



Designing Writing Assessment Tasks for Junior High School

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Abstract

Junior High School is the next step for students in learning English. In elementary school, learning target that should be reached by student is vocabulary mastery, then introduced by four language skills-speaking, reading, listening, and writing- in Junior High School. It can't be denied, even they have Junior High School, and it is still found students who are difficult to write sentences in English. In fact, when English Education Department (EED) students are asked 'how to asses students writing for Junior High School?' They answered by writing paragraph. And, how to give students score? They answered by using rubric like stated at 'Language assessment book by Arthur Huges'. Actually, writing assessment is not only focused on writing paragraph. For Junior high school, there are some writing performance can be used to assess students writing, and to give score it should be appropriate with the level of the student. The rubric used by EED students is the rubric for English as a second language. Therefore in this paper, writer describes how to design writing assessment task for Junior High School and its rubric. Hopefully, this paper can help EED students in designing writing assessment task when they do teaching practice (PPL) and making instrument for their research.

Keywords: writing assessment, rubric, EED students

1. Introduction

There are many theories and knowledge got by English Education Department (EED) students since they learn at English Education Department of State Islamic University Sultan Syarif Kasim Riau. They learn Pedagogic Science, Islamic Science and English Science. English science is all knowledge related to their prior knowledge in Learning English. Based on the writer interview with English Education Department students, it was found students problem in designing assessment task when they did teaching practice (PPL) and research. Designing

assessment task when conducting teaching practice (PPL) and research was the first step before coming to the real situation in teaching and learning process. Focus on writing skills in designing assessment task; they said to assess students writing performance, they asked students to write sentences become paragraph. In fact, According to Brown (2010:261) there are four categories of written performance that capture the ranges of written zproduction are considered here. Each category resembles the categories defined for the other three skills, but these categories, as always, reflect the uniqueness of the skill area:

1. Imitative. To produce written language, the learner must attain skills in the fundamental, basic tasks of . Writing letters, words, punctuation, and very brief sentences. This category includes the ability to spell correctly and to perceive phoneme-grapheme correspondences in the English spelling system. It is a level at which learners are trying to master the mechanics of writing.
2. Intensive (controlled). Beyond the fundamentals of imitative writing are skills in producing appropriate vocabulary within a context, collocations and idioms, and correct grammatical features up to the length of a sentence. Meaning and context are of some important in determining correctness and appropriateness. But most assessment task are more concerned with a focus on a form and are rather strictly controlled by the test design.
3. Responsive. Here, assessment tasks require learners to perform at a limited discourse level, connecting sentences into a paragraph and creating a logically connected sequence of two or three paragraphs. Tasks respond to pedagogical directives, lists of criteria, outlines, and other guidelines. Genres of writing include brief narratives and descriptions, short reports, lab reports, summaries, brief responses to reading, and interpretations of charts or graphs. Under specified conditions, the writer begins to 'exercise some freedom of choice among alternative forms of expression of ideas. The writer has mastered the fundamentals of sentence-level grammar and is more focus on the discourse conventions that will achieve the objective of

written text. Form-focused attention is mostly at the discourse level with a strong emphasis on context and meaning.

4. Extensive. Extensive writing implies successful management of all the processes and strategies of writing for all purposes, up to the length of an essay, a term paper, a major research project report, or even a thesis. Writers focus on achieving a purpose, organizing and developing ideas logically, using details to support or illustrate ideas, demonstrating syntactic and lexical variety, and in many cases, engaging in the process of multiple drafts to achieve a final product. Focus on grammatical form is limited to occasional editing or proofreading of a draft.

Four categories of written performance show us that writing assessment is not only writing paragraph. Writing assessment refers to an area of study that contains theories and practices that guide the evaluation of a writer's performance or potential through a writing task. Writing assessment can also refer to the technologies and practices used to evaluate student writing and learning. There are three purposes at writing assessment with English language learner (ELL). First, writing assessment in English and/or native language is used for identification and program placement in ESL or bilingual programs. Moreover, ELL students are typically reclassified as English proficient based on writing assessment in English when they are prepared for grade-level instruction. Second, writing assessment can be used to monitor student progress and determine if changes in instruction are required to meet student needs. The ongoing

assessment of student writing enables review of student growth over time and determination of the success of instructional approaches. Last, the purpose is accountability. Writing assessment is often conducted as part of district or statewide accountability assessment programs for all students. In some cases, students must attain a minimum score for grade-level advancement or for high school graduation. These varying uses of assessment results point to the importance of accurate writing assessment with ELL students.

