers had become a massive b#rden for me -p D?.
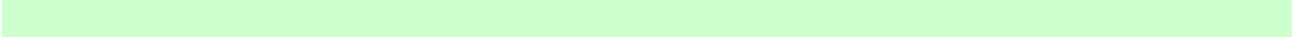
Moreover, the artifacts st#dents complied for the portfolio were varied and dif/c#lt to grade consistently +i1e reliability, validity is one of the most important and controversial iss#es in lang#age assessment and portfolio assessment Eeliability is Gprecondition for validityH -Frown, 7<<C, p 77<., that is, the assessment m#st be reliable to be valid Oevertheless, meeting reliability demands for PA is not impossible !n one empirical st#dy, the reliability of PA was con/rmed, as Song and A#g#st -7<<7. concl#ded3 Gwhen caref#lly cond#cted with clear eval#ation standards, PA can be relied #pon as a basis for ma1ing (#dgments abo#t the writing pro/ciency of ⟩S+ st#dentsH -p =8. Additionally, Farootchi and Oeshavar$ -7<<7. probed the correlation of PA and teacher%generated tests among =< !ranian 4%year%old female high%school sophomores and fo#nd that Gthe portfolio assessment scores correlate, to a reasonable degree, with those of the achievement testH -p 7D9. Bespite the 2#estionability of the instr#ments -the fact that they were teacher%made tests and the manners in which portfolios were assessed. in this report, consistency in PA can be reached with caref#lly planned implementation &he iss#e of PA validity has been grad#ally addressed Mai, Og#yen, and ⟩ rif/n -7<44. are among the /rst researchers to st#dy and af/rm the validity for portfolio writing assessment in a long%term pro(ect &hey wor1ed with a gro#p of teachers and st#dents from a research%based instit#tion in ⟩ ietnam to develop the assessment criteria for PA Strictly following the instr#ment development proced#res -drafting, panelling, piloting, trialling, and /nali$ing., the researchers reviewed the literat#re in second lang#age writing and portfolio assessment, and then incorporated the local teachers' e'pertise to validate the constr#ct As a res#lt of the /rst two stages, a portfolio writing assessment instr#ment of two domains, si' capabilities, 8= indicators, and 48D criteria was designed which was both theory%driven and conte't%relevant &he a#thors concl#ded that Gdesigning an empirical instr#ment for a formal assessment of portfolios is a feasible tas1 for concerned researchers and teachersH -p 4?C.

"iscussion

&he central iss#e of any testing and assessment activity is validity &raditionally, validity was treated as a composite of different types, incl#ding criterion, content, and constr#ct -Lronbach J Meehl, 4>CC. However, this treatment co#ld be misleading if one believed that one type of validity can compensate for the others Messic1 -4>D>. proposed a #nitary view of validity by ta1ing it o#t of tests and foc#sing more on test interpretations and #ses He el#cidated that Gvalidity is an integrated eval#ative (#dgment of the degree to which empirical evidence and theoretical rationales s#pport the a%&uacy and appropriateness of in#rences and actions based on test scores or other modes of assessmentH -p C. -a#thor emphasis. According to this view, the concept of inherently valid assessment is /ctitio#s and myopic -cf Frown J H#dson, 4>>D. PA as well as other types in the family of alternative assessment sho#ld be treated e2#ally with other testing and assessing protocols in terms of validity PA is more bene/cial for process%based, longit#dinal, and pro%learning assessment when compared to its #se for high%sta1es p#rposes where decision ma1ers have to pic1 o#t a limited n#mber of people among many &his is not to arg#e for the traditional forms of testing -standardi$ed, one%time ones. Eather, this is to say that the iss#e of validity sho#ld be ta1en serio#sly when implementing PA 5henever possible, a combination of m#ltiple so#rces of evidence drawn from a variety of testing and assessment so#rces is the best option to ass#re fairness

&hro#gho#t the PA literat#re in second lang#age pedagogy, more attention has been paid to writing than other lang#age s1ills &his is e'plicable, as ! presented earlier in this paper, in terms of the widespread employment of PA deriving from composition st#dies and writing pedagogy and in terms of the shift to a more process%based approach 5ith technological advancement, an array of #ser%generated content platforms incl#ding blogging and social media is available for PA enth#siasts to incorporate into their writing programs)%portfolios have been on the increase in PA literat#re However, there is scant disco#rse on PA in reading, listening, and spea1ing !t co#ld be more ill#minating to see more st#dies e'ploring how other lang#age s1ills can be Sportfolioed,' partic#larly with the availability of many handy technologies s#ch as

