

Trait Measure of Thesis Proposal Assessment to Develop Assessment Criteria

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Abstract. The objective of this study was to provide an overview of designing trait measure of thesis proposal to develop assessment criteria for English Teacher Education Program. The thesis proposal assessment design sometimes fails to look at student ability. Lecturer as a designer may unsuccessful clarifies to students what they need to do within their assessment, and how well they need to do it. Based on the observation and interview, it found lecturers who used several assessment rubric to assess students thesis proposal. To enhance the homogeneity of assessments and the ability to communicate thesis proposal both with students and colleagues. Field research and library research were conducted to construct trait measure. Based on the result, The assessment criteria of thesis proposal was constructed from two trait measure or taxonomy in rating scale development_ Accuracy and Content.

Keywords: trait measure, thesis proposal, assessment criteria

1. Introduction

Assessment criteria (sometimes referred to as scoring rubric or proficiency scale or rating scale)[1] is a tool which is realizations of theoretical constructs, of beliefs about what writing is and what matters about writing. Assessment criteria respect to quality assurance and enhancement, assisting courses, programs and institutions to measure the extent to which learning outcomes have been achieved[2]. The use of criteria has the advantage of ensuring flexibility in allocating marks to students' essays [3]. It makes the process of grading more objective, consistent, and quicker[4]

Fulcher [5] points out that many assessment criteria are developed based on intuition conducted lecturers or language testers develop the scale, possibly by adapting an existing scale. Unfortunately, developing and validating assessment criteria is no simple undertaking [6]. Scales should be conceived and designed with the purpose of the assessment in mind [5] [7], [6],[8], should be a good representation of the construct of the evaluation [7], should be designed clearly the grading process, to increase students' writing achievement [9] as well as students' self-efficacy as writers[4], transparent and presented to students ahead of their writing task[3].

Trait measures that are unclear and difficult to implement can be sources of confusion and frustration for lecturers and students alike, as they cannot gain a clear sense of their writing scores, as well as their strengths and weaknesses[10]. Based on the result of observation and

interview, it found that there were some assessment criteria used by some lecturers in a program to assess students' thesis proposal. To enhance the homogeneity of assessments and the ability to communicate thesis proposal both with students and colleagues necessary to construct trait measure before developing assessment criteria of thesis proposal by lecturers.

This study provides a trait measure of thesis proposal assessment to develop assessment criteria. An assessment criterion (rubric) is designed to provide students clear understanding about the aspects of thesis proposal with lecturer's guidance; to provide clear and concise feedback to students on how well their thesis proposal does in meeting learning objectives; to encourage discussion among colleagues about improving student learning outcomes and assessment; to provide a tool that can be used by lecturer and students in and out classroom practice.

Furthermore, assessment for the thesis proposal is vital to assess the effectiveness of lecturers' class as they take place, adjust, and adapt to what their students need. Students, in the process of formative assessment, participate actively, learn to recognize and understand what they are learning and what they should do to improve. Besides, assessment for thesis proposal is needed to measure student achievement against learning outcomes, to produce valid and reliable grades and maintain academic standards; and it must be fair, transparent, and equitable.

2. Method

This study was a research and development in designing and developing useful products to improve the quality of education with systematic research procedures[11]. The research design used was Plom design research[11]. Plom research design consists of three-phase: preliminary research, development or prototyping phase, and assessment phase. Designing trait measure of thesis proposal assessment is development or prototyping phase. A trait measure has used a framework for developing assessment criteria. Field research and library research were conducted at State Islamic University Sultan Syarif Kasim Riau-Indonesia. The subject of this study was 3 lecturers with 6 classes who taught thesis proposal as learning outcome. Based on the preliminary research, lecturer and students need assessment criteria to assess students thesis.

