

Teachers Beliefs and Practices on the Implementation of Performance Assessment in Higher Education

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Abstract— The ultimate goal of education is that students can participate in real-world activities and assessment systems help them to understand the real situations and to know their abilities and skills development. Thus, in this paper, the main aim is to describe teachers beliefs and practices about the implementation of performance assessment in public college under The Ministry of Industry in Indonesia. Interviews, observation, and document analysis were used to find the beliefs of the two teachers. The researcher used the components from Ruiz-Primo and Shavelson (1996) as the framework in analyzing the findings. Each of these components has its own big points to explain participants beliefs. Results indicate that their beliefs created based on their knowledge and experiences. It also influences what they say and what they do in creating and directing the performance assessment. However, the differences also found between the findings, the theories, and previous studies results.

Keywords— teachers beliefs and practices, performance assessment, assessment, higher education, EFL

I. INTRODUCTION

Assessment is one of the important aspects of the teaching and learning process that have been proven to have a great effect on students learning process (Scouller, 1999), but the research conducted on beliefs of the teachers regarding assessment and how they interpret the assessment they used is still not widely done, especially in higher education in the EFL context. The term ‘beliefs’ has been trying to be defined by many researchers. Most of the definitions of belief stated that beliefs determine what people think and do (Fauziati, 2015, p.53). Pajares (1992, p.314) defined belief as what people say, intend and do as the impression of someone’s judgment over the things around her. In education, beliefs of teachers about teaching and learning influence their instructions process in the classroom.

According to Aguirre and Speer (2000, p.328), the focus of teachers’ beliefs is on how they think about the best way to do to have effective teaching and learning. The beliefs of the teachers also mean as their convictions and used as a guide which is considered to be true and acts as a media that can perceive new experiences (Salteh & Sadeghi, 2015, p.805). When the teachers assess their students, their judgment on the students’ behavior and performance are shaped by the theories from their teaching and learning experience. Teachers’ beliefs are being shown through their selection of approaches and materials, their procedures, judgments, and behavior in the teaching and learning process. It influences not only on what

to teach and how to do it but also how to assess their students’ development ability. The way the teachers see the process of learning is important on how they interpret teaching as an activity, but it is also important on how they interpret assessment.

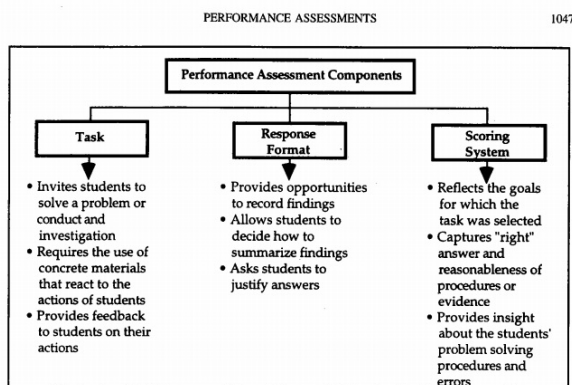
Assessment is one of the classroom activities which has a fundamental purpose in promoting learning and achievement. Ioannou-Georgio & Pavlou (2003, p.4) claim assessment as a term used to describe the way instructors find out the development of students in understanding knowledge and mastering skills based on the material given. It helps not only to measure students’ improvements through several kinds of tests but also to perform well in the process. The students’ learning needs nowadays do not fit the traditional model. They are no longer learn the learning facts and basic skills, but the students need to acquire more complex skills in conceptualization and problem-solving. Students are expected to use and develop the knowledge they get, connect all the knowledge they have to build an understanding of the topics that have been determined, practice them with assignments and present the final results through communication (Palm, 2008, p.7). They need learning experiences from those kinds of tasks that they may expect to face in real life. Authentic assessment is needed to achieve the purpose. It helps teachers to analyze the students’ ability improvement that is consistent with the environment outside the class (Wilbert, 2013). Authentic assessment is designed to show their ability of the skills and competencies needed to face real-life problems and also provides feedback to inform them about their development. Performance assessment is one of the assessments that fulfill all of those characteristics.

Performance assessment is a method that measures the knowledge and skills that have been mastered by the students (Salmani-Nodoushann, 2008, p.1). It offers more than one ways for the students to do the demonstration of their content knowledge and sets of additional skills within the classroom (Obergh, 2013, p.2). These additional skills are attitude, creativity, ethics, honesty, teamwork and other behaviors and dispositions that needed in the classroom and real-world. Performance assessment assesses productive and observable skills, like oral production, written production, open-ended responses and integrated performance of content-valid tasks (Linh, 2016). The types of knowledge and skills that should be mastered by the students are able to create, reflect, solve problems, collect and use information. The teachers should assess not only these aspects but also on how they use them to

perform the tasks.

