

## **Rubric for E-portfolio Assessment: Define the Standard Criteria**

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### **Abstract**

An e-portfolio is an e-learning tool that also can be utilized as an assessment tool. As it supports student-centered learning in the process, it has the possibility to gain the students' skills and acquisition of the subject matter which will be very useful for their future careers. This study aims to design a rubric that makes a standard for students' guidance in learning to assess themselves as part of an e-portfolio application in the classroom and to simplify the lecturers' work in assessing the students' assignments. The rubric designed in this study was arranged based on Rico's theory of four aspects of a rubric to assess e-portfolios. The element criteria of the rubrics are competence development, content acquisition, learning process reflection, and e-portfolio display. Meanwhile, the levels of functioning are advanced, moderate, and poor. It is an analytic rubric without a numbered scoring scale, yet the lecturers are free to set the level of measurement range to the level of functioning. After the rubric was completed, it was validated by two assessment validators and got the criteria of very valid. After being validated, the rubric was ready to be tested in the experimental group which will be discussed further in the other publication.

**Keywords:** assessment, e-portfolio, rubrics, standard

### **Introduction**

Recent "competition" in the world of work has forced job seekers to acquire skills maximumly. Consequently, educational institutions as the place to train students to acquire the skills of course have to pay more serious attention to this issue. One solution to this problem is applying a student-centered method to the learning process. It is because "the main characteristic of student-centered language teaching class is that the teacher and students are all actors, students can get more knowledge both from their active exploring outside the classroom and cooperation and communication with other students in the context created by the teacher and all the students are actively involved in the classroom activities" (Huijie, 2012).

The application of this student-centered learning in the classroom is supported by an important e-learning tool, such as e-portfolio (Bangalan, 2020). E-portfolio is a collection of student's works that reflects their progress in the learning process. According to Bartlett (2006), utilizing an E-portfolio will permit users to collect and organize their products in different formats (sound, video, image and text).

Despite function as an e-learning tool, an e-portfolio can also be utilized as an assessment tool. It is because e-portfolios support comprehensive, significant, and long-term learning and increase students' self-directed learning and self-assessment (Rattiya et al., 2022). Thus, it forms students' learning journeys and permits them to comprehend their strengths and weaknesses. In addition, if taken seriously in the application, by giving the standard, support, time, and opportunities for real-life suffusion, it will manifest a beneficial research-driven platform to instill typical learning minds that all educators crave to try to develop in learners (Bangalan, 2020).

However, guiding the students to apply e-portfolio assessment in the learning process is really not an easy job, especially in selecting appropriate works to be put in the e-portfolio. The students need to

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be trained to judge the result of their work, corrections from peers and lecturer, and the other supporting details as the artifacts that are the content of their e-portfolio. One of the methods to train them is by teaching them to use rubrics. In a research, the researchers noticed that using rubrics in teaching the scoring method for individual activities will result in a better interpretation of educational purpose by high school students (Eisa et al., 2015).

However, the lecturers need to set some criteria that will be put in the rubric and communicate the standard judgment level with the students to simplify the rubric utilization in the learning process. Here, the rubric functions not only to alleviate the lecturers' heavy workload but also to inform the students what is expected from the result of their work.

This study focuses on constructing a rubric that can be utilized by the students to start building their e-portfolio. Despite focusing the e-portfolio rubric on a specific subject, the rubric sets here more focus on manifesting the improvement in the students' skills through the selected artifacts they are chosen. Therefore, the rubric can potentially be utilized for any productive skill subjects in English language learning such as speaking, writing, and translation subjects.

Some considerations need to be highlighted in constructing the rubric for the e-portfolio. Several studies have revealed that rubrics can assist students in managing the learning process and have a complex interpretation of educational material (Siegel, et al., 2011; Mary & Pandya, 2012). It is crucial in empowering learners to comprehend not only what criteria are being measured, but also how they are being measured (Rattiya et al., 2022).

Therefore, in constructing the e-portfolio rubric in this study, several standard criteria are set based on the chosen related theories. The reason for choosing the criteria as the standard for the rubric will be discussed further in the discussion section.