On the other hand, when the writer asked EED students about how to give score for students' assessment, they used the rubric that they got from the book of "Language Testing by Arthur Huges". Unfortunately, they are not able to analyze the level of the students. The rubric that they see from Arthur Huges Book is the rubric for English as second language students. In fact, In Indonesia English is taught as foreign Language. For example, they asked students to write simple paragraph for junior high school students, and the product of students writing will assess by writing rubric from Arthur Huges. It meant the rubric that they use is not appropriate and do not reach highest score. Therefore, there is manipulating data analyzing in research.

Therefore, in this paper writer try to explain about how to design writing assessment task for Junior High School. Why is Junior high school? There are many researches conducting by English Education Department students in Junior High School and they assumed to assess student writing performance is only by writing paragraph. In fact, there are many activities stated in curriculum or

syllabus to assess students writing performance. It is not only by writing sentences become a paragraph. In addition, this paper also gives the rubric that can be used by EED students to get score of students writing assessment for Junior High School.

2. Discussion

Writing Assessment

When we teach English as a Foreign Language (EFL), our main goal is to make our students communicate with other people, to have them understand what the other people say, to talk to them, to read and comprehend what they have written and to write to them. People often communicate through writing. This makes it necessary for the EFL learners to learn how to write. As a teacher, therefore, you need familiar with what writing is all about: why people write; what kinds of things they write and for what purposes; what a writer of different kinds of writing needs in order to write successfully. You also need to know the various stages in the development of writing skills, that is, you need to know the main issues that concern teachers of writing so that you can make informed choices in your own practice as a teacher of writing. Teaching how to write effectively is one of the most important life-long skills educators impart to their students. When teaching writing, educators must be sure to select resources and support materials that not only aid them in teaching how to write, but that will also be the most effective in helping their students learn to write.

Students need to be personally involved in writing exercises in order to make the learning experience of lasting value. Encouraging student participation in the exercise, while at

the same time refining and expanding writing skills, requires a certain pragmatic approach. The teacher should be clear on what skills he/she is trying to develop. Next, the teacher needs to decide on which means (or type of exercise) can facilitate learning of the target area. Once the target skill areas and means of implementation are defined, the teacher can then proceed to focus on what topic can be employed to ensure student participation. By pragmatically combining these objectives, the teacher can expect both enthusiasm and effective learning.

In addition, there are many ways students can show us what they know. But writing is the simplest, most direct, most cost-effective, and most time-effective way for students to express their knowledge of a given subject. The importance of writing in teaching and learning process is a great way to assess student's knowledge in a written output. Writing is an essential skill student's need as they enter adult life. It also helps students learn to express themselves with confidence in all subject areas can contribute to improvements in behavior and self-esteem. Besides, students who write clearly will think clearly. And students who think clearly have a better chance of navigating their way through the obstacles of adolescence.

On the other hand, Assessment is a process by which information is obtained relative to some known objective or goal. Assessment is a broad term that includes testing. A test is a special form of assessment. Test is assessment made under contrived circumstance especially so that they may be administered. In other words, all test is assessments, but not all assessment are tests. We test at the end of a lesson or unit. We assess progress at the end of the school year through

testing, and we assess verbal and quantitative skill through such instruments as the SAT and GRE. Whether implicit or explicit, assessment is most usefully connected to some goal or objective for which the assessment is designed.

Besides, a test or assessment field's information relative to an objective or goal has been obtained. Assessment of skill attainment is rather straightforward. Either the skill exists at some acceptable level or it doesn't skills are readily demonstrable. Assessment of understanding is much more difficult and complex. Skill can be practiced; understanding cannot. We can assess a person's knowledge in a variety of ways, but there is always a leap, an inference that we make about what a person does in relation to what it signifies about what the known. In the section on this site on behavioral verbs, to assess means to stipulate the conditions by which the behavior specified in an objective may be ascertained. Such stipulations are usually in the form of written descriptions. Moreover, there are some suggestions for Assessing Students Writing

- a. Be sure to know what you want students to be able to do and why
It means that the teacher should know the purposes of the assessing.
- b. Plan and implement activities that support students in meeting the learning goals
It is about the ways and the activities that provided by the teacher to support the students' writing.
- c. Begin giving feedback early in the writing process
The teacher should give multiple or various feedback early in the writing process.

