

Planning Portfolio Assessment to Assess students' Learning in English Language Classroom
Research

Jamilah,
jamilah@uny.ac.id

State University of Yogyakarta

Abstract

This paper is meant to show how to plan portfolio assessment to use in a classroom setting. Assessment is a crucial part of a teaching learning process in a classroom for it can reflect what and how students learn, how successful they were in their attempt, and whether the teaching learning process can reach the curricular objectives of a certain course or not. The use of traditional assessment, such as tests at the end of a course in the forms of objective as well as essays, has many shortcomings. In traditional tests students respond almost mechanically, by taking in facts and echoing them back. In this way students are merely reproducers of knowledge rather than producers. These kinds of tests are divorced from the classroom and institution curriculum, for what happens in the classroom is not as important as what happens during the test, doing well on tests is the result of something other than diligent, determination, and effort, and students have no role, authority or voice in showing what they have learned.

Authentic assessment is an alternative way to overcome the problems of the use of traditional assessment. There are many forms of authentic assessment, one of which is portfolio assessment. Portfolio assessment is a kind of assessment that can bridge the teaching and assessment. Many people still think that a portfolio is merely a collection of a student's work, so that most of the energy is put into assembling students' portfolios. But there is a great deal more to successful portfolio assessment than collecting students' work. That is why this paper is written, that is to show how to plan portfolio assessment to be used in a course, English Language Classroom Research, a course in the English Education Department, FBS UNY.

Planning for successful portfolio assessment consists of six steps: 1) setting a clear purpose, 2) matching portfolio contents to purpose, 3) setting criteria for assessment, 4) setting standards of performance, 5) preparing scoring instruments, and 6) getting students involved.

Key words: portfolio, assessment,