### ***Summative vs Formative Assessment***

Several scholars (Taras 2010; Garrison & Ehringhaus, 2007; Hanna & Dettmer, 2004) have discussed the differences in the utilization of formative and summative assessment. Taras (2010) mentions that summative assessment refers to externally accredited exams (although not all), in the form of final tests or exams, and provides information that is called "knowledge of result", meanwhile formative assessment goes to any examination or exercise that provides drawback within or outside a classroom, it "focuses on means, techniques, and procedures to support learning through feedback".

Garrison & Ehringhaus (2007) state that both formative and summative assessments are an integral part of information gathering in a balanced assessment system and depending too much on one or the other would make the students achievement in your classroom becomes unclear. Moreover, they also mention that "summative assessments happen too far down the learning path to provide information at the classroom level and instructional adjustments and interventions during the learning process. However, it takes formative assessment to accomplish this. Formative assessment is part of the instructional process. It informs both teachers and students about student understanding at a point when timely adjustments should be made. In addition, there are some points of distinction that can be used to differentiate formative and summative assessment, such as thinking formative assessment as a term to practice, it includes student involvement and provides them with descriptive feedback as they learn.

Furthermore, Hanna & Dettmer (2004) discuss that formative assessment provides feedback and information during the instructional process while learning is taking place and occurring. It functions to measure students' progress mainly, at the same time it also assesses your own progress as an instructor. A primary focus is to identify areas that may need improvement. While summative assessment takes place after the learning has been completed and consists of information and feedback that sums up the teaching and learning process. No more formal learning would be done after this stage generally, except for special cases. Further, Hanna & Dettmer also list some types of formative and summative assessment which can be seen in the table below.

**Table 1. Formative Vs Summative Assessment**

Types of Formative Assessment	Types of Summative Assessment
<ul style="list-style-type: none"> <li>• Observation during in-class activities (students non-verbal feedback during lecture)</li> <li>• Homework exercises as review for exams and class discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Examinations (major, high-stakes exams)</li> <li>• Final examination (a truly summative assessment)</li> </ul>

<ul style="list-style-type: none"> <li>• Reflections journals that are reviewed periodically during the semester</li> <li>• Question and answer session</li> <li>• Conferences between the instructor and student at various points in the semester</li> <li>• In-class activities where students informally present their results</li> <li>• Students feedback collected by periodically answering specific question about the instruction and their self-evaluation of performance and progress</li> </ul>	<ul style="list-style-type: none"> <li>• Term papers (draft submitted throughout the semester would be a formative assessment)</li> <li>• Projects (project phases submitted at various completion points could be formatively assessed)</li> <li>• Portfolios (could be assessed during it's development as a formative assessment)</li> <li>• Performances</li> <li>• Student evaluation of the course (teaching effectiveness)</li> <li>• Instructor self-evaluation</li> </ul>
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This study is intended to construct a rubric that can cope both the formative and summative functions of the assessment.

### *e-Portfolio Assessment*

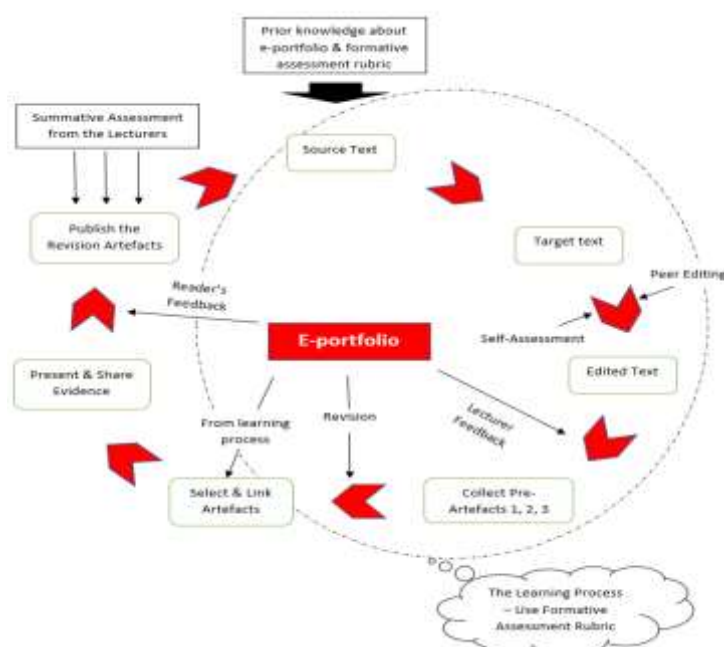
Lorenzo and Ittelson (2005) define an e-portfolio as “a digitized collection of artifacts including demonstrations, resources, and accomplishments that represent an individual, group, or institution” (p. 2). They also add that e-portfolios are “personalized, Web-based collections of work, responses to work, and reflections that are used to demonstrate key skills and accomplishment for a variety of contexts and time periods” (p. 2). The other author defines an e-portfolio as “the product, created by the learner, a collection of digital artifacts articulating experiences, achievements and learning” and as “a purposeful aggregation of digital items – ideas, evidence, reflections, feedback, etc., which presents a selected audience with evidence of a person’s learning and/or ability” (Gray, 2008). In addition, Yastibas & Yastibas (2015) conclude that e-portfolios consist of the artifacts of students that help others comprehend and perceive the learning process of the students. So, an e-portfolio can be understood as a collection of products that are created by the learner in digital artifacts form which expresses experiences, accomplishments, and learning process.

