

Diagnosing the Qualitative Effects of Applying the 13 Kris Bales Creative Informal Assessment's Techniques: Re-Building the EFL Students' "Stress-Free" Reading Assessment Tasks

¹Yohannes Telaumbanua*, ²Desi Yulastri & ³Muthia Damaiyanti

^{1,2,3} Politeknik Negeri Padang, Indonesia

Corresponding Author: Dr. Yohannes Telaumbanua, S.Hum., M.Pd, Email: yohannespn@yahoo.com

ARTICLE INFO

Received: September 18, 2019

Accepted: October 26, 2019

Published: November 30, 2019

Volume: 2

Issue: 6

DOI: 10.32996/ijllt.2019.2.6.43

KEYWORDS

qualitative effects, Kris Bales' CIAT, students' stress-free, reading assessment tasks

ABSTRACT

Answering the well-defined reading comprehension' questions and witnessing the EFL students' great worry, a lot of stress, headaches, fear, and sleeping difficulties of always thinking the grades after doing such tasks are the critical issues raised in undertaking this research. Such conditions adversely affect the students' knowledge, competences, performance, and skills of English. This study, therefore, aimed at re-building the PNP ED students' "Stress-Free" Reading assessment tasks by diagnosing the multiplicative effects of the Kris Bales' CIAT. A qualitative method, observation, and Mile and Huberman's model were ways of entailing the research design, collecting, and analysing the data. The research findings indicated that the Kris Bales' CIAT has practically and significantly effect on the students' reading strategies' improvement, reading skills' progress, language skills' augmentation, vocabulary knowledge of lexical and grammatical collocations, cognitive skills of perceptions, attention, memory, and logical reasoning and critical thinking skills. In conclusion, the Kris Bales' CIAT of Oral presentation, Journaling, Paper Toss, Matching/Concentration, Exit Slips, Demonstration, Drawings, Narration and Self-Evaluation best described, well improved and practically progressed the PNP ED students' knowledge and skills of English. Teachers of English are, therefore, encouraged to take account of applying such techniques in order to exempt the students from psychological pressures.

1. INTRODUCTION

The bases from which the idea of proposing such a title, "*Diagnosing the Qualitative Effects of Applying the 13 Kris Bales Creative Informal Assessment's Techniques: Re-Building the EFL Students' "Stress-Free" Reading Assessment Tasks,*" stood on two leading critical causes. Firstly, the students are in disfavours with and disapprovals of inactively doing (participating or engaging) well-defined, formal, and standardised Reading Comprehension Tasks. They think of such applied standardised tasks of the formal types of questions/exam questions (True/False, Multiple Choice, Multiple Response, Open Response, Fill-in-the-Blank, Matching Questions, etc) induce them to have great worry, a lot of stress, headaches, minor pains and sleeping difficulties of always thinking the grade being obtained thereafter. In responding to the well-formulated given tasks/tasks, the students merely expect, whatever will be, to get "a

grade A." On the other hand, the well-designed tasks/tasks have little relevance to the demands of the 21st-century language learning where the students must be capable of finding solutions to problems (critical thinking), thinking out of the box (creativity), working with others (collaboration) and talking to others (communication placing emphasis on four language skills of Reading, Writing, Speaking and Listening; linguistic competences –the lexicon and grammar as they exist in one's minds: what one knows– and linguistic performance or language as one uses it (Larsen, n.d).

Secondly, the desired knowledge, skills, competencies and performance become meaningless seeing that the EFL teacher keeps insisting on her/his personal old-fashioned views and paradigms highly considering and judging such formal types of questions as the *only one* tasks that theoretically best assesses the students'

reading comprehension although the researchers never claimed that these standardised tasks of the formal types of questions were faulty. The teacher-made types of questions of the standardised tasks, however, work ineffectively if they are strongly correlated with the vocational college students' learning characteristics mostly describing them as the bodily or kinesthetic intelligent learners. Theoretically, this type of Bodily or Kinesthetic intelligence best describes, according to Borkar (2018), the students' learning characteristics who love to learn to tie and link the objects in their own surroundings through their body; employ their body to express themselves; exploiting a lot of movement to construct the knowledge about their own selves, mental and physical abilities, as well as surroundings; have a natural understanding and sense of how the body should react and act in a physically demanding situation and having a strong sense of body awareness.

The Bodily or Kinesthetic intelligence, which is one of the eight multiple intelligences proposed in 1983 by Howard Gardner in his groundbreaking work's *Frames of Mind: The Theory of Multiple Intelligences* (Borkar, 2018), has not been able yet to shake, defeated and even sabotage the EFL teacher's decisions to look for the other alternatives to assessing the students' reading comprehension. There were series of the EFL teacher's reasons to strongly believe in keeping applying such formal or standardised assessment tasks. The first *raison d'être* is the formal assessment task, at the fundamental and basic level of reading English texts, enables the learners to recognize and identify the alphabetic symbols, capitalized and lowercase letters, punctuations, words, grapheme-phoneme correspondences and so forth. S/he, therefore, designs and uses the various assessment tasks such as Reading Aloud, Written Response, Multiple Choices (same/different, circle the answer, true/false, choose the letter, and matching), and Picture-cued Items. These types of reading assessment tasks used are widely known as "*Perceptive*" reading assessment task (Brown, 2003). This task is often referred to as *literacy task* implying that the EFL students are the early stages of becoming *literate* or may be the first foreign language they are learning to read although they have been literate in and studying it for many years. The researchers assume that these tasks are best exercised to augment the Primary and Secondary school learners' "*Bottom-Up Processing strategies*." The strategies assist them in comprehending the individual meanings or grammatical characteristics of the most basic units of the text, (e.g. sounds for a listening or words for a reading) although this *processing* is still inefficient in approaching a text initially or overall (BBC, n.d; Brown, 2003).

The second motive is the EFL teacher's rationale that causes a particular set of strong belief in keeping insisting on using such formal assessment tasks is to develop the students' the rudimentary, basic (and or *undeveloped*) skills level of perception of letters, words and plus formal aspects of language (lexical, grammatical and a few discourse features). This technique, which is known as "*Selective*" reading assessment tasks of Multiple choices, Matching Tasks, Editing Tasks, Picture-Cued Tasks, and Gap-filling Tasks, sturdily highlights on or deals with many incomplete sentences, error recognitions and vocabulary. The purpose of designing and using these tasks is to assess the learners' lexical and grammatical aspects of reading ability (Brown, 2003). The combinations of *Bottom-Up Processing* and *Top-Down Processing strategies* (happens when a learner uses her/his *background information* to "predict" the meaning of language s/he is going to listen to or to read) are theoretically expected to be synchronously used (Brown, 2003; BBC, n.d). They, however, rarely happen or are hardly ever combined. If these two reading strategies had been seriously used, it would have produced the practical effects or results which were expected.

The third is the EFL teacher's rationale for breeding a great deep pain and longest long-drawn suffered unhappiness in taking the "*Interactive*" reading assessment tasks is the adversity in and emotional and psychological distress of combining the form-focused and meaning-focused objectives because the "*Interactive*" reading assessment tasks place emphasis on *meaning* and extremely imply on *Top-Down Processing strategy*. The designs and the uses of these types of the assessment tasks of "*Cloze Tasks (fixed ration deletion: deleting every seven words and filled the gaps, rational deletion: deleting grammatical features and then filled the gaps), Impromptu Reading plus Comprehension Questions (TOEFL/TOEIC like), Contextualized Grammar Editing (Error Recognition), Sentence Ordering Task and Information Transfers: Reading Charts, Maps, Graphs, or Diagrams* are, according to the students surveyed, rather difficult for the majority of the vocational college students because they ought be more capable of "negotiating the meaning, and bringing the text a set of schemata for understanding it in a few second." *Top-Down Processing* and the identifications of the relevant lexical, symbolic, and grammatical and discourse features form the most difficult processes of answering the designed "*Interactive*" reading assessment tasks. Different from the previous first and second formal assessment tasks, these tasks require stretches of language of several

paragraphs to one page or more to drive and enable the students to “interact” with the text (Brown, 2003).