In the implementation of performance assessment, it needs a concrete task, also its coherence with response format and scoring system done by a student and scored by a rater or teacher who assesses his/her performances based on the provided procedure and the accuracy of the response. Ruiz-Primo and Shavelson (1996) made a framework of performance assessment that consists of the components of its assessment which is needed in its implementation. The components are performance task, response-format and scoring system.

Figure 1. The Components of Performance Assessment



Tasks, it consists of significant problems and requires solutions that use concrete materials correlating with the actions of the students. Wren (2015, p.38) states that performance task is a structured situation where the materials are given and requested information or action are demonstrated to an individual, who generate a response that can be assessed using explicit standards. The performance tasks consist of problems that are targeting the students' knowledge and content as well as their ability in using these skills for reasoning and problem-solving. It also should reflect the real problems that appear in the real-world (authentic). These tasks are very useful to be practiced and used repeatedly because it requires the students to apply their skill and knowledge.

Response-format is the media that is used by the teachers to get the students' information about the assessment. Mislevy and Knowles (2002, p.39) state that in educational assessment, there are two response-formats available that can be used to collect performance information of the students, that are: (a) selected-response items (where the students are choosing from the choices available, for example, multiple-choice, matching or true-false) and (b) constructed-response items (where the students construct their answers by their own responses, for example short-answers or essays).

A scoring system consists not only the judgment of the right answers but also the reasons for the answers used to do the tasks. The performance assessment scoring should always be made before the tasks and the assessment are being developed. According to Herman, Aschbacher and Winters

(1992, p.56-65), there is three scoring systems that usually used by a teacher in assessing students' performance. The scoring systems are rubrics, checklist and rating scale. These components of performance assessment are used by the researcher to define the beliefs of the teachers about this assessment and how they influence its implementation.

Stiggins (2004) adds that teachers should use another approach to assess their students. They should use assessment not only to measure students' progress continuously but also to show and tell them about the useful information that they can use in real practice. Recently, assessment discourse has identified that feedback for the students is central in the teaching and learning process. When the forms of assessment used by the instructors have already authentic, then they should also provide feedback on the students' performances which reflected on the kinds of real-world feedbacks that they might face. With this new information about assessment, the practices in assessing the students have to change the way teachers believe it, especially in Indonesia.

In Indonesia, the importance of assessment has been realized which is marked by the changes in the curriculum from the old paradigm into the newest concept that students as the center of learning. The educators also aware of the role of assessment that should be considered as a process in which its purpose is not only focusing on the score of the students and achieving the general goals but also to know the students' progress in learning, to tell their weaknesses and help them to cover it (Saefurrohman, 2015). This phenomenon is in line with Black and William's (2005) opinion that teachers cannot be fed anything from the outside to teach the students. Piaget also states that they should realize that a classroom is their media to teach the students constructing their knowledge through critical thinking, primary resources, and direct activities (in Weegar, 2012). While the assessment itself has a role in finding out the extent to which the students' improvements in using the knowledge and skills they get during the learning process.

Assessment, however, is not used in a traditional way of assessing like focusing only on grades, licensure or etc. It has become a media both for the students and the teachers to learn. But not all of the English teachers in Indonesia are aware of the implementation of an appropriate assessment method used to assess the students' ability in English for Foreign Language (EFL) classes. It is also valid for the higher education where the ultimate goal of learning English is that the students can apply the knowledge they get from the college in the workplace. Higher education is a stage of education that is expected to be able to prepare students to be ready to enter the world of work after they finish their education. Therefore, the role of assessment is very important for the students to know their strengths and weaknesses in mastering a skill. The assessment also has an important role for lecturers to be able to know the abilities of their students and also help them to be able to compete with graduates from other institutions. The lecturers have responsible to find the

assessment criteria suitable for the students' ability development. These criteria are decided based on the students need and also their future workplaces. The lecturers also should consider the authenticity of learning and assessment in order for the students familiar with the condition they have in the workplace. The assessment process begins with the construction of reality. Bruner (1996, p.19) stated that reality construction is the result of meaning-making formed by the way of thoughts. These thoughts are based on beliefs that guide them in determining the most effective way to teach and assess the students.