Moreover, some research has been conducted on e-portfolio assessment resulting in getting the benefit of e-portfolio: (1) it can make the students self-evaluate their work, be responsible for themselves, and reflect on their findings about their learning process, experiences, and skills (Goldsmith, 2007); (2) students can be administered their own learning and get stimulated to study (Akçıl & Ibrahim, 2009); (3) e-portfolios can assist in facilitating and documenting learners’ experiences authentically (Reese & Levy, 2009); (4) the process of conducting an e-portfolio can encourage students’ autonomous learning (Yastibas & Yastibas, 2015) by finding out and becoming conscious of the necessary invisible factors, attitudes, and procedures involved in language learning (Gonzales, 2009) as well as “becoming the owners of their of their language learning and recognize that learning has to also occur outside the classroom” (Yastibas & Yastibas, 2015); (5) “improving the motivational beliefs and self-efficacy, learning new things, accomplishing English tasks effectively, giving beneficial effects for learning, and improving students’ ability in English” (Muin et al., 2021).

Moreover, Handayani et al. (2022) has constructed an e-portfolio framework that can function as the steps in applying e-portfolio assessment in language learning. She describes the framework and steps as can be seen in Figure 1. Handayani et al. (2022) explains the framework as:

The process of e-portfolio assessment model for translation start with: (1) giving the source text to be translated, (2) continue with having the target text after translation process, (3) the target text through two editing processes that involve peer correction and self-assessment in the same time by using formative assessment rubric which resulting in the form of edited text, (4) the edited text got feedback from the lecturers which resulting in the form of pre-artefact 1, (5) the text, then, through revision process by reconsidering the correction from lecturer, peer and self-editing before selected as the artefacts, in this process other links and supported material would also be selected to be put on the presentation platform, (6) then, the artefacts and evidence of learning are published for limited circle (can be for the class

member only) to get reader's feedback, (7) then, the final form of the artefacts and learning evidence are present for public, it is also the time for the lecturer to give final judgement with summative assessment rubric. Then the e-portfolio process can either be continued for selecting the next artefacts or stop (depending on how many artefacts the students would publish). As can be seen in the framework explanation, the steps encourage the students to manage themselves, do peer and self-assessments, take the initiative, and be selective in choosing the proof of their achievements in the learning process.



**Figure 1. The framework for the e-portfolio rubric (Handayani, 2022)**

To sum up, although the framework is set for translation study, as mentioned previously, it can also be used in other productive skills. For the requisite of this study, the rubric has been examined in the classroom activity by using the steps in the framework (Handayani et al., 2022) which will be discussed in another publication.

### ***Rubric Types***

Some recent studies have indicated that rubrics can increase teaching, learning, and assessment in e-portfolio integration (Tur et al., 2019). To integrate rubrics into e-portfolios in learning process utilization, the types of created rubrics need to be carefully selected and examined according to the objective and outcomes (Rattiya et al, 2022).