As the last type, even though it has not been a crucial part of the EFL teacher’s motive for designing and using it, the “*Extensive*” reading assessment task is best early introduced to the College students because it highly promotes the Top-down processing strategy which best help the University students improve their critical/higher order thinking skills; tap into global understanding of the texts and are able to communicate orally or in the written form. What is more, to effectively produce the desired effects or results, this task takes relative long time (several days, weeks, or even months) to complete it as they deal with the large texts of more than one page such as professional articles, journals, essays, papers, technical reports, short stories, books, etc. It, therefore, is done (read) out of the classroom Reading hours. Skimming tasks, Summarizing and Responding, Note-taking and Outline form the ways of assessing the students’ global understanding of largest texts (Brown, 2003). The “*Extensive*” reading assessment tasks are, however, still under the rug and it is always avoided seeing that it is extremely tiring in preparing the reading material and designing assessment tasks. Besides, it takes a long time in carrying out the on-going processes and is obliged to provide feedback. It can be ascertained that if “The 13 Kris Bales Creative Informal Assessment’s Techniques are totally applied, the students will freely enjoy their Reading assessment tasks.

As have been generally experienced by the students, these kinds of the formal assessments tasks have not yet highlighted the central points of reading comprehension *skills* of diagnosing main ideas and details, sequence, cause and effect, fact and opinion, comparing and contrasting, making inference, character and setting, theme, author’s purpose, prediction, nonfiction text features and visual information; and *strategies* of making connections, visualization, organization, determining important information, asking questions, and monitoring comprehension). Similarly, on linguistic competences/performances, and or four language skills, they *ZOOM IN ON SMALL DETAILS* (Brown, 2003). Consequently, the insistences on applying these standardised tasks have little effects on the students’ reading skills, strategies, language skills, linguistic knowledge, cognitive skills, and critical thinking skills. Doing or dealing too much with these formal assessment tasks breed them to psychologically stress out. When taking the tasks, they expressed the feeling of dissatisfaction, being a hurry and rush up (without critically thinking) in answering the questions, did carelessly, cheated (and frequently were caught

cheating and punished or fined), were boring and tiring. The time provided in answering the questions was strictly restricted or controlled. They started giving up and then did not care what would happen next. In addition, *except* the extensive one, these three kinds of designing and using the perceptive, selective, and interactive reading assessment tasks lead the students’ opinion that “*there is only one correct answer or interpretation in answering the questions* and this shows signs of distress at the end of the tasks.” Such an opinion, however, contradicts the Herrington & Herrington (2008) (language) learning assessment’s principles and characteristics affirming that, “instruction and evaluation which put forward a single correct answer/interpretation are *not* fault but *insufficient*.”

Nitko (1996), in contrast, proposes four features of authentic (informal) assessment tasks. They are (1) *emphasize applications* (assess what a student can do and knows); (2) *focus on direct assessment* (assess the stated learning); (3) *use realistic problem* (problems that relate or which have been parts of the everyday life) and (4) *encourage open-ended thinking* (assessment should encourage “more than one correct answer, groups of students to work together, and require/take relative long time to complete it: several days, weeks, or even month”). As a result of keeping applying these formal assessments tasks, the students’ marks/grades obtained gradually decreases; the reading motivation/interest sharply declines; and deteriorates the ability to completely store, absorb, understand and disseminate information. Even though these formal tasks have long been well-liked and accepted, the EFL teacher is required to seek other alternatives to liberate and relieve the students from having psychological tensions, stresses or mental strains. The researchers, therefore, propose the most possible plan or action of applying Investigating the Qualitative Effects of the 13 Kris Bales Creative Informal Assessment’s Techniques: Re-Building the PNP Students’ “Stress Free” Reading Assessment Tasks.

The objective of undertaking this research is to specifically diagnose the Qualitative Impacts/Effects of Applying the 13 Kris Bales Creative Informal Assessment’s Techniques along with Re-Building the PNP Students’ “Stress Free” Reading Assessment Tasks. This research places emphasis on investigating the Qualitative Impacts of Investigating the Qualitative Effects of Applying the 13 Kris Bales Creative Informal Assessment’s Techniques: Re-Building the PNP Students’ “Stress Free” Reading Assessment Tasks. The proposed research questions were What were the qualitative effects of applying the 13 Kris Bales Creative Informal Assessment’s

Techniques on the 2nd Year PNP ED Class II A students' language learning progress/improvement?

The significances of investigating the Qualitative Effects of applying the 13 Kris Bales Creative Informal Assessment's Techniques: Re-Building the PNP Students' "Stress Free" Reading Assessment Tasks are *first* to facilitate the students interact with the authentic texts, comprehend their meaning and assimilate them into what they have already known (Grabe, 2009; Jerry & Charles, 2008-2018). The *second* is to assist the 2nd Year PNP ED Students improve their reading skills, strategies and grammatical and linguistic competencies (Anderson, 1985). The *third* is to demonstrate the ability to accurately interpret and analyze the written information (Millet, 2005-2019). The *fourth* is to improve students' reading comprehension; teachers should introduce the seven cognitive strategies of effective readers: activating, inferring, monitoring and clarifying, questioning, searching and selecting, summarizing, and visualizing and organizing and many others (McEwan, E.K, 2007). The fifth is to facilitate the last year students to "tap into" having better global understanding of reading the off and online (digital) texts/resources for completing writing their final projects. The last is to avoid them zooming in on small details which accordingly cause them to psychologically have great worry, unrest, grief, dumps and distress.

2. LITERATURE REVIEW

Theoretically, Kris Bales earlier briefly explains how reading comprehension is taught and assessed. She explains that the primary ways of teaching reading comprehension are *firstly* to "decipher or discover the meaning of" the letters and words rather than comprehend (attach meaning to) them. However, the students who have recognized the meaning of the word, but they do not provide the sentence meaning, they still fail to understand the passages sent. This happens because the Reading comprehension comprises of three separate components, namely, **processing text** (one sounds out the syllables to decipher or decode the words), **understanding** what was read, and **making connections** between the text and what you already know (Bales, 2018).

What is more, in Reading comprehension, Bales (2018) clearly elucidates that, "Vocabulary knowledge and text comprehension are two vital elements of reading comprehension. Vocabulary knowledge refers to understanding individual words. If a reader does not understand the words s/he is reading, he will not understand the text as a whole. Because vocabulary knowledge is essential to reading comprehension, a

reader should be exposed to a rich vocabulary and should always be learning new words. Teachers should help by defining potentially unfamiliar words that the students will encounter in texts and teaching them to use contextual clues to understand the meaning of new/unknown words. Text comprehension builds on vocabulary knowledge by allowing the reader to combine the meanings of the individual words to understand the overall text. If s/he has ever read a complicated legal document, a challenging book, or the previous example of a nonsensical sentence, s/he can understand the relationship between vocabulary knowledge and text comprehension. Understanding the meaning of most of the words does not necessarily translate to understanding the text as a whole. Text comprehension relies on the reader making connections with what s/he is reading."

Secondly, the both teacher and students are required to set the goal of reading comprehension. Theoretically, the goal of teaching reading comprehension is "assisting students develop the knowledge, skills, and experiences they must have if they are to become competent and enthusiastic readers (Anderson, 1985)." The last is the teacher teaches reading strategies. Even though these strategies are the old stories, they do support to understand the texts read. The primary strategies introduced are constructing the meaning. The ways of constructing it comprise of "*Interactive*" involving the reader, the text and the context in which reading takes place, "*Strategic*" – Readers have purposes for their reading and use a variety of strategies as they construct meaning and "*Adaptable*" where readers change the strategies they use as they read different kinds of text or as they read for different purposes (Anderson, 1985).