3. Result and Discussion

The aim of designing a thesis proposal assessment is to make students aware of what is expected from the faculty, get familiar with criteria, and interpret lecturer and peer feedback. Unfortunately, the thesis proposal assessment design sometimes fails to look at student ability. Lecturer, as a designer, may unsuccessful clarifies to students what they need to do within their assessment, and how well they need to do it. However, the lecturers when designing language learning products, they need to pay close attention to each of the four components of students experience, i.e., pedagogy, content, user experience, and interaction. This study used the steps of weigle[8] as a framework to develop an assessment criteria for detailing within each step; it will be provided procedure and outcome supported the literature review that could be followed by lecturers in developing assessment criteria. Historically, lecturer should determine type of writing scale, user, criteria used as the basis for the ratings, scoring level used, and scoring reported

Table 1. The procedure of Developing Assessment Criteria

Historically	Procedure	Outcome	Reference
Type of rating scale[8] [7]	Holistic, analytic, primary trait or multi-trait rating scale	Analytic	[8], [12] [13], [14]
User[8], [7]	Who is going to use the rating scale?	Students	[8] [12]
Criteria used as the basis for the ratings[8], [7]	Trait measure or taxonomy in rating scale development	* Accuracy involves grammar, Punctuation, spelling, and mechanics, vocabulary * Content, involves organization of thesis proposal that should have cohesion, coherence, and reader/writer interaction, plagiarism/originality	[1], [9], [15][16] [7], [17], [18], [8], [12], [19], [20], [21] [7]
Scoring level used[8], [7]	Numerical scales divide the continuum into intervals represented by numbers	Scale 5-1 and/or 20-1 to show quality high to low	[22] , [8], [7] [12], [6]
Scoring reported [8], [7]	Values to describe: ‘too many errors’ to ‘almost never makes mistakes’ or from ‘poor’ to ‘excellent’ or from ‘unacceptable’ to ‘excellent’	‘unacceptable’ to ‘excellent’	[1], [8], [12], [6], [7] [23], [10]

Based on the procedure of developing the thesis proposal assessment, this study developed thesis proposal rubric or assessment criteria for English Teacher Education Program students of State Islamic University Sultan Syarif Kasim Riau. The aim of constructing the rubric was to create students' awareness about the criteria in writing thesis proposal. To be successful in conducting a learning task, students should be aware of what is expected from them (Sadler, 2010).

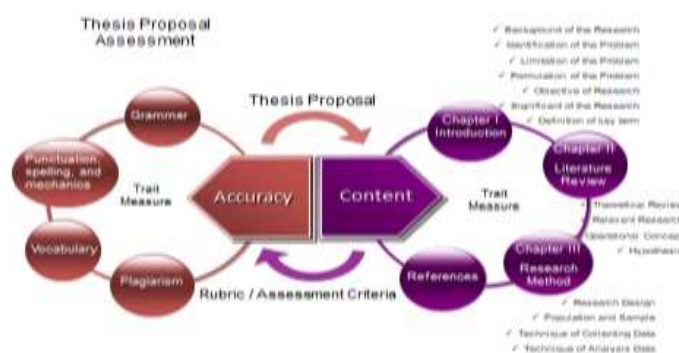


Fig. 1. Trait Measure of Thesis Proposal Assessment

The assessment criteria of the thesis proposal were constructed from two trait measures or taxonomy in rating scale development_ Accuracy and Content. Accuracy is to measure how correct students' use of the language system is including their use of grammar, punctuation, spelling, mechanic, and vocabulary as well as the originality of writing/plagiarism. Content is to measure student's knowledge, and understanding refers to newest literature on the selected topic and to adopt the decision based on collected and analyzed data.

In the content, the student's thesis proposal is assessed into three chapters. Chapter I involves Background of the Research, identification of the Problem, limitation of the Problem, Formulation of the Problem, objective of Research, significant of the Research, and definition of key term. Chapter II literature review involves theoretical review, relevant research, operational Concept, and hypothesis. Chapter III research method includes research design, population and sample, technique of collecting data, and technique of analysis data.

4. Conclusion and Discussion

There are analytic scale and holistic scale in writing assessment scores. To be able to identify strengths and weaknesses in a learners' writing and to provide useful feedback to students, an analytic scale is needed. This trait measure can help lecturer to develop thesis proposal or a thesis. The trait measure was designed for analytic scale. Indeed, A score on writing assessment is not always purely a reflection of the writers' performance, but the outcome of the interaction between the rater, the rating scale, and the script [6],[7], [8]. Last, Trait measure helps lecturer to develop assessment criteria to create effective assessment.

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