There are three types of rubrics; analytic, holistic, and annotated holistic. First, an analytic rubric is a scoring rubric that considers each element of the work as a guideline. The guidelines are utilized to grade each work part, and each element of the guidelines defines the assessed components with clear definitions or illustrations. This conspicuousness permits students to understand what is being assessed (Reddy & Andrade, 2010; De Paul, 2021; Brown, 2021; Skibba, 2021). It can consist of one level only but, if necessary, can be added with an additional level to provide important features or characteristics as the complexity of the assignment increases (Rattiya et al, 2022). In addition, Skibba (2021) explains that:

Analytic rubrics are particularly useful for problem-solving or application assessments because a rubric can list a different category for each component of the assessment that needs to be included, thereby accounting for the complexity of the task. For example, a rubric for a research paper could include categories for organization, writing, argument, sources cited, depth of content knowledge, and more. A rubric for a presentation could include categories related to style, organization, language, content, etc. Students benefit from receiving rubrics because they learn about their relative strengths and weaknesses.

To conclude, as an analytic rubric is used to assess the process, it is important to set the standard criteria and the level of achievement. An example of an analytic rubric can be seen below.

**Table 2. Example Analytic Rubric (Skibba, 2021)**

Category	(Exemplary) 4	(Good) 3	(Marginal) 2	(Unacceptable) 1
Quality of Information	Information clearly relates to the main topic and adds new concepts. Information includes several supporting details and/or examples. Consistently establishes source documentation for ideas.	Information clearly relates to the main topic. It provides at least 1 supporting detail or example. Occasionally provides documentation.	Information clearly relates to the main topic. No details and/or examples are given. Provides documentation when requested.	Information has little or nothing to do with the main topic or simply restates the main concept, it does not advance the discussion. Does not provide documentation for sources.
Critical Thinking	Enhances the critical thinking process consistently through reflection and questioning of self and others; is a quality response that advances thought forward; adds to the discussion/ is an office response.	Some critical thinking and reflection is demonstrated in discussion by the writer/writers ponder.	Responds to questions but does not engage in premise reflection.	Does not respond to question pose by the facilitator.
Collaboration	Encourage and facilitate interaction among members of the online community. Reflects and evaluates own practices. Encourage colleagues to evaluate their teaching.	Responds to other members of the online community. Reflects on own practices.	Limited interaction or responses to other members of the online community.	Response to the discussion facilitators only. No interaction with peers.
Professional Languages	Professional vocabulary and writing style are used consistently throughout the discussion.	Professional vocabulary and writing style are used frequently throughout the discussion.	Professional vocabulary and writing style are used occasionally throughout the discussion.	Professional vocabulary and writing style are not used.
Timeliness	One threat and two responses posted within time frame.	One threat and one response on time. One response late.	Threat or two responses late	Threat and response late.

Second, holistic rubrics illustrate characteristics of each level of performance for an overall assignment or activity. The best utilization of these rubrics is when there is no single correct response or answer and the central point is on overall understanding, proficiency, or quality of the specific skills or content (Skibba, 2021). This kind of rubric rating is particularly beneficial when instructors are intended to diagnose students' weak points or help learners enhance their knowledge and skills. It

permits instructors to understand their students better by observing the whole process of learning and working (De Paul, 2021; Skibba, 2021; Cox et al, 2015).

**Table 3. Example of Holistic Rubric**

Exemplary = 24	Proficient = 22	Acceptable = 20	Weak = 18	Unacceptable = 16
The presentation addresses the assigned genre. The genre is introduced with a clear definition. All characteristics of the genre and any subcategories are identified and explained. Multiple examples are used to illustrate the genre. A variety of suggestions are provided regarding use of the genre in the classroom. A bibliography 10 books from the genre is provided in correct APA format. The presentation is well-organized, well-written and visually attractive.	The presentation addresses the assigned genre. The genre is defined. Characteristics and subcategories are identified and explained. At least 2 examples of the genre are presented. At least 2 suggestions for classroom use included. A bibliography of 10 books is provided.	The presentation addresses the assigned genre. The genre is defined. Characteristics and sub-categories are identified. An example of the genre is presented. A suggestion for classroom use is included. A bibliography of less than 10 books is provided.	The presentation addresses the assigned genre. Characteristics or subcategories are identified. The presentation lacks examples or instructional suggestions. A partial bibliography is provided.	The presentation does not address the assigned genre. Characteristics or sub-categories of the genre are not clearly identified. Examples and instructional suggestions are not included. A genre bibliography is missing.

Lastly, annotated holistic rubrics enable the instructor to evaluate the work as an entire before reestimating specific parts (Dawson, 2017). The results of this kind of assessment are utilized to inform the reflection concerning some students' characteristics. Annotated rubrics inscribe the limitations of analytic and holistic rubrics by combining their dissimilar features (Rattiya et al., 2022). This method starts by evaluating the whole framing of each students' work using a holistic style. Then, some characteristics are chosen to evaluate in detail utilizing an annotated style. The annotated only functions to provide feedback for the students and will not influence the holistic score. An example of an annotated holistic rubric is seen below.