The other teaching strategies are, as quoted from Gray, Griffith, Kelly, Spears, & Weiss (2010), to call serious attention to first *make connections*. Students make connections to the text to aid their comprehension. Connections can be made to personal experiences or to things the students have seen or read. The second is the *visualization*. Students make mental images of what they are reading. They learn to look for vivid language, including concrete nouns, active verbs, and strong adjectives. The third is the *organization*. Students learn to find the organizational pattern of a text. This allows them to anticipate what they are reading and helps them focus on the author's central message or important ideas. The fourth is to *determine important information*. Students learn to categorize information based on whether or not it supports an author's central message or is important for a specific purpose. The fifth is to *ask questions*. The students learn to ask questions before reading to set a purpose for reading, during reading to identify when their

comprehension breaks down, or after reading as a way to check their understanding of a passage. The last is to *monitor comprehension*. The students learn to pay attention to their own reading process and notice when they are losing focus or when comprehension is breaking down. They then can employ another strategy to help them overcome their difficulty (Gray, 2010).

The skills requires, on the other hands, are the ability to identify Main Idea and Details, Sequence, Cause and Effect, Fact and Opinion, Compare and Contrast, Make Inferences, Character and Setting, Theme, Author's Purpose, Prediction, Nonfiction Text Features, Visual Information, etc (Gray, Griffith, Kelly, Spears, & Weiss, 2010). In terms of *making connections*, the students should make their personal connections with the text using their schema. The processes of making connections during reading are first *Text-to-Self* connecting the text and the reader's personal experience. Second is *Text-to-Text*. It connects a text being read to a text that was previously read. The last is the *Text-to-World* connecting a text being read and something that occurs in the world. In assessing the students' reading comprehension (performance) formally or informally, Brown (2003) urges an EFL teacher to seriously consider the Multiplicity of Types/Genres of Texts such as Academic Reading (general interest articles such as magazines, technical reports: lap report etc, reference materials, textbook/e-books, essay, papers, test directions, editorials and opinion writings), Job-related Reading (messages, letters, emails, memos, signs, reports, schedules, manuals, financial reports, directories) and Personal Reading like newspapers, magazines, letters, emails, greeting cards, invitations, messages, notes, recipes, novels, short stories, poetry, medical reports, comic strips, etc (Brown, 2003, p. 186-187). These genres of texts can be freely sourced/taken from the off and online resources. The four types of reading shows the relationships of (short, medium and long) *length*, *focus* on form and meaning and bottom-up and top-down *processes* and these four relationships automatically lead the teacher to design the perceptive, selective, interactive and extensive reading assessment tasks (Brown, 2003, p. 190).

How is the multiplicity of genres of texts informally assessed?

Kris Bales (2018) offers Creative Informal Assessment's Techniques as the vicious cycle's icebreakers of effectively releasing the students' reading comprehension hardship, pain, frustration, and boredom. One of the primary reasons for applying the 13 Kris Bales Creative Informal Assessment's Techniques are, therefore, more casual, little advance

preparation, OPPOSE TO ASKING THE TEST-TAKERS TO ZOOM IN ON SMALL DETAILS, NO NEED TO GRADE THE RESULTS, and is the observation-based tools for the EFL teachers to authentically measure a students' knowledge and evaluate learning progress. As directly quoted, Bales (2018) affirms that, "these informal assessments allow teachers to get a feel for student progress and identify the important domains in which they might need more instruction/learning assistance (scaffolding: a teacher designs, selects, or uses other learning supports of solving a problem). In addition, Bales (2018) states that, "Informal assessments are crucial because they can assist to identify any potential problem areas, focus on making correction ahead of having/performing formal evaluation. These assessments often become accurate indicators of understanding the texts and can also provide vital student feedback without the stress of tasks and quizzes." The informal assessments help a teacher PINPOINT and IDENTIFY the students' STRENGTHS AND WEAKNESSES and guide planning for upcoming lessons (Bales, 2018)."

The concise *detailed quotations* of the Kris Bales' works of 13 Creative Informal Assessment's Techniques are elucidated as follows. The first is the *Observation*. Observation is an informal tool for a teacher to watch her/his students learning progresses throughout the day; to looks for signs of excitement, frustration, boredom, and engagement, to identify any significant, practical, and progressive changes in their behaviour and learning. The observer makes notes about the tasks and activities that elicit these emotions. The second is the *Oral Presentation*. This is a type of formal assessment, but it can be a fantastic informal assessment tool when a teacher sets a timer for one or two minutes' talk to tell what s/he has learned about a particular topic (Bales, 2018). The criteria for the assessment tasks are content, Organization or Clarity, Completeness, Grammar or Mechanics, Documentation, Delivery, and Interaction (Azar, 1989).

The third is the *Journaling*. This technique provides the students one to three minutes at the end of each day/meeting to journal about what they learned. It varies the daily journaling experience. The teacher might ask students to list 5-10 facts they have learned about a topic; write about the most exciting thing they learned that day; list one or two things they would like to know more about; note something that they are having trouble understanding and list ways that a teacher could help them understand a topic better (Bales, 2018). The criteria for the assessment tasks are Structure (Organization, Flow of thought, Transitions, Format); Grammar or Mechanics (sentence structure,

punctuation or mechanics); Language (Vocabulary); Content or information (Clarity of purpose, Critical and original thought, use of examples (Azar, 1989).

The fourth is the *Paper Toss*. This kind of assessment lets the students write questions for each other on a piece of paper. The teacher instructs the students to crumple their paper and let them have an epic paper war fight. Then, teacher has all the students pick up one of the paper balls, read the question aloud, and answer it. This activity gets the students wiggles out and checks their knowledge on the topic they have been studying (Bales, 2018). The Paper Toss focuses on how the students pose using “yes/no questions (is it..., are they...), wh-question words (information questions: where are..., how does she...) and auxiliaries questions (can you..., ought I to study..., etc) plus tenses (Azar, 1989).”

The fifth is the *Four Corners*. Bales (2018) explains the Four Corners as fantastic activity for getting kids/students up and moving while also assessing what they have already knows. The teacher has them label each corner of the room with a different option such as *strongly agree, agree, disagree, strongly disagree*, or A, B, C, and D. Read a question or statement and have them go to the corner of the room that represents their answer. Allow students a minute or two to discuss their choice in their group. Then, choose a representative from each group to explain or defend that group’s answer. This task focuses on assessing the students’ critical thinking/higher order thinking skills, speaking skills in sharing/presenting ideas, and collaborative skills in constructing the knowledge.

The sixth is the *Matching/Concentration*. This assessment lets the students play matching (also known as concentration) in groups or pairs. They are required to jot down questions on one set of cards and answers on the other. Shuffling (mixing) the cards and laying them, one by one, face down on a table. The students take turns turning over two cards trying to *match a question card with the correct answer card*. If a student makes a match, s/he gets another turn. If he does not, it will be the next players turn. The student with the most matches wins. Memory is an extremely versatile game. The teacher can use math facts and their answers, vocabulary words and their definitions, or historical figures or events with their dates or details (Bales, 2018). This focuses on assessing the students’ lower/higher order thinking skills, and the ability to pose questions.

The seventh is the *Exit Slips*. At the end of each meeting, day or week, have the students complete an exit slip prior to leaving the classroom. The index cards work well for this activity. Teacher can have the

questions printed on the cards, written on the whiteboard, or teacher can read them orally. Teacher asks the students to fill out the card with answers to statements such as: Three things I learned..., Two questions I have..., One thing I did not understand..., and or What I found most interesting is... This is an excellent activity for gauging what students have retained about the topic they are studying and areas which may need more explanation. This focuses on assessing the students’ lower order thinking skills: Remembering and Understanding. The eighth is the *Demonstration*. This lets the students show the teacher what they know, explains the process as they go (Bales, 2018). This task stresses on assessing students’ speaking skills of explaining (understanding of) their work/tasks/products.

