CHALLENGES IN ASSESSING STUDENTS' WRITING FOR FUTURE INSTRUCTION

Nur Aisyah Zulkifli[1], Mukaiyar[2], Hermawati Syarif[3], and Yenni Rozimela[4]
[1]Universitas Islam Negeri Sultan Syarif Kasim Riau, Pekanbaru, Indonesia, ✉ nur'aisyah.zulkifli@uin-suska.ac.id
[2]Universitas Negeri Padang, Padang, Indonesia, ✉ mukaiyar@yahoo.com
[3]Universitas Negeri Padang, Padang, Indonesia, ✉ hermawati_sy@yahoo.com
[4]Universitas Negeri Padang, Padang, Indonesia, ✉ yennirozi@gmail.com

Abstract

This study is analytical study that constitutes the information about what instruction is necessary to be designed to help bring about desired change. Instructional design is a special case of a larger process called human performance technology. The two processes are almost identical, structurally, in their overall stages of analysis, design, development, implementation, and evaluation. Because this is a long process, therefore, this study is focused on analysis study. The purpose of this study is to find out the possibility future instruction through analyzing of lecturers' challenges in assessing students writing. Theparticipants werestudents and lectures. It was conducted at English Education Department of Universitas Islam Negeri Sultan syarifKasim Riau.This study investigated 1) general characteristic of students 2) specific entry competenciesof studentsin assessing students' writing and 3) students' need in writing assessment process.The result of this study presents the information as a guide to design a future Instruction/specific model to aid assessment process.

Keywords: Challenges, assessing, students' writing, instruction

Introduction

Learning is a natural process that leads to changes in what we know, what we can do, and how we behave. Carless (2009) states, on the other hand,assessment is about learning and about grading; it is both a technical matter and one that impacts on students' emotional lives. Thus, learning and assessment are two inseparable parts.

It is still foundassumption from a handful of people who think that assessment is the final process of teaching. Actually, assessment is different with evaluation. Assessment is an essential component of teaching as a systematic process for gathering data about student's achievement (Dhindsa, Omar, &Waldrip, 2007). Assessment refers to _all those activities undertaken by teachers, and by their students in assessing themselves, which provide information to be used as feedbackto modify the teaching and learning activities in which they are engaged' (Black and Wiliam, 1998). ―Assessment is defined any method used to better understand the current knowledge that a student possesses" (Dietel, Herman and Knuth, 1991).

Indeed, the primary purpose of any assessment should govern its design, its implementation, and the generation and dissemination of its results.Taylor and Nolen (2008) mention four fundamental of language classroom assessment. *First,* assessment events can support students when the events occur with enough frequency that the teacher knows whether instruction is successful and which student or group of students may need additional support. *Second,*assessment tools can support student learning when the tools give students clear ideas about what is important to learn and the criteria or expectations for good work, and when assessment matches with instruction. *Third,* assessment processes can support students, in that students see teachers as allies to their education; feedback can help students focus and better understand the requirements. *Fourth,* Assessment decisions can support students when grades accurately reflect what students learn.

Furthermore, research traditions provide useful set of categories for examining theories of measurement, writing, and writing assessment. In measurement theory, there have been two dominant research traditions, the test-score tradition and the scaling tradition, during the 21th century. Writing theory is characterized in selected time periods as either privileging (1) form, including mechanics, grammar, and isolated skills; (2) idea and content, including creative solutions, applied skills to authentic situations, and poetic, new or thought-provoking content; or (3) the sociocultural context of writing, the social and cultural settings in

which writing occurs. For further details, Behizadeh and Engelhard (2011) develop a conceptual framework for writing assessments that consist of Research traditions in measurement theory and Research traditions in writing theory. Research traditions are similar to the concept of paradigms (Kuhn, 1970), scientific research programs (Lakatos, 1978), and discourses (Ivanic, 2004).