**Tabel 4. Example of Annotated Holistic Rubric**

Annotation	Accomplished (4)	Proficient (3)	Approaching (1-2)	Missing (0)
1. Student annotates title and author for predictions about the text	Student has made insightful predictions about the title and author	Student has annotated the title and author for predictions about the text.	Student has attempted to make a predictions about the title and author.	Student did not do this step.
2. Student underlines where the author best identifies their purpose and student puts it in his or her own words out to the side.	Student has underlined the purposes and accurately put it into his or her own words.	Students has underlined the author's purposes and put it in his or her own word. Statement may requires multi or redirection.	Student has attempted to find the purpose and put it in his or her own words. Statement requires intervention for understanding.	Student did not do this step.
3. Students "stars" any examples of the author using evidence to support their purpose.	Student has starred all relevant examples of the author using evidence to support their purpose.	Student has starred some examples of evidence that support the author's purpose.	Student has attempted to scan examples of the author using evidence. Needs intervention for understanding.	Student did not do this step.
4. Student circles at least 3 words that show the tone of the text.	Student has circled at least 3 relevant cards that show the tone of the text.	Student has circled at least 3 words that show the tone of the text. 1 may be inaccurate or lack relevance.	Students has attempted to circle words that shape the tone of the text. The words may be inaccurate or lack relevance.	Student did not do this step.
5. Student writes the controlling idea of the text at the end.	Student has accurately portrayed the controlling idea of the text.	Student has written the controlling idea of the text. Statement may need minus editing or redirection.	Student has attempted to write the controlling idea of the text. Statement needs editing and redirection.	Student did not do this step.

The rubric created in this study is the analytic rubric. However, it also provides feedback items for general feedback since it is also used for evaluation.

In brief, an effective rubric should consist of (Rattiya, 2022):

- 1) Task description that consists of instructions for the targeted assignment.
- 2) Scale or criteria that specify the main points for evaluation.
- 3) Dimension or performance levels which should utilize mostly odd than even numbers to avoid scoring that falls in the middle
- 4) Quality or performance description that must be set clear and simple for easy understanding and distinguishing between levels.

In addition, Rico (2010) mentions the four aspects of the rubric that are used to assess this e-portfolio: (a) competences development, evaluating the acquisition of competencies as previously

described; (b) content acquisition in terms of what the students know and what they can do with this knowledge, its application in a practical setting; (c) learning process, by evaluating students' reflection in their learning diary whether the contribution is relevant and adequately documented, also whether the progress is sufficiently explained; (d) the last is to examine the resulting product. He also said that the students may not get used to this method of teaching (e-portfolio), so this method requires some time in the application.

## Methods

This study is a part of a dissertation for a doctoral study conducted in research and development method (R&D). The need analysis data that functions as the basis for constructing this rubric has already been conducted and the framework for the steps of the e-portfolio procedure for examining the rubric as described above has already been published in Handayani (2022).

This study focuses on presenting the constructed e-portfolio rubric and discussing the criteria chosen for observation. The validation of the rubric from two validators is also presented in the result and discussion section. This study is conducted at the English Department, Politeknik Negeri Padang. Parts of the research questions answered in this article are the main component of the assessment model named SCEAT Model and the validation of the main component of the SCEAT Model. While the other parts of the dissertation will be presented in the other publication.

In selecting the types of rubric, three classes of third-year students of the English Department, Politeknik Negeri Padang consisting of 49 students participated in fulfilling the need analysis questionnaire. Another additional data is from the result of interviewing five lecturers.

## Result and Discussion

### Result

Before constructing the rubric, the result of the questionnaire consisted of 30 questions in closed and open types questionnaire was analyzed. The result of the lecturers' interview on 20 questions was also analyzed. From the result of analyzing the data, the objectives and outcomes to select the type of rubric and determine the objectives were decided. The objectives of creating rubrics are as follows:

- 1) To evaluate the learning process and outcomes of the students. The criteria for evaluation were based on their lacks, necessities, and wants.
- 2) To observe the lecturers' awareness of the students' skills development and the method the lecturers utilized to assess the students. The observation criteria were also based on their lacks, necessities, and wants.
- 3) To evaluate the application of the e-portfolio process, the organization, personal improvement, and the final outcomes.