- d. Structure opportunities for feedback at various in the writing process
The teacher should give time or chance for the students to receive feedback on their writing at various stages.
- e. Be open with students about your expectations
The students should know about the teacher's goals.
- f. Do not burden students with excessive feedback
The teacher offers students concrete possibilities or strategies for revision.
- g. Allow students to maintain control over
The teacher should help the students learn to assess their own writing.
- h. Purposes of responding
The teacher should provide different kinds of response at different moments
(<http://www.unl.edu/writing/assessing-student-writing>).

Moreover, Barbara (2010, p.2) point out "assessment is the systematic collection of information about student learning, using the time, knowledge, expertise, and resources available, in order to inform decisions that affect student learning. Assessment is also a national movement that poses both potential dangers and great promise for improving student learning". Assessment has three steps (Barbara, 2010, p. 3-4):

1. *Goals* . What do we want students to be able to do when they complete our courses of study? (Goals may also be called "outcomes" or "objectives.")
2. *Information* . How well are students achieving these goals, and what factors influence their

learning? (Information may be called "measures" or "evidence.")

3. *Action* . How can we use the information to improve student learning? (Using the information may be called "closing the loop.")

There are three types of writing, and every writer or student has a purpose that he/she wants to deliver to the readers or audiences when they are writing something. The three type of writing also learn by students of Junior High school.

1. *Informative writing*: The purposes of informative writing or as usual we called expository are the writers use to share knowledge, give information, direction, idea, or opinion to others, audiences, or readers. There are some examples of informative writing likes; describing events or experiences, analyzing concepts, speculating causes and effects, and also developing new ideas or relationships.
2. *Narrative writing*: The purpose of narrative writing or we called expressive, it is a personal or imaginative expression of a writer or someone in which he/she produces stories or essays. Whereas, the story that students make is from the writers' or students' experiences. In addition, this writing type is often based on the observations of people, objects, and place, and may include creative interpretations and speculations.
3. *Persuasive writing* : In term of persuasive writing, the purpose of the writers "attempt to influence people or others and initiate

action or change". In other words, persuasive writing is a writing which is the writers use to influence or persuade the readers to do something like the writers' ask/want. The type of this writing is often based on background information, facts, experience or emotional personally in order to support their view expressed (O'Malley, 1996: p. 137-138).

Designing Assessment Tasks For Junior High School

Listening cloze selection tasks [L, R, W]

These tasks combine dictation with a written script that has a relatively frequent deletion ratio (every fourth/fifth words perhaps). The test sheet provides a list of missing words from which the test-taker must select.

Write the missing word in each blank. Below the story is a list of words to choose form.

Yusuf (alayhis salam) had eleven brothers. Ten were older than him, and one was younger. Yusuf (alayhis salam) was a very good and handsome boy and his father Yaqub (alayhis salam) love him very much unfortunately, this made his eleven brothers jealous. So they decided to get rid of Yusuf (alayhis salam).

Test-Taker see:

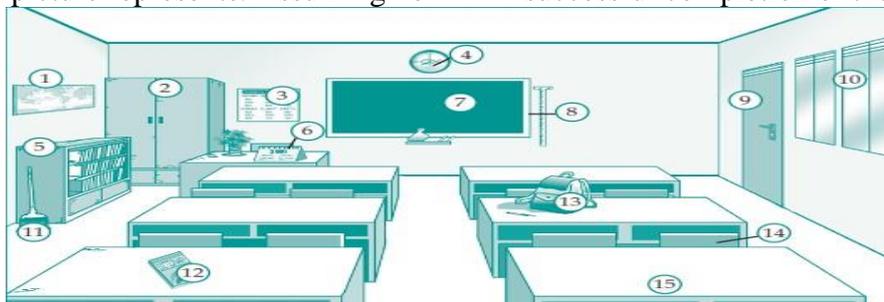
Yusuf (alayhis salam) ___ eleven brothers. Ten were older than ___, and one was ____ . Yusuf (alayhis salam) was a very ___ and handsome boy and his father Yaqub (alayhis salam) ___ him very much unfortunately, this made his eleven ___ jealous. So they decided to ___ rid of Yusuf (alayhis salam).