Research traditions in measurement theory

Time Period	Research Tradition	Measurement theory	Example of Research	Focus of Research
1990-1920s	Scaling: dominant Test-score: emergent	Psychophysics Classical test theory	Thorndike (1904) Spearman (1904)	Scale creation Sources of error variance
1930-1940s	Test-Score: dominant	Classical test theory	Kuder& Richardson (1973)	New method for estimating test-score reliability
1950-1960s	Test-Score: dominant Scaling (Modern measurement): emergent	Generalizability theory (G theory) Rasch measurement Item Respond Theory (IRT)	Cronbach et al. (1963) Rasch (1960/1980) Birnbaum (1968)	Generalizability and reliability of score Variable maps New rules of measurement
1970-1980s	Scaling : Dominant Test-score: emergent	Rasch measurement Item Respond Theory (IRT) Extensions of factor analysis (structural equation)	Wright (1977) Lord (1980) Joreskoq (1974)	Theory into practice: solving measurement problems Validity studies with structural equation modeling
1990s-Present	Scaling: dominant Test-score: re-emergence	Many-facet Rasch models Generalizability Theory	Linacre (1989) Engelhard (1992) Brennan (1992)	Rater-mediated assessments Sources of error variance in performance tests

Research traditions in writing theory

Time Period	Research Tradition	Writing Theory	Example of Research	Focus of Research
1990-1920s	Form: dominant	Writing as skills	Charters & Miller (1915)	Mechanical (error-analyses)
1930-1940s	Form: dominant Idea and content/sociocultural context: emergent	Social utility of the writing Social process of writing	Hatfield (1935) Dewey (1938, 1944)	Textbook development Theory into practice
1950-1960s	Form: dominant	Structure of writing	Chomsky (1957)	Linguistic
1970-1980s	Idea and content: dominant Sociocultural context: emergent	Writing as a cognitive process Writing in a social context	Hayes & Flower (1980) Heath (1983)	Cognitive Psychology Ethnographic
1990-Present	Sociocultural context: dominant	Writing in a sociocultural context	Lee (2001)	Mixed Methods

Yet, there has been a general lack of alignment between theory and practice has been found in carrying out writing assessment in higher education.However, lecturer should be make interactions among measurement theories, writing theories, and writing assessments (Behizadeh, Engelhard, 2011).

Besides, assessment design conducted by lecturer sometimes fails to look much further than examinations which are trusted partly because of their long tradition. However, the best assessment practice which is conducted by lecturer provides regular professional development opportunities.

To improve the quality of learning and teaching, lecturer should have effective integrated assessment schemes. Because, the way lecturer assesswill significantly influence of students learning (Kamardeen, 2014), assessmentprocess (Hamidou, 2016, Knoch, 2011, Pang, 2016)andassessment quality (Birhan, 2017).Afterward, lecturer should know on what aspect he/sheconducts the assessment whetherassessing Language or Content? (Reierstam, 2015).However, effective integrated assessment schemes can be

developed to improve the quality of learning and teaching in construction education (Kamardeen, 2014, Bitchener&Turner, 2011).

Thus, writing assessmentshould make clear to students what they need to do within their assessment, and how well they need to do it. Assessing priorities should be given to undergraduates' writing performances (Kiasi, 2017) to measure qualities assessment (Birhan, 2017) and asa feedback in teaching academic writing (Twagilimana (2017).It is necessary to give improvement and criticize student learning achievement and curriculum.

The objective of this study is to gathering specific information about the source of the problem that is faced by the lecturers in conducting academic writing assessment. As the lecturer, it is important to help determine exactly what the change is that need to occur. This study comes into an environment and determines what needs to take place based on what is going on in the environment. From the analysis of related study on writing assessment today, it becomes lecturer's challenge to make improvement in his/her classroom assessment.

Over the past decades, alternative approaches to assessment have been practiced by a number of scholars in different disciplines, such as utilizing assessments as a toolkit to promote student learning (Tang & Biggs 1998; Carless 2002**);** integrating writing assessment with Blending community (Litterio, 2018); using online assessment (Zohre, 2018);conducting electronic assessment (Upton, Ene, 2018), creating assessment in Online Writing Forums (Birch, 2016); emerging within the literature (Behizadeh and Engelhard, 2011), and using web for students assessment (Williams, 2009). This approach should be taken into consideration for lecturers to make innovatein writing assessment indifferent disciplines.

The tough challenge for a lecturer now is to innovate according to the times and expectations of students.In today's classrooms, students are increasingly expecting more technology facilitated assessment activities that are not easily accommodated through traditional instruction. For instance, Tang, Rich (2017) conducted a study about automated writing evaluation (AWE) in an EFL setting.This paper aims to enrich the current literature via summarizing the main impact of awe in Chinese EFL classrooms by analyzing a series of studies conducted on the use of AWE by secondary and university students who learn English as a foreign language in China.