Meanwhile, the levels of functioning are set in advance, moderate and poor with the detailed measurement as can be seen in table 2 below. Feedback element is also provided for general overview feedback of the e-portfolio. There is no scoring element in the number form of percentage in this rubric. This rubric can also be used for evaluation with the scoring measure arrangement based on the lecturers' authority. The statements of each level of the rubric are made based on the hierarchy and follow the objective of creating the rubrics. The languages used were simple because the rubric not only functions as the assessment media but also as guidance for the students in constructing the desirable e-portfolio.

The rubric was set in analytic rubric form. The e-portfolio elements were composed based on Riko's theory (2010) of four aspects of the rubric and were modified based on the result of the need analysis.

**Table 5. The E-portfolio Rubric**

E-portfolio elements	Advanced	Moderate	Poor
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<b>competences development</b>	The chosen artifacts clearly explain the progress in students' competencies development	The chosen artifacts sometimes explain the progress in students' competencies development	The chosen artifacts fail to explain the progress in students' competencies development
<b>content acquisition</b>	The content in the e-portfolio is highly equivalent to the purpose of e-portfolio and clearly explains each artefact	The content in the e-portfolio matches the purpose of the e-portfolio and sometimes explains the artifacts	The content in the e-portfolio is misused and fails to explain the artifacts
<b>learning process reflection</b>	The chosen artifacts perfectly reflect the learning process	The chosen artifacts sometimes reflect the learning process	The chosen artifacts do not reflect the learning process
<b>e-portfolio display</b>	The formatting tools (font size, style, headings, background color and layout) are designed maximumly and display high quality e-portfolio	The formatting tools (font size, style, headings, background color and layout) are designed moderately and display readable e-portfolio	The formatting tools (font size, style, headings, background color and layout) are designed inadequately and display unattractive e-portfolio

Modified from Rico's aspects of the e-portfolio rubric (2010)

Feedback: \_\_\_\_\_

However, as can be seen from the table, the criteria chosen for the rubrics are competence development, content acquisition, learning process reflection, and e-portfolio display. The detailed explanation can be seen below:

- 1) Competence development which functions to see the progress of the students' learning results, and whether the artifacts they have chosen already showed their improvement in learning.
- 2) Content acquisition. It functions to measure whether the students can choose the artifacts based on the theme they were set in the previous.
- 3) Learning process reflection. This element functions to check whether the artifacts already can show the learning process. different from competence development which focuses on the result of the students' work, the artifacts included in the learning process reflection consist of learning materials and the other supporting tools or media that were used during the learning process.
- 4) E-portfolio display. This element functions to judge the design of the web page of the e-portfolio. Whether they design the web page too colorful, too sorrowful, or in good composition.

The created rubric, was then, validated by two assessment experts. The measurement components are classified into three major categories: content, construct, and criteria. Each category was developed into several details. The content category consists of five details, the construct category consists of five details also, and the criteria category consists of two details. The result of the validation judgment can be seen in Table 6.

**Table 6. The Validation Result of E-portfolio Rubrics**

No.	Components	Validator		Mean	Criteria
		1	2		

Content					
1	The rubric can be used for every e-portfolio assignment	5	5	5	Very Valid
2	The description of the rubric suitable for every e-portfolio assignment	4	5	4.5	Valid
3	The description of the rubric is clear and different from each other	5	5	5	Very Valid
4	The rubric includes all aspects of students' e-portfolio assessment in criteria competence development, content acquisition, learning process reflection, and e-portfolio display	4	5	4.5	Valid
5	The rubric is appropriate for the learning objective of translating subject	4	5	4.5	Valid
Construct					
6	The description of each level of the rubric represents the level of performance from the lowest to highest score	4	5	4.5	Valid
7	Numerical scales illustrate the level of students' performance	4	4	4	Valid
8	The rubric informs about the assessment procedure for the students' translation result	4	3	3.5	Fairly Valid
9	The rubric is fair to all students and free of bias	5	5	5	Very Valid
10	The rubric provides feedback from the lecturers which includes students' superiority, lack and give motivation to students' translation ability	4	4	4	Valid
Criteria					
11	The criteria of the rubric are clear and easy to understand	5	5	5	Very Valid
12	The criteria of the rubric are different from one another	5	5	5	Very Valid
Total				<b>54.5</b>	
<b>Persentase: <math>54.5/60 \times 100\%</math></b>				<b>90.8%</b>	Very Valid