get had younger him good love brothers

Picture-cued tasks

Familiar pictures are displayed, and test-takers are told to write the word that the picture represents. Assuming no

ambiguity in identifying the picture (cat, hat, chair, table, etc.), no reliance is made on aural comprehension for successful completion of the task.



Form Completion Task



A variation on pictures is the use of a simple form (Registration, application, etc.) that asks for name, address, phone number, and other data.

Fill in the Following Form

Aim is a New Student at SD IT Lam Alif Pekanbaru, He want to be a member of Boy Scout in his school. But before, he must fill in the form that consists of his data. Your job is to help aim to fill in the form.

<u>Utsman Bin Affan Boy scout</u>	
<u>SD IT Lam Alif Pekanbaru Jl. Asparagus No.39</u>	
Student Data :	
1. Full name	: _____
2. Date of Birth	: _____
3. Address	: _____
4. Phone Number	: _____ + _____
5. Interest	: _____
6. Parents name	: _____
7. E-mail address (if any)	: _____

Converting Numbers and Abbreviations to Words.

Some tests have a section on which numbers are written-for example, hours of the day, dates, or schedules and

test-takers are directed to write out the numbers. This task can serve as a reasonably reliable method to stimulate handwritten English.

<u>Test-taker hear: Fill in the blank with word</u>	
Test-taker see:	
9:00 _____	7:15 _____
Tues. _____	5/3 _____
281 S. Main St. _____	

Spelling Task and Detecting Phoneme Grapheme Correspondence

A number of task types are in popular use to assess the ability to spell words correctly and to process phoneme-grapheme correspondences.

a. *Spelling tests.* In a traditional, old-fashioned spelling test, the teacher dictates a simple list of words, one word at a time followed by the word in a sentence, repeated again, with a

pause for test-takers to write the word. Scoring emphasizes correct spelling.

b. *Picture-cued tasks.* Pictures are displayed with the objective of focusing on familiar words whose spelling may be unpredictable. Items are chosen according to the objectives of the assessment, but this format is an opportunity to present some challenging words and

word pairs: *boot/book, Role/Ruler, pant/pen, etc.*



Choose the correct word that appropriate with the picture.

1. Pen / Pant
2. Painter / Paintbrush
3. Book / Boot
4. Role / Ruler
5. Council / Pencil

c. *Multiple-choice techniques.* Presenting words and phrases in the form of a multiple-choice task risks crossing over into the domain of assessing reading, but if the items

have a follow-up writing component, they can serve as formative reinforcement of spelling conventions.

Test-taker read: Choose the word with the correct spelling to fit the sentence then write the word in the space provided.

1. He washed his hands with _____
 a. Soap b. Sope c. Sop d. Soup
2. I tried to stop the car, but the _____ didn't work
 a. Bricks b. brecks c. brackes d. bracks
3. The doorbell rang, but when I went to the door no one was _____
 a. their b. there c. they're d. their

d. *Matching phonetic symbols.* If students have become familiar with the phonetic alphabet, they could be shown phonetic symbols and asked to write the correctly spelled word

alphabetically. This works best with letters that do not have one-to-one correspondence with the phonetic symbol (e.g./æ/and a).

In each the following word, a letter or combination of letters has been written in a phonetic symbol. Write the word in the regular alphabet

ə n ə ar : _____
eə V eə rious : _____
 F ther : _____
 Th ught : _____
 ə P ə r : _____
 N rse : _____

Dictation and Dicto-Comp [L, W]

Dictation is simply the rendition in writing of what one hears aurally, so it could be classified as an *imitative* type of writing, especially since a proportion of the test taker's performance centers on correct spelling. A form of controlled writing related to dictation is a dicto-comp. Here, a paragraph is read at normal speed, usually two or three times; then the teacher asks students to rewrite the paragraph from the best of their recollection. In one of several variations of the dicto-Comp technique, the teacher, after reading the passage, distributes a handout with key words from the paragraph, in sequence, as cues for the students.