In addition, a study held byBalfour (2013) Assessing Writing in MOOCs: Automated Essay Scoring and Calibrated Peer Review™. His study focused on Machine evaluation of essays correlated more highly with human raters of those essays than the human raters correlated with other human raters. MOOCs take advantage of various web-based technologies including video presentation, computer-based assessments, and online communication forums so that thousands of students can have access to all the course content, formative and summative assessments, and support from their fellow students. Features of MOOCs: AES and CPR are different tools that can be used to assess writing in a highly automated course and have implications for the types of papers that can be scored, the consistency of feedback to students, the types of comments students receive, the need for instructor intervention and the range of what a student may learn in the course.

Then, a study conducted by Warschauer and Grimes (2008) about Automated Writing Assessment. Automated essay scoring (AWE) software, which uses artificial intelligence to evaluate essays and generate feedback, has been seen as both a boon and a bane in the struggle to improve writing instruction. However, it is believed that its potential for use in providing feedback to learners is worth exploring; but as lecturers ourselves we distrust the potential it has to create a greater distance between individual learners and lecturers.

Others studies indicate that creating assessment model also as consideration for lecturers to be innovative in conducting writing assessment. Fan, Wang, Wang (2018) created A Web-based model for developing assessment literacy of secondary in-service teachers. This research investigates the effect of a web-based model, named 'Practicing, Reflecting, and Revising with Web-based Assessment and Test Analysis system (P2R-WATA) Assessment Literacy Development Model,' on enhancing assessment knowledge and perspectives of secondary in-service teachers, and adopts a single group experimental research design. In 2016, Wilson, Olinghouse, McCoach, Santangelo, Andrada develop accurate prediction model to identify students at-risk of failing state or national writing test. Hagers, Butler (1996) established two Models of Educational Assessment, Assessment & Evaluation in Higher Education.

Then, Dappen, Isernhagen, Anderson (2008) conducted the study about produce a statewide writing assessment model: Student proficiency and future implications. Last, Sweet, Reed, Lentz and Alcaya (2000) developed speaking and writing tasks for second language assessment. This is a mini-guide for assessment development. The assessments were modeled on instruments and procedures used at the University of Minnesota. Performance-based assessment is designed to get at what students can actually do with the target language.

In line with the importance of academic writing assessment for undergraduate students, designing instruction is required. The idea of ―washback" (Hamp-Lyons, 1991, 2001; Messick, 1996) suggests that by

trying to measure the effects of instruction, test-makers influence the quality and content of writing instruction. Using a cultural-historical activity theory framework (Engestrom, 2001), writing assessments as they exist today are viewed as products of interactions over time between writing theorists, measurement theorists, test makers, teachers, and administrators. However, effective assessment represents important tool colleges and universities can use to measure, and ultimately improve, student writing proficiency (Roberts, Nardone, Bridges, 2017).

Refers to the current development, from the results of reading analysis through indexed international journals, about writing assessments with different topics and contexts, there are three aspects that focus on writing assessment research using advanced technology and cutting-edge; The aspects are Automated essay scoring (AES), Dynamic criteria mapping (DCM), The Common European Framework of Reference (CEFR). Those aspects are large-scale solutions for assessing the writing of individuals through automated systems. This is done for the sake of developing and using dynamic criteria. Much has been said in Indexed International journals, both for and against automated scoring. However, these solutions can only be used to overcome problems in certain schools, universities and institutes. That is very expensive. Those research studies are only focused on the impact of assessment tools.

The important of this study is giving possibility future instruction through analyzing of lecturers' challenges in assessing students writing. Instructional design is a special case of a larger process called human performance technology. The two processes are almost identical, structurally, in their overall stages of analysis, design, development, implementation, and evaluation. Gagne (2005) add that Instructional design includes several phases, including analysis, design, development, implementation, and evaluation, and is characterized by the overarching concept of design. Because this is a long process, therefore, this study is focused on analysis study.

Appropriate instructional design will serve appropriate guides for writing assessment process. It will influence on student's writing achievement. Instructional design is carried out for a purpose, to bring about a particular change which is a need to improve performance of attitude, knowledge, and skill. (Brown, Green, 2016). Another view of the instructional design process is described in David Merrill's ―first principles of instruction" (2002, 2013). Merrill (2002) suggests there are five basic principles that hold true for the design of any instruction. The first principles of instruction state that learning is promoted when: • learners are engaged in solving real-world problems; • existing knowledge is activated as a foundation for new knowledge; • new knowledge is demonstrated to the learner; • new knowledge is applied by the learner; • new knowledge is integrated into the learner's world.