Both validators give approximately high scores to the validation categories. For the first major category—content—the validation scores are in the points of means 4.5 and 5 with the criteria of valid and very valid. In the second major category—construct—the mean scores of the validation are varied. Component number 9 got a 5 mean score with the criteria of very valid, number 6 got a 4.5 mean score, numbers 7 and 10 got a 4 mean score with the criteria of valid, and number 8 got a 3.5 mean score with the criteria fairly valid as the second validators give 3 points for the validation score. The last category is criteria. The validators gave a 5 mean score to the components number 11 and 12 with the criteria very valid. The overall score for the whole validation judgment is 90.8% with the criteria very valid. After the e-portfolio rubric gets a well-validated score, it is ready for the next steps of experimenting in real classroom activity.

### Discussion

The rubrics created in this study were analytic rubrics which were more purposeful to assess the learning process when using formative assessment. This type of rubric was aimed to be used during the learning process and to be utilized in the peer and self-assessment. This setting agreed with the research result done by Morales et al. (2021) who stated the process of self and peer assessment in formative evaluation helped the students adjacent to the rubric criteria due to repetitive feedback that was shared in a communal setting. Another research also supported the fact that the analytic rubrics could be applied to increase students' performance and learning when they were utilized for formative assessment purposes in collaboration with metacognitive activities (2013).

The rubrics were validated by modifying the validation components designed by Moskal & Leydens (2019), Stevens & Levi (2023) who focused on the analytical rubric and Brookhart & Nitko (2019) about the educational assessment of students. The general components were the content, the construction, and the criteria. The major objective in validating this rubric was that this rubric covered

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the opportunities for the students to assess their translation result and/or their peer translation results that included feedback for better improvement. This objective was supported by Modarresi et al. (2021) that preserving the students' knowledge of assessment rubrics helped them boost their translation competence because they would acknowledge exactly how their work was being assessed and evaluated by the teacher. Thus, Modarresi (2021) also concluded in his other research that "getting involved in translation has a positive relationship with translation ability, and this, in turn, would reinforce translation students' tendency to become competent and professional in translation" (p.240).

The rubrics elements criteria were standard since the modification is based on Rico's (2010) theory on four aspects of the rubric which should be included in the e-portfolio rubric. These elements agree with the e-portfolio rubric elements defined by Rattiya et al. (2022). The elements of the e-portfolio rubric that they had constructed were goal setting, motivation to learn and grow initiative, record keeping, task completion, self-reflection and assessment, self-awareness and self-understanding, attendance, appraisal and positive feedback, openness to feedback, flexibility and adaptability, knowledge, autonomy and identification, maturity, multimedia and technology, and e-portfolio and organization. Although the format of their rubric is an annotated rubric, the elements of the rubrics are details. There are some points of similarity in their rubric elements which are merged into the elements of the rubric in this study. Record keeping and task completion are equal to competence development in this study. Knowledge, and autonomy & identification elements are equal to content acquisition. Self-reflection & assessment, and self-awareness & self-understanding are equal to learning process reflection. While, maturity, multimedia & technology, and e-portfolio & organization are equal to e-portfolio display.

Therefore, it can be concluded that the rubric elements of this e-portfolio rubric are on a modest level of standardization because all elements can be equally found in the e-portfolio elements of other authors' rubrics.

## Conclusion

The developed rubrics were created to help students and lecturers integrate e-portfolios into the learning, teaching, and assessment process. It was set by using an analytic type of rubric to set more focus on training the students to assess their learning process and their own achievement. Besides, it also functions as a guide for the students in constructing their e-portfolio. The element criteria of the rubric and the statement of each level of measurement were set as simple as possible yet still matched the standard of the e-portfolio element of the rubric that was mentioned in the other research.

The designed rubrics were validated by two validators of assessment and got the level of very valid. The components that were measured were content, construct, and criteria. With the high level of validation score, it is hoped that this rubric can function as it was aimed for. As this study is part of a dissertation, the effectiveness and practicality of the rubrics and the assessment model will be discussed further in the other paper.

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