The ninth is the *Drawings*. Drawing is an excellent way for creative or kinaesthetic learners to express what they have learned. They can draw the steps of a process or create a comic strip to depict a historical event. They can draw and label plants, cells, or the parts of a knight’s armour (Bales, 2018). This technique assesses the students’ skills of describing a process: highlighting on rhetorical function in Academic Writing and Speaking. The tenth is the *Crossword Puzzles*. Crossword puzzles make a fun, stress-free, informal assessment tool. Creating puzzles with a crossword puzzle marker, using definitions or descriptions as the clues rotates our brains to think critically. Accurate answers result in a correctly-completed puzzle. You can use crossword puzzles to evaluate understanding on a variety of history, science, or literature topics such as states, president, animals or even sports (Bales, 2018). This task stresses on assessing students’ students’ ability to define, describe, guess contextually.

The eleventh is the *Narration*. Narration is a method of student’s learning evaluation widely used in homeschooling and of course, it can be applied in other formal/public/state schools. It explains something in his/her own words requires comprehension of the subject. Using narration is a useful tool for discovering what a student has learned and identifying areas that you may need to cover more thoroughly (Bales, 2018). This task stresses on assessing students’ grammatical complexity (sentence structures), speaking skills, cultural and pragmatic awareness.

The twelfth is the *Drama*. Teacher invites students to *act out scenes* or create puppet shows from topics they have been studying. This is especially effective for historical events or biographical studies. Drama can be an exceptionally valuable and easy to implement tool for homeschooling families. It is common for young children to incorporate what they are learning into

their pretend play. Listen and observe as they play to evaluate what they are learning and what you may need to clarify (Bales, 2018). This task stresses on assessing students' grammatical complexity (sentence structures), speaking skills, lower/higher order thinking skills, cultural and pragmatic awareness. The last is the *Student Self-evaluation*. The self-evaluation helps students reflect on what they have read and directly assess their own reading progress. On this evaluation, the students are required to elucidate the applied three statements "I fully understand the topic," "I mostly understand the topic," "I am little confused," "I need help" (Bales, 2018).

Characterizing the 13 Kris Bales Creative Informal Assessment's Techniques

The Qualitative Impacts of Applying Investigating the Qualitative Effects of the 13 Kris Bales Creative Informal Assessment's Techniques: Re-Building the PNP Students' "Stress Free" Reading Assessment Tasks originates from the concepts of the Authentic Learning. As cited, the tasks that students perform are, according to Herrington & Herrington (2008), arguably the most crucial aspect of the design of any learning environment. Ideally, such the tasks should comprise ill-defined activities that have real-world relevance, and which present complex tasks to be completed over a sustained period of time, rather than a series of shorter disconnected examples. University courses often require students to complete tasks and activities that are largely abstract and decontextualised. They are formulated by others, well-defined and complete in scope, and often lead simply to an enculturation into the practices of universities and classrooms rather than real-world transfer. Such activities bear little resemblance to those of real practitioners. In contrast to this fragmented and decontextualised approach, a situated learning approach promotes authentic activities that can create the focus for the whole course of study—the activity does not necessarily supplement the course, it can *be* the course. Herrington & Herrington (2008) cautioned that the conception of situated learning was substantially "more encompassing in intent than conventional notions of 'learning in situ' or 'learning by doing' for which it was used as a rough equivalent". Instead, activities can be complex and ill-defined, and echo the same complexity found in real-world tasks (Herrington & Herrington, 2008).

Subsequently, in assessing the students' learning outcomes, Arhin, (2015); Nitko (2000) elucidates that Authentic Assessment (AA) which can be claimed as a part of an Informal Assessment (IA) is not only an assessment that requires students to apply their knowledge and skills from several areas in order to

complete an activity or a task but also integrates learning into real-world life. He further explained that AA and IA are made up of (1) a hands-on task given to a student and (2) clearly defined criteria to evaluate how well every student achieved the application specified by the learning target. The AA and IA calls upon the examinees (test takers) to demonstrate specific skills and competencies (Arhin, 2015). In addition, AA-based Instruction is highly associated with the IA as it is the type of teaching which ascertains that the students make use of their pertinent prior knowledge and skills to solve open-ended problems with the teacher as a facilitator (Arhin, 2015). In this AA-based Instruction, students demonstrate English language proficiency (bona-fide works). The IA, for that reason, can rightly combine the use of formative and summative assessments if it is required. When an evaluation is focused on the process rather than the product, it emphasizes the elimination of errors (Turner et al., 1998).

Besides, the IA actively involves student to produce and perform their works. Such an assessment provides teachers with information about how students understand and apply their knowledge and skill. The IA is a part of evaluation strategy to understand how well the students are able to apply their knowledge, skills, etc through the performance of the tasks (Arhin, 2015; Hibbard, 1996). Students' line of reasoning (rationales) can help to enhance teaching and learning process (Arhin, 2015).

In scoring, Ernst et al, 2017 explicate that the scoring of IA should reflect the capabilities of students rather than the rater's perceptions and biases (Ernst et al 2017; Stiggins, 1987). Therefore, a consistent, reliable scoring system is critical to the fairness of IA. Among various scoring techniques, scoring rubrics, which describe the characteristics of different levels of performance, have been accepted as a predominant tool of IA (Ernst et al 2017; Kan, 2007). Scoring rubrics can include both quantitative and qualitative description of performance criteria (Ernst et al, 2017). Therefore, it is more effective and suitable than conventional standard-answer scoring for evaluating student cognitive abilities in higher-order cognitive dimensions. Two types of scoring rubrics, holistic and analytic, have been commonly used in IA. The former provides an overall score of the process or product directly, while the latter scores individual components separately to obtain a collective score (Ernst et al 2017; Nitko & Brookhart, 2015). When scoring student performance based on competency-based learning objectives, an analytic rubric would be more appropriate to address each attribute (Ernst et al, 2017).

In developing the performance tasks or performance assessments, the developer should take into accounts of following three steps. The first step is the teacher lists the skills and knowledge s/he wishes to have his/her students learn as a result of completing a task. As tasks are designed, one should begin by identifying the types of knowledge and skills students are expected to learn and practice. These should be of high value, worth teaching to, and worth learning. In order to be authentic, they should be similar to those which are faced by adults in their daily lives and work. WEAC (1996) suggests that educators need to ask themselves five questions as they identify what is to be learned or practiced by completing a performance task (WEAC, 1996). The questions which must taken into accounts when dealing with the 13 Kris Bales Creative Informal Assessment's Techniques are (1) what important cognitive skills or attributes do I want my students to develop? (2) what social and affective skills or attributes do I want my students to develop? (3) what meta-cognitive skills do I want my students to develop? (What types of problems do I want them to be able to solve?) And (4) what concepts and principles do I want my students to be able to apply (WEAC, 1996).

The second step is the design of performance tasks should require the students to demonstrate these knowledge and skills. The performance tasks should motivate students. They also should be challenging, yet achievable. That is, they must be designed so that students are able to complete them successfully. In addition, one should seek to design tasks with sufficient depth and breadth so that valid generalizations about overall student competence can be made. WEAC (1996) has a list of questions which are helpful in guiding the process of developing performance tasks. Those questions, with their recommendations, are (1) how much time will it take students to develop or acquire the skill or accomplishment? (2) There are no rules regarding the appropriate length or complexity of a task; (3) How does the desired skill or accomplishment relate to another complex cognitive, social, and affective skill? (4) How does the desired skill or accomplishment relate to long-term school and curricular goals? Skills or accomplishments which are integral to long-range goals should receive the most attention.