In line with the main aim of the assessment process, one of public college under The Ministry of Industry in Indonesia is applying this goal. This institution has to apply performance assessment to know their students improvement abilities. The challenges they faced were varied when using this assessment method. Because they taught in the ESP program, they should give more efforts in doing research about their students' future work place in order to create and conduct a suitable assessment method. Besides that, this assessment needs additional time than traditional assessment in arranging all the aspects of assessment. But, despite with all the challenges faced by the lecturers in implementing the new assessment method, they stated that this kind of assessment method was very helpful in helping the students to master the intended skills and knowledge, along with the attitude that is expected to guide them become independent learners.

Mubarak's work (2013) stated that teachers' belief that performance task is able to outline the realistic context of the content and at the same time, integrate the different learning outcomes of different topics. But there are different facets of the students' understanding. According to the teacher interviewed, performance task is unable to measure all the different facets. On the contrary, the crafting of the performance task starts from looking at the different facets of understanding. In addition to Mubarak work, Aliningsih and Sofwan (2015), in their work also stated that all of the participants agreed that using authentic assessment to assess their students' improvements lead them to have positive perceptions toward it. Applying a meaningful task which has a relation with the students' real-world really affected the students' results in using their knowledge and skills achieved during teaching and learning process. However, the participants did not apply the assessment process properly because they directly assessed the students without using the recommended instruments, like rubric, checklist, rating scale, and many others.

In Chang work (2006), the participants believed that by using various way in oral language assessment, they could understand better the students' oral language abilities in a whole view. Most of them saw assessment as an extension of the teaching and learning process and have very important effects on student developments. These beliefs really influenced the participants' decision making about the practices of assessment they do. Ping Wang (2004) also

explained that the participants' beliefs and practices were shaped by the objectives of the science schools and The National College Entrance Examination. They used the assessment to evaluate the students' performances, to give the score or grade and to guide the instructions. Other aspects that influence their beliefs and practices were the culture of the schools, like administration, colleagues, class size and the length of the class period. While the purpose of this research is to find out the beliefs of the participants about the implementation of performance assessment in one of the public university under The Ministry of Industry in Indonesia. The research that has been conducted on performance assessment only occurs in secondary schools. In addition, using performance assessment to assess the students in higher education, especially in EFL context, is still very rare. The problems faced by the instructors who have used authentic assessment in assessing their students become a scourge for others. In the other hand, this public university under The Ministry of Industry in Indonesia determined to use performance assessment in assessing their students. This is the reason why the researcher decided to find out the beliefs of the lecturers in choosing to use this assessment.

II. METHODS

This research is qualitative study and case study is used as the approach when conducting it because the main purpose is to find out the actual case (Cresswell, 2012). In this research, the researcher is trying to find out teachers' beliefs in implementing performance assessment to assess their students. It uses a case study since it can give deeper information about the subject being researched. The research was conducted from May until July 2018 in a public college under The Ministry of Industry in Indonesia. It investigates two participants as the teachers in the college who use performance assessment to assess their students' ability. Each of the teachers has 5 and 8 years of teaching experiences (further the participants will be called as T1 and T2). Teachers' experience in teaching is really important because it can lead them to create their beliefs in how to manage the class, how to teach the students, how to solve the problems happened in class and how to choose the best assessment systems to assess the students' ability development. The data were taken using interview, observation, and document analysis as the data collecting method. The elements of performance assessment from Ruiz-Primo & Shavelson (1996) is used to define the beliefs of performance assessment. The analysis was based on the three main stages of data analysis proposed by Miles and Huberman (1994). The validity and reliability of the data are very important as well as the process of collecting and analyzing the data.

III. FINDINGS AND DISCUSSION

In this part of the article, the researchers will present the research results from the three data sources (interview, observation, and document analysis). Based on the theories from Ruiz-Primo and Shavelson (1996), there are three elements of performance assessment that will be used to

define the beliefs of the participants. The elements are (1) performance task, (2) response format, and (3) scoring system.

A. Findings

Performance Task. It consists of problems that are targeting the students' knowledge and content as well as their ability in using these skills for reasoning and problem-solving. It also should reflect the real problems that appear in the real-world (authentic). The teachers have a big role in creating a task that can help their students to comprehend the materials they have learned. There are six big points that are being highlighted in performance task, that are: (a) the participants assumption about performance task, (b) their ideal view about it, (c) the way they determining the task, (d) their way to ensure the authenticity of the task, (e) type of tasks they choose and (f) their way to ensure if the task is appropriate with the students level.