In addition, Instructional systems design is both systematic and scientific in that it is documentable, replicable in its general application, and leads to predictable outcomes. Designing instruction is to follow some variation of what is essentially a three-step process: 1. Analyze the situation to determine what instruction is necessary and what steps need to be taken to deliver that instruction. 2 Produce and implement the instructional design. 3 Evaluate the results of implementing the instructional design (Brown, Green, 2016). Instructional Design process is one in which teachers and trainers can use to design and develop the most appropriate learning environment for their students. This process is modified to be used by teachers in the regular classroom. Yet, it also requires creativity in identifying and solving instructional problems. It includes systems theory and problem-solving methodology.

As mention before, this study is only focused on ―need analysis". Herman, & Watters (2002), it is important to differentiate wants from needs. A need, according to Kaufman et al., is a gap between some desired state of affairs, and what currently exists. The first step in the process is that the researcher should analyze the attributes of the students. There should be a focus on those students characteristics which are associated with the learning outcomes desired. The information gathered will help researcher in the decisions that make with respect to the other steps in the process or future instruction. When we determine the character of the students, it will guide us in choosing specific strategies and resources to aid the assessment process. The analysis of the learners should include (Heinich, Molenda, Smaldino, 1999):

- The general characteristic of the students, such as age, academic abilities, gender, interests, etc.
- Prior competencies. Such as knowledge, skill, attitude
- Learning styles, such as auditory, visual, and tactile

Method

This is ananalytical studyonthe first phase of instructional design. A need analysis process is gathering specific information about the source of the problem. It presents what the audience or participants need in line with the students' writing assessment. The audiences were the fifth semester students and lecturers of Research and Development in English Foreign Languagecourse. In the analysis stage of both processes, one

attempts to identify gaps in performance relative to desired outcomes, the causes of the gaps, and the types of solutions that might close the gaps.

This study was conducted at the English Education Department of Universitas Islam Negeri Sultan SyarifKasim Riau. To collect the data, this study uses interview, survey andquestionnaire.The research questions are1) what isgeneral characteristic of students? 2) How are specific entry competenciesof studentsin assessing students' writing? 3) What are students learning styles?The product of this study is to produce an overview of future instruction that can be used by lecturers to develop academic writing assessments with or not integrate the use of technology.

Results and Discussion

General characteristic

English Education Department is one of Department at Faculty of Tarbiyah and Teachers Training of Universitas Islam Negeri Sultan SyarifKasim Riau. This study is focused on fifth semester students who learn Research and Development in English Foreign Language (EFL) courseatodd semester 2018/2019. The total number of students is 22 male and 121 male. It is divided into 5 classrooms. They are around 20-22 years old. They have good emotional and controlled learning during teaching and learning process, it can be seen from the survey that was conducted by researchers. Even they come from different socio-economic statuses this does not affect the way they learn.Generally, students have good physical and mental and enthusiasm for learning.

In addition, the total number of lecturers who teach Research and Development in English Foreign Language (EFL) courseis 3 persons. One lecturer is a doctoral degree that is graduated from UniversitasPendidikan Indonesia (UPI), and two lecturers are master degree that is graduated from universitiKebangsaan Malaysia (UKM). They have good skill and knowledge in Research and Development in English Foreign Language (ELT). This could be proven from the transcript issued by each university. They have been teaching for 10-13 years at English Education Department.

Specific entry competencies – knowledge, skills, attitude, and Learning styles

Research and Development in English Foreign Language (EFL) course was selected in this study because the product or learning outcome isstudents' academic writing in thesis-proposal.Based on the survey, students lead to write their research proposal based on their research field. This assignment would be continuedto be students' thesis. Students guided on how to write a good proposal that appropriate with the procedure of academic writing set by University/Faculty.

Every meeting, there was students' progress in academic writing, and there was assessment. In this activity, students required thinking by discovery and organizing the ideas in written form to develop critical thinking skills. Thatis what Jennifer &Ponniah(2017) say as a cognitive-linguistic activity which requires higher-order thinking skills and need both syntactic and semantic knowledge to accomplish(Watcharapunyawong& Usaha, 2013). This process is an inquiry based that need students to engage some steps (petchko, 2018) such select a topic, review relevant literature, design the study, collect data, analyze the data, interpret the data, write the report, revise and proofread as needed.

In interview, the lecturers said that student's knowledge in academic writing was categorized in good level. Because they have learned how to write academically since the first semester,they have finished the course of paragraph writing, essay writing, and academic writing. These courses were supported by others courses, i.e. Intensive course,Basic English Grammar, Intermediate English Grammar, Advanced English Grammar, and Vocabulary in Context.Unfortunately, this knowledge was not implemented well in writing thesis-proposal. It, certainly, has a profound effect on their skill. The average score of students' skill to write thesis-proposals wascategorized at good level.