The last step is the criteria for performance tasks' assessment. In applying 13 Kris Bales Creative Informal Assessment's Techniques, the assessment of the students' learning outcomes should emphasize on the performance criteria consisting of a set of score points which define in explicit terms and the range of student performance. Well-defined performance criteria will indicate to the students of what sorts of the

processes and products are required to show the mastery and will provide the teacher with an "objective" scoring guide for evaluating student work. The performance criteria should be based on those attributes of a product or performance which are most critical to attaining mastery. It also is recommended that students be provided with examples of high-quality work, so they can see what is expected of them (WEAC, 1996).

In conclusion, the effects of applying the 13 Kris Bales Creative Informal Assessment's Techniques on students' reading comprehension are crucial. The IA makes students learn better, boosts motivation, exposes real language, prepares students for future careers, makes the concepts easier to be assimilated, and blends theories with practice (Har, 2005/2013). These impacts arise because the IA deals with real-world relevance; places teacher as facilitator; engages all the senses of learners; encourages the interdisciplinary perspectives; requires the authentic tasks; provides the opportunities for the students to examine the task from different perspectives; stresses on higher order thinking development; produces the products (works) and uses performance, authentic, or alternative assessment (Har, 2005/2013; Reeves, Herrington, & Oliver, 2002). Of a series of current research issues and related literature reviews which have been briefly elaborated and under the light of the research questions, the formulated premise/assumption is, "the the 13 Kris Bales Creative Informal Assessment's Techniques practically enhance the students' English reading comprehension and other 3 language skills."

3. METHODOLOGY

3.1. Research design

The applied research entailed the use of a qualitative method design to present more detailed and wide-ranging images of the problems under investigation (Bell & Aldridge, 2014). The selection of this design had been in line with or conformed to the characteristics of diagnosing the Qualitative Effects of the 13 Kris Bales Creative Informal Assessment's Techniques: Re-Building the PNP Students' "Stress-Free" Reading Assessment Tasks. This design facilitated the researchers to study the 2nd Year PNP ED Students' real world situations/conditions in the Reading Comprehension instructional processes. The processes of investigation unfolded naturally so that the researchers were able to obtain the expected specific and detailed data. Another important benefit from selecting it was to lead the researcher to genuinely explore the open questions rather than test theoretically derived (deductive) hypotheses. As a

result, it provided the detailed descriptions capturing the 2nd PNP ED students' (and or ELT teacher's) personal perspectives and experiences (data) of applying the 13 Kris Bales Creative Informal Assessment's Techniques (Fraenkel & Wallen, 2009). More importantly, this design practically provided an *understanding* towards the researchers of what the 13 Kris Bales Creative Informal Assessment's Techniques really meant to the 2nd PNP ED students' reading comprehension.

3.2. Setting and Participants

Politeknik Negeri Padang was the locus of conducting the research. The population was all 2nd year PNP ED students numbering 59. The research sample (participants) who was being involved was, on the other hand, Class II A numbering 30 students.

The research design, qualitative method, involved the *purposive sampling*. This sampling, which was widely known as judgmental, selective, or subjective sampling, was a non-probability sample that was selected based on its characteristics of the population. Whereas, *typical sampling technique (type)* was selected because the 2nd PNP ED Class II A students were considered or judged to be typical or representative of that which were being investigated. The researchers selected the 2nd PNP ED Class II A students a sample because they yielded the best understanding of what the researchers were studying (Fraenkel & Wallen, 2009; Crossman & Cole, 2018). In this qualitative research design, the researchers were the key instruments taking on or playing the roles of determining the focus of the research; in selecting the informants as sources of the data; in collecting the data; in appraising the quality of the data; in interpreting the data and in drawing conclusions of the study (Fraenkel & Wallen, 2009).

3.3. Technique of Collecting the Data

Observation was a technique which was exercised in collecting the data. The researchers observed the students who were being assessed (assessment's processes, the results/impacts of the assessment) by the EFL teacher using the 13 Kris Bales Creative Informal Assessment's Techniques. In this observation, the researchers took on the roles of *complete participants* in a group, their identities were not known to the 2nd PNP ED Class II A students being observed. The researcher disguised his or her identity and acted just like other teachers. The researchers interacted with them naturally; participated fully in the instructional activities and evaluation processes of the students being studied, but also made it clear that the researchers were doing a

research. This was covert participant observation. Field notes, field diary, and field jottings (quick note) were the instruments of collecting the data (Fraenkel & Wallen, 2009).

3.4. Technique of Analyzing the Data

Data processing began with making field notes and then analyzed them. Bogdan & Biklen (2007) explicate that the analysis of qualitative data was done by organizing data, choosing them as units that can be analyzed, finding important things, and deciding what parts to convey to others. The process of analyzing qualitative data ran with the following processes of (1) jotting down any things related to field notes; (2) collecting, sorting, classifying, making summaries, and creating indexes and analyzing the data by exploring relationships and patterns between the data. Miles and Huberman's model was, on the other hand, used to analyze the data. The first stage of analyzing the data was the first is the *data reduction*. The researchers sharpened, classified, directed, organized and removed the unnecessary data so that the final conclusion could be drawn. The reduction did not need to be interpreted as quantification of data. The second was the *presentation of data*. This phase displayed the reduction data and categorized them into the forms of the narrative texts (in the form of field notes), matrices, graphs, networks or charts based on the criteria set. The last was the *drawing conclusion*. This last sequence of data analysis, *drawing conclusion*, was a fixed and final interpretation of the study and considered as the result of the analysis that could be used to take action (Sugiyono, 2011; Miles, M. B. & Huberman, A. M. Saldaña, J. (1994); Miles, M. B. & Huberman, A. M. (1984).

4. RESULTS AND DISCUSSION

This session presented the research results and discussion leading to the single proposed research question The followings were the presentations of the research findings and discussions.

4.1. Results (*research findings*)

In investigating the Qualitative Effects of 13 Kris Bales Creative Informal Assessment's Techniques, the students learnt and practiced the normally tested comprehension strategies and skills and these were all verified that the 13 Kris Bales Creative Informal Assessment's Techniques firstly "*better improved*" the students' reading skills and strategies. These techniques increased the students' abilities to read, understand the wide range of text types as well as

communicate those ideas in the texts as indicated the following table. Here are the results effects.

