

Effectiveness of Portfolio in Classroom Assessment: Language Learning

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Abstract

This study investigates the impact of portfolio assessment as a process-oriented assessment mechanism on Grade Nine students' English writing ability. Eighty four students of similar writing ability from No. (2), Basic Education High School, Lanmadaw were chosen as the participants of this study. They were divided into two groups. The experimental group received the treatment i.e. portfolio assessment while the control group underwent the traditional assessment. The results of data analysis revealed that the students in the portfolio assessment group outperformed the students in the control group in their overall writing ability and in the sub-skills of ideas and content/organization, style, sentence formation, usage and mechanics. To triangulate the quantitative data, students' views and reflections about portfolio assessment were elicited via semi- structured interviews. The qualitative data underwent thematic analysis and the major extracted themes were discussed. The findings suggest that portfolio assessment empowers students' learning of English writing, hence emphasizing the formative potential of portfolio assessment in English as a Second Language classes. The results have some implications for teaching and assessment of Second Language writing

Key words: portfolio, classroom assessment, scoring rubric

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