Table 1. Student's learning attitude

Criteria	Potential (1)	Good (2)	Fair (3)	Poor (4)
Preparing for learning	Fully prepared for learning with homework, laptop, book and pen	Prepared with book and pen	Prepared with pen	Unprepared for learning
Behavior	*Usually on time for class *Listens to instructions and feedback	*Rarely on time for class * Rarely works with care and attention to detail	*Rarely on time for class *Frequently asks to leave class	Absent
Concentration	Full concentration given	Concentration without	Needs reminding	Poor

	in all tasks	disruption	about concentration	concentration
Participation	Is always active, enquiring and interested	Is mostly active, enquiring and interested	Is sometimes active, enquiring and interested	Is rarely active, enquiring and interested
Assignment	Able to complete tasks independently	Completes tasks with minimal assistance	Needs teacher support and encouragement	Rarely works independently
Quality of work	Work can be used as an example to others	Work completed well	Work completed	Work completed poorly
Target Grades	Meets target level/targets set out in learning outcomes	Meets most of the learning outcomes	Meets some of the learning outcomes	Meets no learning outcomes

To know the students' learning attitude, questionnaire was given to fifteen students. Fifteen students from five classrooms were selected. They presented smart, less intelligent and intermediate students. The result was categorized in good.

On the other hand, those students were also questioned about their learning style. The result was everyone in different classroom had different learning-style auditory, visual, and tactile.Because this is teaching adult learner; so whenit made ina percentage, 50% of students were more likely to be visual learning. Although there was still find students who were tactile styles.

Students' need in writing assessment process

In line with assessment activity, it is interested and needed to know what students at English Education Department do wanted from their lecturers in terms of assessment, because assessment is a process not any particular test. It is making allowed lecturers to move toward action. Interestingly, the problems in assessing writing are believed to outnumber the solutions (Speck & Jones, 1998). So interview and observation were conducted. The interview was conducted forany fifthsemester students ofthe English education department on August 2018.

From the interview, students need to know how lecturers assess their writing. During teaching and learning process, students said that they are asked to write their research synopsis. Then, it would be continuedto bea research proposal. It wasconducted in and out of the classroom. The issue was when they submit their writing; they don't know their mistakes in detail because of the lack of feedback from the lecturer.

In concert with this issue, the lecturers responded that a large number of students do not support to provide maximum feedback to all students. Because their problems are similar, so feedback or suggestions given to students are given in general to the whole class in order not to make the same mistakes. It has been conducted by giving explanation in front of class, except problems related to grammar, of course, it must be corrected one by one.This certainly takes a lot of time.

Besides, students said that there is not transparent, or, there is no academic writing scale/rubric.Righteously, some kind of rubric is used to assist with this coding or scoring of materials.With any rubric-based assessments one important measure of reliability is the consistence of the scores (Banta &Palomba, 2015; Millett, Payne, Dwyer, Stickler, &Alexiou, 2008).

Related to the rubric, lecturerssaid that they do not have a rubric related to thesis-proposal. It is still on the process of developing with Department.According to lecturer, the rubric used so far is the scale/rubric for writing essays. But, this may be used to assess student's academic writing. Cambridge English Language Assessment (2014) suggests that todevelop Writing Assessment rubric/scale, lecturers should use four components. *First*, Content focuses on how well the candidate has fulfilled the task, in other words, if they have done what they were asked to do. *Second,* Communicative Achievement focuses on how appropriate the writing is for the task, and whether the candidate has used the appropriate register. *Third*, Organization focuses on the way the candidate puts together the piece of writing, in other words, if it is logical and ordered. *Fourth,* Language focuses on vocabulary and grammar. It includes the range of language as well as how accurate it is.

Furthermore, students said that lecturer sometimessubmit students' writing and return them by writing a comment such as poor/revised, very good at the uncertain time. It sometimes returns in the following week.Tasmanian Institute of Learning& Teaching (2018) states lecturers can use description for students

writing such as: describe evidence in the student's response, describe the quality of the student's response in terms of the criteria suited to the task, give meaning to the mid-range or typical standards, use words which are descriptive and comparative NOT just comparative, contain positive statements about student achievement, use language that is not derogatory, and use unambiguous language which students' understand.

According to lecturers, as an illustration, if one student is given maximum feedback it will spend learning time, the other student is ignored, and the curriculum target is not achieved. On one hand, students' assignments returned the following week because lecturers do not have much time due to an overload teaching hour and different courses to be taught. On the other hand, the obligation of lecturers related to the Tri Dharma of higher education, in other parts, must also be implemented optimally.