Grammatical Transformation Tasks

In the heyday of structural paradigms of language teaching with slot-filler, techniques and slot substitution drills, the practice of making grammatical transformations orally or in writing-was very popular. To this day, language teachers have also used this technique as an assessment task, ostensibly to measure grammatical

competence. Numerous versions of the task are possible:

- ✗ Change the tenses in a paragraph.
- ✗ Change full forms of verbs to reduced forms (contractions).
- ✗ Change statements to *yes/no* or *wh-questions*.
- ✗ Change questions into statements.
- ✗ Combine two sentences into one using a relative pronoun.
- ✗ Change direct speech to indirect speech.
- ✗ Change from active to passive voice.

Picture-Cued Tasks

A variety of picture-cued controlled tasks have been used in English classrooms around the world. The main advantage in this technique is in detaching the almost ubiquitous reading and writing connection and offering instead a nonverbal means to stimulate written responds

- a. *Short sentences.* A drawing of some simple action is shown; the test-taker writes a brief sentence.

Picture-cued sentence		
Test-taker see following pictures:		
1. 	2. 	3. 
Test-Taker read: What are the students doing? How many persons in the picture? What are they doing? Test-taker write: <i>They are watering the flowers</i>		

- b. *Picture description.* A somewhat more complex picture may be

presented showing, say, the table is in front of the chair, the bear sit on

the floor, there are so many fish swim in the water, yellow and blue

pillow are behind the bear. etc.



c. *Picture sequence description.* A sequence of three to six pictures depicting a story line can provide a suitable stimulus for written production. The pictures must be simple and unambiguous because an

open-ended task at the selective level would give test-takers too many options. If writing the correct grammatical form of a verb is the only criterion.



Scoring Scale for controlling writing	
2	Grammatically and Lexically correct
1	Either grammar or vocabulary is in correct, but not both
0	Both grammar and vocabulary are incorrect

Vocabulary Assessment Tasks
 Vocabulary assessment is clearly form-focused authentic, and lexical choice is one of

several possible components of the evaluation of tasks, but the procedures are creatively link

Chose the phrase which correctly complete sentence.

1. A presenter is ...
 - a. A machine to make things flat
 - b. A person who make oneself appear to deceive others
 - c. A person who is easily excited
2. An orator is ...
 - a. A person who works in the library
 - b. A person who work in a bookstore
 - c. A person who make formal speeches in public
3. A conductor is ...
 - a. Person who direct the performance of a group of people playing music

- b. A machine which solve mathematic problems
- 4. A broker is ...
 - a. Person who perform marriage ceremonies
 - b. Person who perform who is always joyful
 - c. Person who perform who help someone buy and sell things

Ordering Tasks

One task at the sentence level may appeal to those who are fond of word

games and puzzles: ordering (or reordering) a scrambled set of words into a correct sentence.

Test-taker read:

1. the Entirely Merciful / In the name of Allah / the Especially Merciful.
2. is [due] to Allah / [All] praise / Lord of the worlds.
3. Us / path / guide / to the straight

Test-taker write:

1. *In the name of Allah, the Entirely Merciful, the Especially Merciful.*
2. *[All] praise is [due] to Allah, Lord of the worlds*
3. *Guide us to the straight path*

Short-Answer and Sentence Completion Tasks

The reading-writing connection is apparent in the first three item types but has less of an effect in the last three,

where reading is necessary in order to understand the directions but is not crucial in creating sentences. Scoring on a 2-1-0 scale (as described above) may be the most appropriate way to avoid self-arguing about the appropriateness of a response.

Test-taker see:

1. Fatiha : How many Surah have you memorized?
 Syifa: _____ Three
 Fatiha : What are they?
 Syifa: _____ Al-Ikhlās, Al-Falaq, An-Nas
2. Aim : _____?
 Hanif : I'm reading Al-quran
3. Restate the following sentences in your own word, using underlined word. You may need to change the meaning of the sentences a little.
 - 3a. I never read Al-quran in Maqrib. always
 - 3b. I'm very happy to help my mother most of the time. seldom
 - 3c. I do dhuha praying three times a week. sometimes

4. You are in the kitchen helping your mother cook. You need to ask questions about quantities. Ask question using how much (#a4) and question using how many (#b4), using noun like sugar, pounds flour, onions, eggs cups.