TABLE II
Teachers Beliefs on Performance Task

No	Beliefs Aspect of Performance Task	Teachers Beliefs
1.	Performance task	A performance task is independent activities in a continuous learning process which have a role to help the students deepen the materials by providing problems that require their skills and knowledge in its completion.
2.	The participants' ideal view about performance task	Their ideal view about performance task is a problem that teaches students to be independent, requires their knowledge and skills in their completion, requires continuity and must be in accordance with their level of abilities.
3.	The way in determining the task	The participants' way in determining the task they gave to their students is by considering the learning objectives, the three domains (knowledge, skill, attitude), the time to finish the task and the students' needs.
4.	The way to ensure the authenticity of the task	Their ways to ensure the authentic task is by reflecting on the students work world.
5.	The type of tasks that are used for the students	There were four types of tasks which were given to the students, that were investigating, solving problems, understanding and creating.
6.	The way to ensure if the task is appropriate with the students level	The way they ensuring if the task is in line with the students competence level was by taking a look at the task type, its content, the solution needed to complete it, and the choice and use of words and phrases in speaking or writing, also the length of the selected texts, with the help of their experiences in teaching.

Response-format. Response-format is the media that is used by the teachers to get the students' information about the assessment. Response-formats of assessment measures vary.

Different response-formats are appropriate in different situations which depend on content, learning domain, and risk of guessing. The purpose of assessment, the responsible, the learning objectives, the timing and the condition where the assessment take place also included as the considerations in choosing the response-format. To identify the participants' beliefs about response-format, the researcher also has classified five big points that should be explored in order to find out their beliefs. The four points are: (a) their assumption about response-format, (b) the participants ideal view about it, (c) the way they determine the response-format, and (d) the way to ensure if the response-format is suitable with the students level.

TABLE III
Teachers Beliefs on Response-Format

No	Beliefs Aspect of Response-Format	Teachers Beliefs
1.	Response-format	Response-format or template is student worksheet is used as a medium to analyze student results, which the form is based on the skills assessed, and are also used as students work records.
2.	The participants' ideal view about response-format	Their ideal view about a response-format or template that it should be oriented on learning and assessment objectives, students needs, teachers needs, students interests, tasks, and guiding the students to perform their knowledge and skills.
3.	The way to determine the response-format	The participants way in determining the response-format or templates is by referencing on the objectives first, then they continued on students needs, material and task checking, skill, students interests and the last was response-format or template.
4.	The way to ensure if the response-format is suitable with the students level.	To ensure their choices of response-format or template is in accordance with their students level, the participants relied on their logic and experiences by simplifying the languages and the format or templates in order to be easier to understand and attaching an example on the response-format or template to guide their students in doing the task, but it still can show the students ability improvement.

Scoring system. Scoring system is procedures used by the teachers or instructors to score their students work results reliably within and across schools. In performance assessment, the students were asked to perform a task based on a real-world problem which is needed to demonstrate the skills and knowledge acquired. The scoring system used to assess this task is different from the one that is usually used to assess in the traditional assessment. To know the participants beliefs about scoring system and the types of assessment they choose, there are six points that are being highlighted to provide more data about it, that are: (a) their assumption about

scoring system, (b) the participants ideal view about it, (c) the format they used to assess their students, (d) the type of scoring system they used, (e) the participants way in creating the scoring system, and (f) the way to ensure if it is suitable for the students level.

TABLE V
Teachers Beliefs on Scoring System

No	Beliefs Aspect of Scoring System	Teachers Beliefs
1.	Scoring system	Scoring system in performance assessment is the process of instructors or teachers to assess the students' ability in using their knowledge and skills they have acquired by using a rubric that has been compiled based on the criteria that he wanted to achieve through the application of real-world problems.
2.	The participants' ideal view about the scoring system	The participants' ideal view about the scoring system is that it should be objective and the format of the assessment used to assess the students' improvement should be arranged based on the theory from the experts to maintain its validity, the students need and their ability levels.
3.	The format they used to assess their students	Both of the participants were using the rubric as their assessment formats to know the improvement of their students' abilities.
4.	The type of scoring system they used in assessing their students	Both of the participants were using the analytic rubric score as their assessment types because the indicators consisting in this rubric helped him in finding the strengths and weaknesses of the students, also analyzing the conclusions to evaluate them by giving feedbacks.
5.	The participants' way in creating the scoring system	The participants' way in determining rubrics for their students, they first referred to the skills that were being assessed, found rubrics from the experts, then adjusted it based on the objectives, the students' needs, their level abilities and the final result from the institution.
6.	The way to ensure if the scoring system is suitable with the students level	Their ways in adapting the rubric were by adjusting the indicators and its depictions, and also adjusting the score of each indicator with the standard given from the institution that has been considered appropriate with the students level abilities.

B. Discussion

In this part, the researchers will discuss the findings they got from the participants. Each of the elements of performance assessment described based on the beliefs of the participants and compared it with the work results from previous studies with the same topic and the experts in the assessment field.