From student's explanation, it can be analyzed that, students need revising in academic writing assessment, related to lecturer feedback, academic writing rubric, time efficiency in assessing.Actually, assessments serve two key purposes: improving the quality of learning and measuring student performance (Boud, 1990). Assessments encourage deep learning and develop high-order thinking within students (Kamardeen, 2014). However, the assessment is a core element of instructional design (Kamardeen, 2014). It has different expectation between concept and practice.

Quote the lecturer's words; an academic writing assessment which is conducted by lecturer is focused on the opportunities to develop students' ability, how much they learn, to make evaluation about students' performance and improvement as quality feedback. They make every effort to assist all students to be successful in their learning endeavors. Identify students' expectations, goals, preferences, and needs, so that they can create an effective academic writing assessment that offers students real benefits. In accordance with these issues, the substantial problem is feedback and time efficiency. However, the number of students cannot be blamed because this has become a faculty decision. The task of the lecturer is to find a solution, maybe it can be done by using a tool that can help the lecturer to quickly correct student errors in grammar. So, we only focus on content and writing style (lecturer's need).

In short, implementation of academic writing assessment should follow a strong principle to ensure that this assessment has a valid, fair, and in accordance with the context and objectives that are designed. So, it should reflect real-world task to demonstrate application of knowledge and skills. The challenge for lecturers in academic writing assessment is to unite the same standards or criteria between lecturers that may be facilitated by the faculty so that it is in line with the demands of the curriculum. During this time, lecturers have their own criteria in assessing students' academic writing. If all lecturers have their own assessment criteria, then this becomes unfair for students. They study with the same subjects and at the same level, but have different assessment criteria.Assessment criteria are believed to play an important role with respect to quality assurance and enhancement, assisting courses, programs and institutions to measure the extent to which learning outcomes have been achieved (Banta 2007).

Issues that have been conveyed by students are a challenge for lecturers in assessing student's academic writing. Another challenge isfinding a writing assessment tool that appropriate with development of research today.In this case, lecturer's challenge can be solved by designing instruction. Basically what has been done in this study is the initial stage indesigning instructions.

"The purpose of any design activity is to devise optimal means to achieve desired ends."
—Charles Reigeluth, 1983.

Conclusions

Instructional design is aligning desired outcomes, instructional methods, and student assessments (Robert, Wager, Goals, Keller, 2005). A need analysis as part of instructional design plays a critical role at the beginning of the instructional design process to identify the problem that needs to be solved. Conducting a needs analysis is to gather information that will allow us to fully understand the problem faced (Robert, Wager, Golas, Keller, 2005). This study analyzed lectures' challenges in assessing students' academic writing, the analysis was:

1. Students' general characteristic: The number of students is 143 persons. They are around 20-22 years old. They have good emotional and controlled learning during teaching and learning process, they also have good physical and mental and enthusiasm for learning.Even they come from different socio-economic statuses this does not affect the way they learn.
2. Students' specific entry competencies – The analyzing consists of three sections-student's knowledge in academic writing, students' skill to write thesis-proposals, andstudents' learning attitude. The resultsfrom three sections werecategorized in good level. In addition, 50% of students were more likely to be visual learning.

3. Students' need in writing assessment process: enhancelecturers' feedback, appropriate academic writing scale or assessment criteria/standard, and transparency and time efficiency in assessing.

From three points of analyzing, point number three is as a challenge for lecturers to find the solution in conducting students' academic writing assessment. It would be a mistake to think that there is a Single best model of instructional design. Process of instruction can be represented in any number of ways when one creates models that are operational and effective in specific contexts.Based on the challenges faced by lecturers in assessing students writing, therefore, future instruction for this study is creating model (instructional design) by integrating teacher feedback and a tool that enables lecturer to develop academic writing assessment.

It is believedthere is no one single thing that a lecturer or designer should consider, but there are areas of emphasis. Knowing as much as possible about lecturers is critical to design and implementation of instruction. There is still much work to be done, and the major intent of this study is to stimulate discussion, debate, and further studies related to instructional design for writing assessment.

Acknowledgments

References

Banta, T. (2007).Using electronic portfolios to assess learning at IUPUI. REAP07: Assessment design for learner responsibility. University of Strathclyde, UK.

Banta, T. W., &Palomba, C. A. (2015). Assessment essentials: Planning, implementing, and improving assessment in higher education (2nd ed.). San Francisco, CA: Jossey-Bass.