4a.

4b.

5. Look at the schedule of Sari's week. Write two sentences describing what Sari does, using the word (#5a) and after (#5b)

5a.

5b.

6. Write three sentences describing your references: #6a: a big, expensive car or a small, cheap car, #6b: a house in the country or an apartment in the city; #6c: money or good health.

6a.

6b.

6c.

Basic Paragraph Structure

A paragraph consists of several sentences that are grouped together. This group of sentences together discusses one main subject. Basic paragraph is one of writing assessment that can be used to assess students writing performance for junior high school. Teacher can ask the student to make short paragraph that consist of four or five sentences in one paragraph. Basic paragraph has three principal parts- topic sentence, body sentence, and concluding (Walter, 2000). A topic sentence usually comes at the beginning

of a paragraph; that is, it is usually the first sentence in a formal academic paragraph. The second and third sentence are called supporting sentences. They are called 'supporting' because they 'support' or explain, the idea expressed in the topic sentence. It will sometimes see a sentence at the end of paragraph which summarizes the information that has been presented. This is concluding sentence.

Rubric Junior High School Writing

Rubrics are used for a few different reasons. Rubrics allow teachers to evaluate assignments like

projects, essays, and group work where there are no "right or wrong" answers. It's easy to determine what an "A" is on a multiple-choice exam, but it's much more difficult to determine what an "A" is on a project with multiple facets. A rubric helps students and the teacher know exactly where to draw the line and assign points. It is a great tool for teachers, because it is a simple way to set up grading criteria for assignments. Not only is this tool useful for teachers, it is helpful for students as well. Moreover, a rubric defines in writing what is expected of the student to get a particular grade on an assignment. According to Andrade (in UEN 2016) a rubric expert defines a rubric as "a scoring tool that lists the criteria for a piece of work or 'what counts.' He also argues:

- ✎ Rubrics help students and teachers define "quality."
- ✎ When students use rubrics regularly to judge their own

work, they begin to accept more responsibility for the end product. It cuts down on the "am I done yet?" questions.

- ✎ Rubrics reduce the time a teacher spend grading student work and makes it easier for teachers to explain to students why they got the grade they did and what they can do to improve.
- ✎ Parents usually like the rubrics concept once they understand it, and they find rubrics useful when helping with homework. As one teacher says: "They know exactly what their child needs to do to be successful."

These are rubrics of writing that can be used by teachers in assessing students writing basic paragraph:

Writing Rubrics
General, Narrative and Expository (By Janelle Cox, 2016)
Basic Writing Rubric

Indicators	Score			
	4	3	2	1
	Strong	Developing	Emerging	Beginning
Ideas	Establishes a clear focus Uses descriptive language Provides relevant information Communicates creative ideas	Develops a focus Uses some descriptive language Details support idea Communicates original ideas	Attempts focus Ideas not fully developed	Lacks focus and development
Organization	Establishes a strong beginning, middle and end Demonstrates an orderly flow of ideas	Attempts an adequate introduction and ending Evidence of logical sequencing	Some evidence of a beginning, middle and end Sequencing is attempted	Little or no organization Relies on single idea
Expression	Uses effective language	Diverse word choice	Limited word choice	No sense of sentence

	Uses high-level vocabulary Use of sentence variety	Uses descriptive words Sentence variety	Basic sentence structure	structure
Conventions	Few or no errors in: grammar, spelling, capitalization, punctuation	Some errors in: grammar, spelling, capitalization, punctuation	Has some difficulty in: grammar, spelling, capitalization, punctuation	Little or no evidence of correct grammar, spelling, capitalization or punctuation
Legibility	Easy to read Properly spaced Proper letter formation	Readable with some spacing/forming errors	Difficult to read due to spacing/forming letter	No evidence of spacing/forming letters