Appendi5
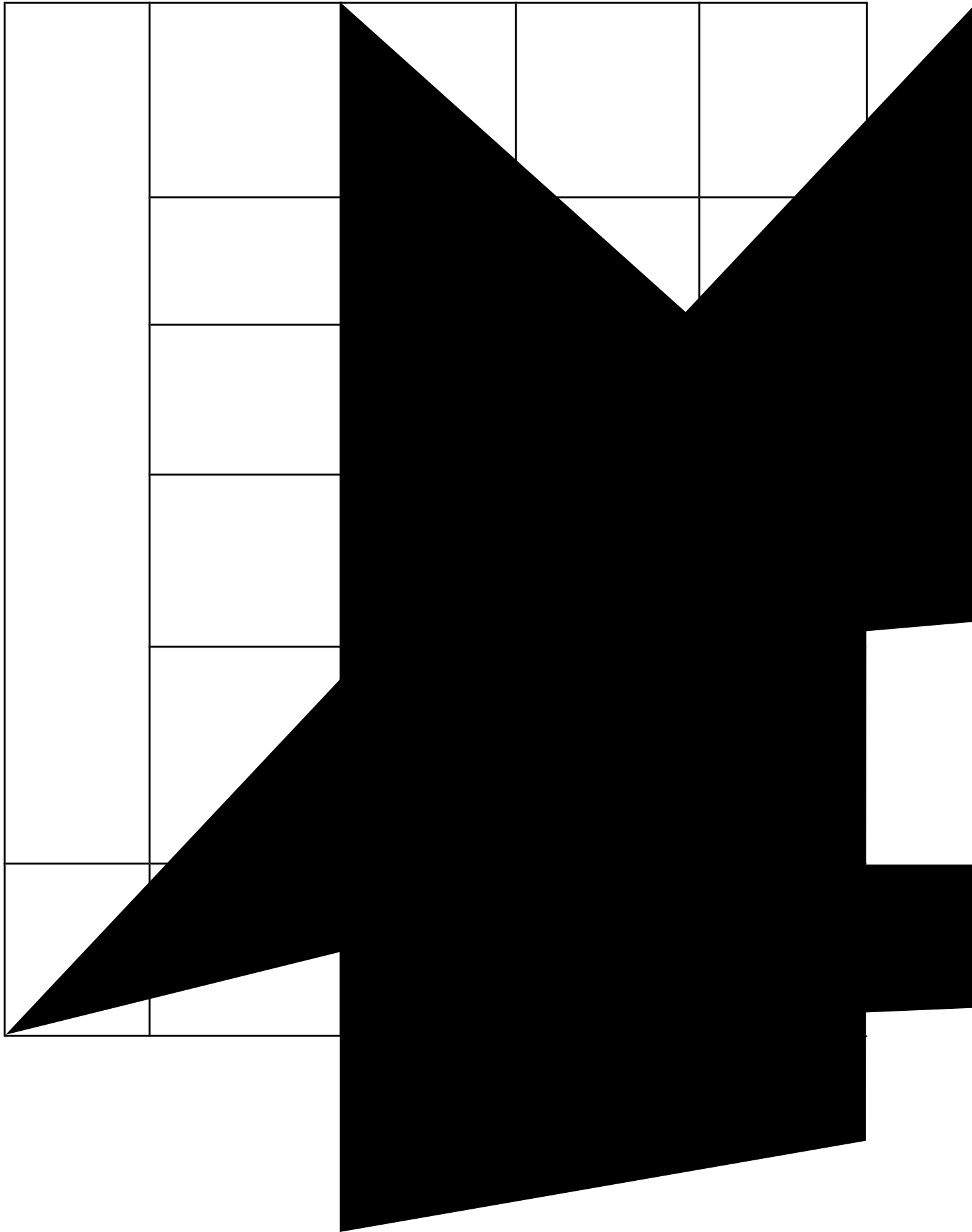/6 /IC A 3 – ravel roc' ure /ubric
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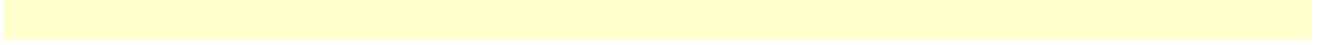
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Focus on t' e tas$	Lonsistently stays foc#sed on the tas1 and what needs to be done ; ery self% directed	*oc#ses on the tas1 and what needs to be done most of the time : ther gro#p		