Behizadeh, N., & Engelhard, G., Jr. (2011). Historical view of the influences of measurement and writing theories on the practices of writing assessment in the United States.Writing Assessment, 16, 190–211.doi:10.1353/ jge.2012.0041

Balfour S.P. (2013) Assessing Writing in MOOCs: Automated Essay Scoring and Calibrated Peer Review™. Research & Practice in Assessment (RPA) Volume Eight| Summer 2013

Birhan, Y. (2017) Assessment of the qualities of academic writing in senior essays of English graduates: The case of Dire Dawa University.International Journal of English and Literature.Vol.8(8), pp. 102-114. DOI: 10.5897/IJEL2015.0777

Black &Wiliam. (1998) Assessment in the Language Classroom: Teachers Supporting Student Learning. Available from: https://www.researchgate.net/publication/316156116_Assessment_in_the_Language_Classroom_Teachers_Supporting_Student_Learning [accessed Aug 28 2018].

Brown.A.B.,&Green. T.D. (2016) The essentials of instructional design: connecting fundamental principles with process and practice— Third edition.Routledge. New York

Boud, D. (1990) _Assessment and the promotion of academic values', Studies in Higher Education, 15 (1), 101-111.

Cambridge English Language Assessment (2014) Assessing Writing Performance – Level B1 © UCLES 2014

Carless David (2009) Trust, distrust and their impact on assessment reform, Assessment & Evaluation in Higher Education, Vol. 34, No. 1, February 2009, 79–89

Collin English Dictionary (2018) Retrieved at https://www.collinsdictionary.com/dictionary/english/challenge

Dappen, L., Isernhagen, J., & Anderson, S. (2008). A statewide writing assessment model: Student proficiency and future implications. Assessing Writing, 13(1), 45–60. doi:10.1016/j.asw.2008.04.001

Dietel, R. J., Herman, J. L., & Knuth, R. A. (1991)What does research say about assessment? NCREL, Oak Brook. Available online: http://www.ncrel.org/sdrs/areas/stw_esys/4assess.htm.

Dhindsa, H., Omar, K., &Waldrip, B. (2007) Upper Secondary Bruneian Science Students' Perceptions of Assessment. International Journal of Science Education, 29(10), 1281-1280.

Engelhard, G. (2001) Historical view of the influences of measurement and reading theories on the assessment of reading. Journal of Applied Measurement, 2 (1), 1–26.

Fan Ya-Ching, Wang Tzu-Hua, Wang Kuo-Hua.(2018) A Web-based model for developing assessment literacy of secondary in-service teachers.Computers & Education.Volume 57, Issue 2, September 2011, Pages 1727-1740. DOI: https://doi.org/10.1016/j.compedu.2011.03.006

Gagne, Walter, Katharine, John (2005) Principles of Instructional Design. Thomson

Hamidou, F.C., (2016) Assessing the Writing Skill in an ESP Context (thesis). Retrieved at http://dspace.univ-tlemcen.dz/bitstream/112/9052/1/feryal-choukria-hamidou-lachachi.pdf

Hamp-Lyons, L. (Ed.). (1991). Assessing second language writing in academic contexts. Norwood, NJ: Ablex Publishing Corporation.

Hamp-Lyons, L. (2001). Fourth generation writing assessment. In: T. Silva & P. K. Matsuda (Eds.), on second language writing assessment (pp.117–127). Mahwah, NJ: Erlbaum.

Hager, P., & Butler, J. (1996).Two Models of Educational Assessment. Assessment & Evaluation in Higher Education, 21(4), 367–378. doi:10.1080/0260293960210407

Jennifer, J. M., &Ponniah, R. J. (2017).Investigating the levels, types and causes of second language writing anxiety among Indian freshmen. The Journal of Asia TEFL, 14(3), 557-563.

Kamardeen, I. (2014). _Stimulating Learning with Integrated Assessments in Construction Education', Australasian Journal of Construction Economics and Building, 14(3), 86-98.

Kaufman, R., Herman, J., & Watters, K. (2002). Educational planning: Strategic, tactical, and operational. Landham, MD: Scarecrow Press.