Rubric of Narrative Text

Criteria	4 Advanced	3 Proficient	2 Basic	1 Not There Yet
Main Idea & Focus	Skillfully combines story elements around main idea	Combines story elements around main idea	Story elements do not reveal a main idea	There is no clear main idea
Plot & Narrative Devices	Focus on topic is profoundly clear Characters, plot and setting are developed strongly	Focus on topic is clear Characters, plot and setting are developed	Focus on topic is somewhat clear Characters, plot and setting are minimally developed	Focus on topic is not clear Lacks development on characters, plot and setting
Organization	Sensory details and narratives are skillfully evident Strong and engaging description	Sensory details and narratives are evident Engaging description	Attempts to use narratives and sensory details Description needs some work	Fails to use sensory details and narratives Sequencing needs major revision
Voice	Sequencing of details are effective and logical Voice is expressive and confident	Adequate sequencing of details Voice is authentic	Sequencing is limited Voice is undefined	Writer's voice is not evident
Sentence Fluency	Sentence structure enhances meaning	Purposeful use of sentence structure	Sentence structure is limited	No sense of sentence structure
Conventions	A strong sense	Standard	Grade level	Limited use of

of writing conventions is apparent	writing conventions is apparent	appropriate conventions	appropriate conventions
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Expository Writing Rubric

Criteria	4 Displays Evidence Beyond	3 Consistent Evidence	2 Some Evidence	1 Little/No Evidence
Ideas	Informative with clear focus and supporting details	Informative with clear focus	Focus needs to be expanded and supporting details are needed	Topic needs to be developed
Organization	Very well organized; easy to read	Has a beginning, middle and end	Little organization; needs transitions	Organization is needed
Voice	Voice is confident throughout	Voice is confident	Voice is somewhat confident	Little to know voice; needs confidence
Word Choice	Nouns and verbs make essay informative	Use of nouns and verbs	Needs specific nouns and verbs; too general	Little to no use of specific nouns and verbs
Sentence Fluency	Sentences flow throughout piece	Sentences mostly flow	Sentences need to flow	Sentences are difficult to read and do not flow
Conventions	Zero errors	Few errors	Several errors	Many errors make it hard to read

3. Conclusion

Learner assessment is best conceived as a form of two-way communication in which feedback on the educational process or product is provided to its key stakeholders (McAlpine, 2002). Specifically, learners' assessment involves communication to teachers (feedback on teaching); student (feedback on learning); curriculum designers (feedback on curriculum) and administrators (feedback on use of resources). Assessment is a process by which information is obtained relative to some known objective or goal. Assessment is a broad term that includes testing. A test is a special form

of assessment. Test is assessment made under contrived circumstance especially so that they may be administered. In other words, all tests are assessments, but not all assessment is tests. We test at the end of a lesson or unit. We assess progress at the end of the school year through testing, and we assess verbal and quantitative skill through such instruments. Whether implicit or explicit, assessment is most usefully connected to some goal or objective for which the assessment is designed. A test or assessment field's information relative to an objective or goal has been obtained. Assessment of skill attainment is rather straightforward. Either the skill exists at some acceptable level or it doesn't skills are readily demonstrable.

Assessment of understanding is much more difficult and complex. Skill can be practiced; understanding cannot. We can assess a person's knowledge in a variety of ways, but there is always a leap, an inference that we make about what a person does in relation to what it signifies about what the known. In the section on this site on behavioral verbs, to assess means to stipulate the conditions by which the behavior specified in an objective may be ascertained. Such stipulations are usually in the form of written descriptions.

There is assumption argued by English Education Department students as the candidate of teacher that to assess students writing for Junior high School by using writing paragraph. Actually, there are writing assessments that can be designed for Junior High School Students, They are:

1. Listening cloze selection tasks [L, R, W]
2. Picture-cued tasks
3. Form Completion Task
4. Converting Numbers and Abbreviations to Words
5. Spelling Task and Detecting Phoneme Grapheme Correspondence
 - a. Multiple-choice techniques
 - b. Matching phonetic symbols
6. Dictation and Dicto-Comp [L, W]
7. Grammatical Transformation Tasks
8. Picture-Cued Tasks
 - a. Short sentences.
 - b. Picture description.
 - c. Picture sequence description.
 - d. Vocabulary Assessment Tasks
9. Ordering Tasks
10. Short-Answer and Sentence Completion Tasks
11. Basic Paragraph Structure

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