Table 1: Effect on Student Reading Strategies' Improvement

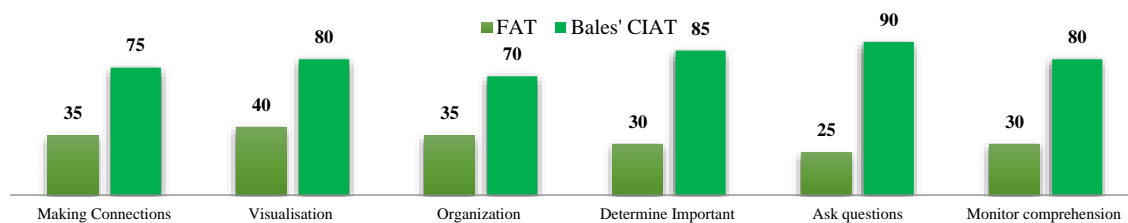


Table 2: Effect on Student reading skill's progresses

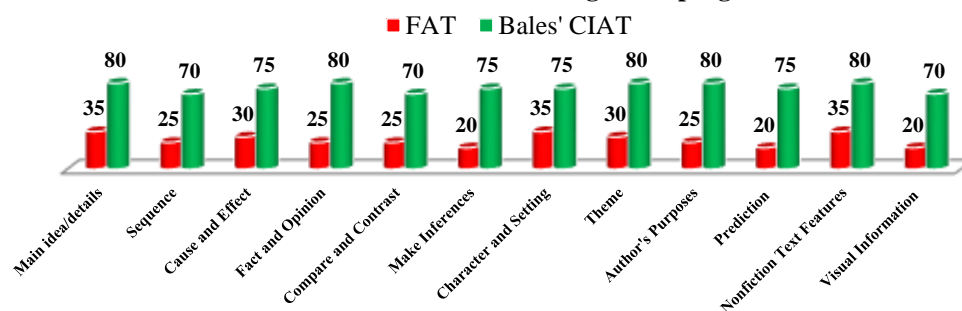
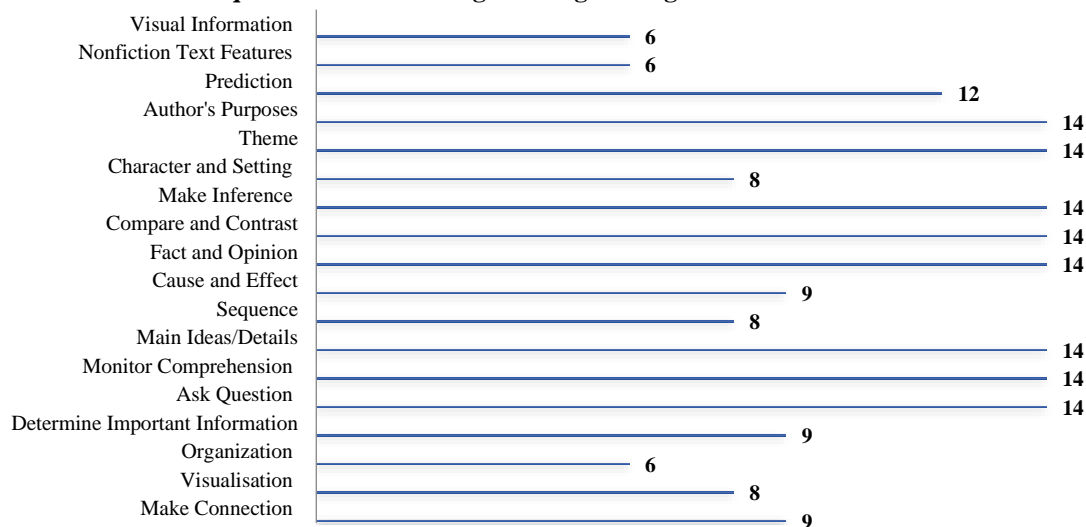


Table 3 : Frequencies of Instructing Reading Strategies and Skills



Secondly, the 13 Kris Bales Creative Informal Assessment's Techniques practically "*better develop*" the 2nd Year PNP ED Class II A students' linguistic

competence and linguistic performance as illustrated in the following table.

Table 4: Effects on Students ' Linguistic Competence

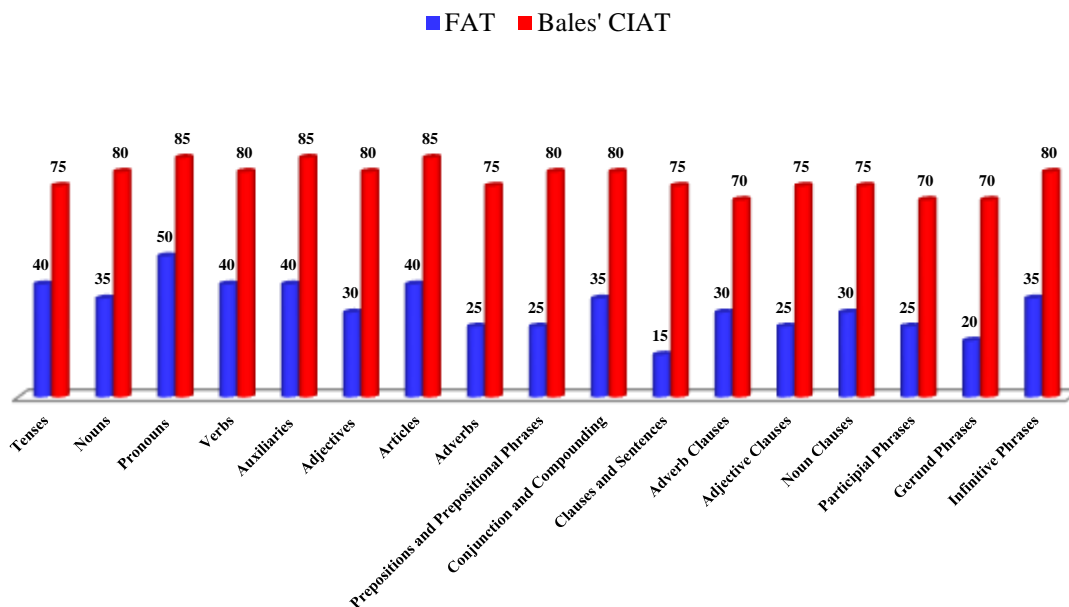
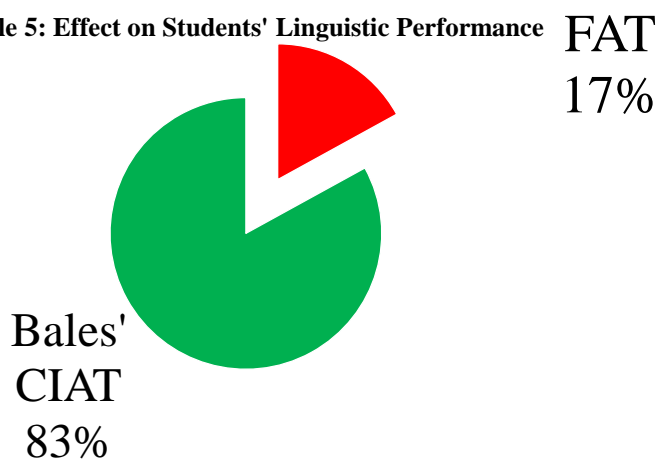
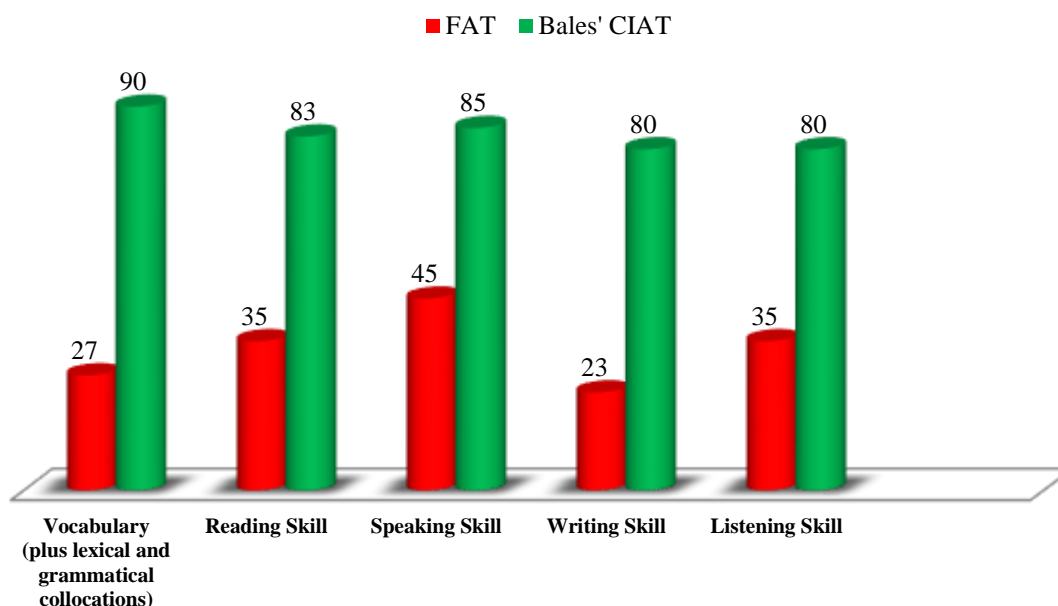