Kiasimohammadaghajanzadeh (2017) Academic Writing Assessment: A Generic Encounter. PortaLinguarum 27, enero 2017. p.39-106. ISSN: 1697-7467

Knoch. U., (2011) Rating scales for diagnostic assessment of writing: What should they look like and where should the criteria come from?.Assessing Writing16, 81-96. doi:10.1016/j.asw.2011.02.003

Litterio, L.M., (2018)Contract grading in the technical writing classroom: Blending community-based assessment and self-assessment. Assessing Writing 38, 1-9 doi.10.1016/j.asw.2018.06.002

Merrill, M. D. (2002) First principles of instruction. Educational Technology Research and Development, 50(3), 43–59.

Merrill, M. D. (2013) First principles of instruction: Identifying and designing effective, efficient, and engaging instruction. San Francisco: Pfeiffer.

Messick, S. (1996) Validity and washback in language testing. Language Testing, 13 (3), 241–256

Millett, C. M., Payne, D. G., Dwyer, C. A., Stickler, L. M., &Alexiou, J. J. (2008) A culture of evidence: An evidence-centered approach to accountability for student learning outcomes. Princeton, NJ: Educational Testing Service. Retrieved from: https://www.ets.org/Media/Education_Topics/pdf/COEIII_report.pdf

Petchko, K. (2018) What Is Academic Writing? How to Write About Economics and Public Policy, 1–18.doi: 10.1016/b978-0-12-813010-0.00001-6

Reierstam, H., (2015) Assessing Language or Content? A comparative study of the assessment practices in three Swedish upper secondary CLIL schools (thesis). Retrieved at https://gupea.ub.gu.se/bitstream/2077/40701/4/gupea_2077_40701_4.pdf

Roberts Jeff, Nardone Carroll F, Bridges Bill (2017) Examining Differences in Student Writing Proficiency as a Function of Student Race and Gender. Research & Practice in Assessment. Volume Twelve| Winter 2017

Robert, Wager, Golas, Keller, (2005) Principles of Instructional Design. Library of congress control. USA

Speck, B. W., & Jones, T. R. (1998).Direction in the grading of writing? In F. Zak & C. C. Weaver (Eds.), The theory and practice of grading: Problems and possibilities (pp. 17-29). Albany: State University of New York Press.

Sweet, Reed, Lentz and Alcaya (2000) Developing Speaking and Writing Tasks for Second Language Assessment: A Miniguide for Assessment Development. Retrieved at http://carla.umn.edu/assessment/MLPA/pdfs/Speaking_Writing_Tasks_Guide.pdf

Tang, C. & Biggs, J. (1998) _Assessment by portfolio', In D. Watkins, C. Tang, J. Biggs & R. Kuisma (eds), Assessment of university students in Hong Kong: how and why, assessment portfolio, students' grading, City University, Hong Kong.

Tang, J. Rich, C.S. (2017) Automated writing evaluation in an EFL setting: Lessons from China. Jaltcalljournal Vol. 13, no.2 Pages 117–146

Tasmanian Institute of Learning & Teaching (2018) Teaching and Learning writing standard descriptor for rubric. Retrieved at http://www.teaching-learning.utas.edu.au/assessment/writing-assessment-criteria/writing-standards-descriptors-for-rubrics

Taylor & Nolen (2008) Introduction to Language Classroom Assessment. Retrieved at http://www.tesol.org/docs/default-source/books/bk_eltd_assessment_110.pdf?sfvrsn=6

Twagilimana.I., (2017) Teaching academic writing to first year university students: a case study of feedback practices at the former National University of Rwanda. Rwanda Journal, Series A: Arts and Humanities, Vol.2 (1), DOI: https://dx.doi.org/10.4314/rj.v2i1.6A

Upton, Ene (2018) Synchronous and asynchronous teacher electronic feedback and learner uptake in ESL composition. Journal of Second Language Writing41, 1-13. doi.10.1016/j.asw.2018.05.005

Warschauer, M., Grimes D (2008) Automated Writing Assessment in the Classroom. Pedagogies: An International Journal, 3: 22–36. DOI: 10.1080/1554480070177158

Watcharapunyawong, S., & Usaha, S. (2013) Thai EFL students' writing errors in different text types: The interference of the first language. English Language Teaching, 6(1), 67-78.

Wilson, J., Olinghouse, N. G., McCoach, D. B., Santangelo, T., &Andrada, G. N. (2016) Comparing the accuracy of different scoring methods for identifying sixth graders at risk of failing a state writing assessment. Assessing Writingv, 27, 11–23. doi:10.1016/j.asw.2015.06.003

ZohreMohamadi (2018) Comparative effect of online summative and formative assessment on EFL student writing ability. Studies in Educational Evaluation, 59, 29–40. doi:10.1016/j.stueduc.2018.02.003