From the interview and observation results, the participants'

beliefs about task in accordance with Primo and Shavelson (1996) that required the students to use knowledge and skills acquired to demonstrate through actions which reflected from the real activities (authentic). They also believed that an authentic task was very useful to be practiced by using the students' knowledge and skills. The research results of Mubarak (2013) and Hammond and Snyder (2000) work supported this research that performance task was able to outline the realistic context of the content which is the same with the actual practices. In practice, the participants' way in determining the task was in line with Herman, Aschbacher and Winters (1992) who made a framework to construct a good task that may help to develop students' knowledge and skills by referencing from the learning objectives, deciding the content and skills, and ensuring that the task is appropriate with the students' abilities.

The type of task they used also the same as that proposed by Primo and Shavelson (1996). The participants believed that when the students were given tasks that required solutions, it would make them used their knowledge and skills to improve their problem-solving abilities that can be applied in their future workplace. In line with Chalhoub-Deville (2001), the participants considered a task as an on-going process for their students which is needed to use their knowledge and experiences based on context and authenticity. They also believed that the task was an independent activity in a continuous process. However, it was contrary to the result of research from Koh (2016) that the main aim of doing these kinds of task is that it enables the students to learn by engaging in independent learning or working in teams of possible solutions in a supportive environment. The task given to the students is not only about independent learning but also learning in groups so that they are accustomed to it and can be practiced when they are in their work environment.

The findings of response-format used by the participants also in line with Primo and Shavelson (1996). They used response-format to collect the students work as their records to assess the students' abilities in using their knowledge and skills. Through the interview and observation, the participants also let their students use the response-format to answer the task based on their own knowledge and experiences they got after teaching and learning process. In addition to the theory, the researcher also found out that the participants used it as a template consisting of an example to guide the students in answering the task. They stated that the abilities of the students which were categorized as middle to low became the reason in using response-format, not only as of the answer sheet but also as the guidance for their students in order to develop every ability they have. In Indonesia, this statement was supported by Depdiknas (2008) by stating that students' response-format can be used as learning tools because it can help the teachers in carrying out the learning process and accompanying students learning. This decision-making was also based on their beliefs and experiences as teachers with the aim of being able to help their students. Darusman (2008)

in his work also stated that its format should contain the guidelines that can help the students in compiling the task. Its guidelines include the instructions, guidance and the task itself but in a form that is easy to understand in order to maximize in developing students' abilities.

The last indicators that they believed have an important role in performance assessment was the scoring system or the way the participants assessed the students' improvements. In line with Chang work (2006), the participants' beliefs that assessment process was about assessing students' abilities in integrating and using their knowledge and skills acquired to solve the problems given which reflected from the real-life settings. They believed that the students should develop understanding by their own in order to master the information by integrating and using the knowledge they have got. The way they perceived how the assessment should be influenced by the way they assessed the students. In practice, the participants really reflected the objectives and students need in choosing the best scoring system to assess their students' improvement. They adjusted the rubric along with its criteria or indicators that were used with the needs and the abilities of the students also the purposes of the assessment. In contrary with the work result of Aliningsih and Sofwan (2015), their participants used rubric and checklist to assess their students, however, they only copied all this assessment tools from the curriculum document without adjusting it with the characteristics of the class.

Through interview and observation process, it was found that to maintain the validity of the rubric, the participants preferred to adapt it from the experts. After they found rubric which was closest to the state of their students, they adjusted it with the objectives, the task and the needs of the students. Most of the rubric they used to assess their students were from Brown (2004). In line with the theory from Primo and Shavelson (1996), the scoring system used to assess the students must reflect the goals of the selected task. The description of each of the indicators also covered the students' insight in solving the problems. In practice, the participants paid attention to the abilities of the students in deciding the criteria and its descriptions. It can be seen from the choices of the criteria which were adapted with the main goal from the institution and the learning objectives. Its description also arranged based on the level and abilities of the students which have been mentioned before that their students were in middle and low students' level.

After the participants held the assessment process, they gave feedback to the students based on the results they have obtained. However, the contradiction was found when the participants gave feedbacks to them. They only stated simple statements like 'good job', 'excellent', or 'you are doing good'. Adair-Hauck and Troyan (2017) supported the researcher findings in their work by stating that general feedback given to the students after they performed rarely help students to improve their abilities because of the lack of information about what and how they need to improve to

make them better. Wiggins (1993) also objected this results by stating that giving feedback to the students relating the intended objectives is an important outcome in authentic assessment. Through feedback, students need information that may help them to improve their abilities so that assessment will be integrated with their learning experiences.

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