Table 5: Effect on Students' Linguistic Performance



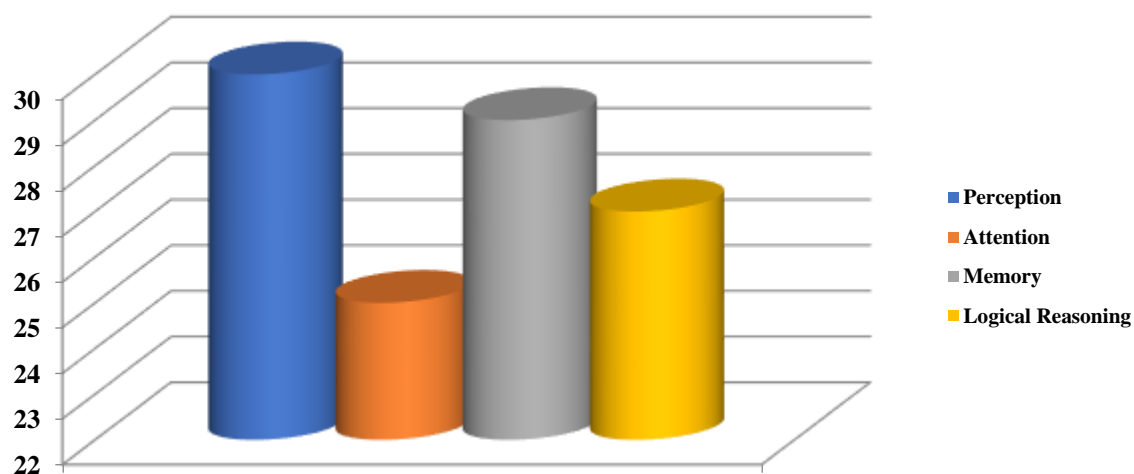
Thirdly, the 13 Kris Bales Creative Informal Assessment's Techniques practically "*better progress*" the 2nd Year PNP ED Class II A students' language skills of vocabulary, reading, speaking,

writing and listening skills along with sentence structures of English as illustrated in the following table.

Table 6 : Effect on student language skills' Progresses

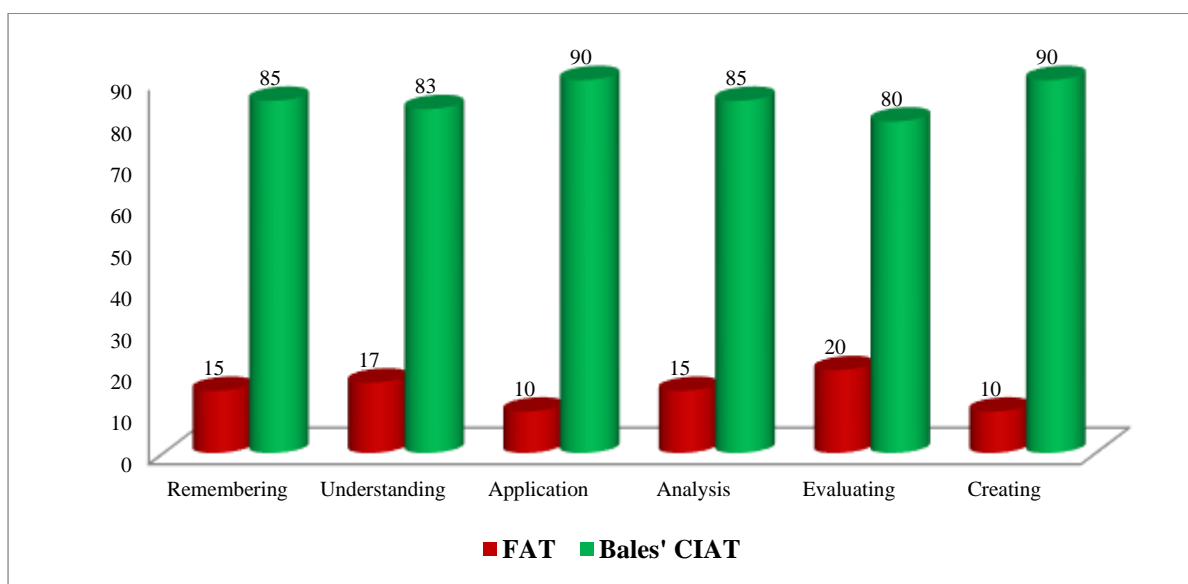
Fourthly, the 13 Kris Bales Creative Informal Assessment's Techniques practically "*better improve and enhance*" the 2nd Year PNP ED Class II A

students' cognitive skills as illustrated in the following table.

**Table 7: Bales' CIAT on "COGNITIVE SKILLS"**

Lastly, the 13 Kris Bales Creative Informal Assessment's Techniques practically "*better*

progress" the 2nd Year PNP ED Class II A students' *Critical Thinking* as illustrated in the following table.



Discussion

The applications of these 13 Kris Bales Creative Informal Assessment's Techniques, "*observation, oral presentation, Journaling, paper toss, four corners, matching/concentration, exit slips, demonstration, drawings, crossword puzzles, narration, drama, and self-evaluation*" although these kinds of the ideas are not something new in the ELT practices practically-significantly caused the students who got involved in this instructional processes change in some ways of learning English as Foreign Language in Indonesia. The proofs –pieces of evidences– signified that, *firstly*, the 13 Kris Bales Creative Informal Assessment's Techniques impinge on improving the students reading strategies. The practical-significant improvements were, first, in the domains of **making connection**. The students were capable of linking to the text to give support to their comprehension. Connections could be made to personal experiences or to things the students have seen or read (Klobuchar, Liscinsky, & Spears (2010)). The second effect was the students were able to make mental image (**visualisation**) of what they have read. They learnt a lot of exploring dramatic and flamboyant language, including concrete nouns, active verbs, and strong adjectives. The third was the students were accomplished/good at locating the organizational pattern of a text read (**organization**). This bridged them to predict what they were reading and aided them to stress on the messages/important ideas sent by the authors (Klobuchar, Liscinsky, & Spears, 2010).

The fourth domain facilitated the students to **determine the important information** from the texts. The students learnt to cluster that information backing the writer's important message or specific purpose.

The fifth area encouraged the students to **pose/ask questions**. In Indonesian ELT and learning' context, the students were rarely to teach/learn how to ask questions ahead of reading the text. Through this activity, the students were led to diagnose when their comprehension broke down along with checking their knowledge of the passage read. The last spot was **monitoring comprehension**. In this case, the students learnt to carefully observe to their reading routes and when they lost theirs or the comprehension broke down, the teacher asked to exercise other strategy to overcome those difficulties encountered (Gray, 2010). The scores which were displayed in Table 1 indicated the disparities between Formal Assessment Techniques (FAT) or Standardised Reading Comprehension's Test and the Kris Bales' Informal Assessment's Techniques (IAT). A large number of students (80 %) disclosed that the Bales' CIAT improved their reading strategies while the rest (32.5 %) voted that the FAT had less effect on augmenting their reading strategies.

Furthermore, the students' skills of identifying what a passage is mostly about and find important details that support the main idea (**main idea and details**); looking for the order in which things happen or identify the steps in a process (**sequence**); identifying what happens (effect) and why it happens (cause) (**cause and effect**); determining which statements can be proved true (fact) and which statements tell what someone (**fact and opinion**); showing how two or more people or things are alike and different (**Compare and Contrast**); making uses of their background knowledge and clues from the text to infer information (**making inferences**); identifying who or what a story is about and where and when the story takes place (**Character and Setting**); looking for the moral or lesson in a fiction story or an author's view

about the world in nonfiction (*theme*); determining why an author wrote a passage and whether the purpose is to entertain, to inform, to persuade, or to teach (*explaining author's purposes*); utilising their prior knowledge and clues from the text to figure out what will happen next (*making prediction*); studying features that are not part of the main body of text, including subheadings, captions, entry words, and titles (*non-fiction text features*); and studying pictures, charts, graphs, and other forms of visual information (*visual information*) were the decisive clouds of the 13 Kris Bales Creative Informal Assessment's Techniques on pushing them to realistically perk the students reading skills' progress up (Gray, 2010; Klobuchar, Liscinsky, & Spears, 2010).

The scores (mean=75) displayed in table 2 strongly confirmed the significant changes the students made on building their English Reading Comprehension's skills up. They were not only capable of understanding and recognising the definitions and concepts of main ideas / details, sequences, causes and effects, facts and opinions, compare and contrast, inference, character and settings, themes, writer's aim, prediction, non-fiction texts and visual information but also able to identify them properly and correctly. However, the process of implementing the Bales' CIAT in the English Reading Comprehension classes requires quite a lot of time and takes a lot of special attention from both the teachers and students' sides (Gray, 2010; Klobuchar, Liscinsky, & Spears, 2010). Oral Presentation, Journaling, Exit Slips, and Narrations, Self-Evaluation best described and progressed to advance the students' reading strategies and skills.

Secondly, the Bales' CIAT of Oral Presentation, Narration, and Self-Evaluation (*in self-evaluation, the students were asked to re-explain in detail what they have already understood from reading the texts*) best augmented and corrected the students' linguistic competence, the systems of linguistic knowledge of English. The students were strongly encouraged to sensitively produce the correct systems of linguistic knowledge of English when being asked to provide oral presentation in front of the class, re-narrate the authors' ideas of sending the messages and reflect on their learning progresses. The present, the past, the present perfect and the future times; nouns, pronouns, verbs, auxiliaries, adjectives, articles, adverbs, prepositions and prepositional phrases, conjunction and compounding, clauses and sentences, adverb clauses, adjective clauses, noun clauses participle phrases, gerund phrases and infinitive phrases were the most sensitive systems of linguistic knowledge of English attentively paid by the students during the

assessments. The *awareness* of the correct uses of these kinds of the systems of linguistic knowledge of English has effects on their own performances. They get used to checking and correcting their rules of grammar and even invited the English teacher's willingness to measure the accuracy of their sentence-structures before performing theirs. They were, therefore, capable of presenting the pretty-good performances. They, in truth, tried hard to reduce and trimmed down the grammatical and structural errors of the English in their oral or written presentations. The message and information conveyed could be well understood, therefore. The scores (77,64) displayed in table 4 indicated that the Bales' CIAT best improved the students' linguistic competence.

Hereinafter, the Bales' CIAT of the Oral presentation, Journaling, Paper Toss, Matching or Concentration, Exit Slips, Demonstration, Drawings, Narration and Self-Evaluation eased, facilitated and encouraged the students to communicate their ideas in English. The information/facts which had been read/coming from the authentic texts pushed them to disclose (to reproduce and re-articulate) the authors' messages, passages and or purposes. Besides, the information or facts have been exercised, practised or communicated into their concrete situations or their real-world language settings. The score (83%) displayed in table 5 indicated that the Bales' CIAT aided them to improve their linguistic performance. These guided them to not only communicate the ideas, the authors' messages/passages and facts in the classrooms but also outside of the classroom's walls.

Thirdly, the Bales' CIAT of the Oral presentation, Journaling, Paper Toss, Matching/Concentration, Exit Slips, Demonstration, Drawings, Narration and Self-Evaluation better enriched the students' vocabulary knowledge (of lexical and grammatical collocations) along with improving the essential-crucial skills of English Reading, Speaking, Writing, and Listening. The students voted that the the Bales' CIAT (83,6) best affected the students' language skills. The effects were due to every technique required them to directly and seriously take account of *decoding/changing* the meaning of the written strings (series of letters, numbers, symbols, spaces, or sentences); *decoding* the meaning of the audio strings; *encoding* (*putting it into a code or express it in a different form or system of language*) the thoughts and concepts into written forms and encoding the thoughts and concepts into oral forms as illustrated in the following pie chart (online resource: <https://id.pinterest.com/pin/747597606868136367/?lp=true> by I Rivera).



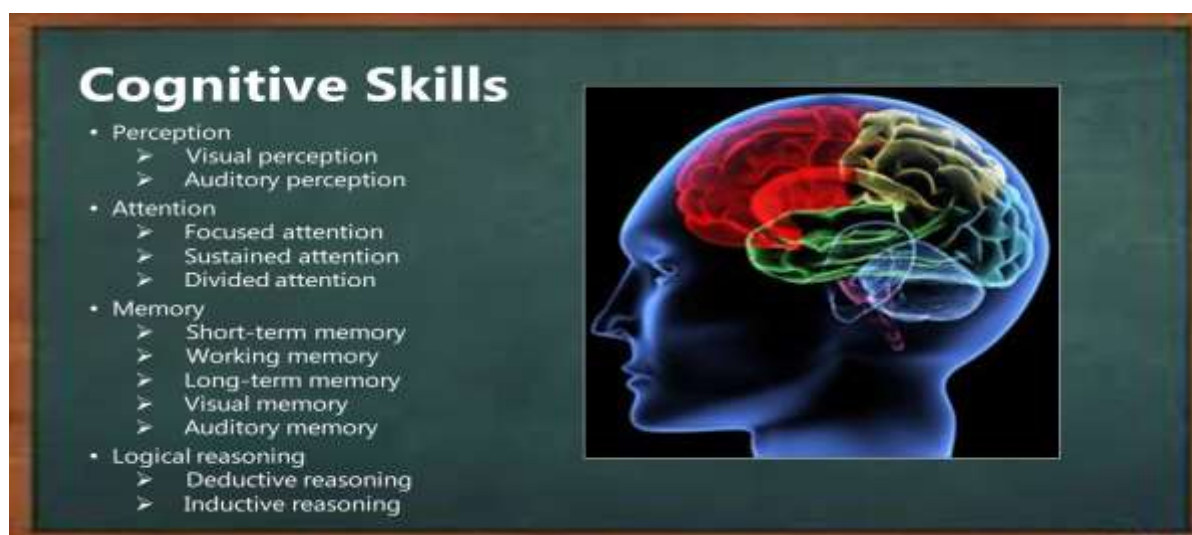
Pie Chart 7: Four Skills of English for Completing Communication

Fourthly, the Bales' CIAT of the Oral presentation, Journaling, Paper Toss, Matching/Concentration, Exit Slips, Demonstration, Drawings, Narration and Self-Evaluation better improved the students' cognitive skills. These kinds of the Bales' CIAT facilitated the students to "know." As it is theoretically defined, cognitive skills are mental skills, acts or processes of "knowing, recognise or conceptualise." These skills were constructed through the four stages. The first cognitive skill empowers the students' PERCEPTION. This first mental skill picked the information up through the eyes, ears, skin, nostril and tongue. PERCEPTION, therefore, is interpreted as INTERPRETATION seeing that (1) perception empowers the ability of the students' brain to *make sense* (to understand) of what the students' eyes see, observe, perceive and distinguish. This is firstly called as VISUAL PERCEPTION. The students' ability to interpret, identify and attach the meaning of the information/fact up through sound is AUDITORY PERCEPTION (EOT, 2019).

ATTENTION is the second effect of the Bales' CIAT on the students' cognitive skill. This skill enables the students to stay focused on the tasks given (FOCUSED ATTENTION); enables them to stay focused for sustained period of time (SUSTAINED ATTENTION) and enables the students to perform two or more tasks at the same time (DIVIDED ATTENTION is a higher-level skills as it pushes students to work under pressure). The third is the MEMORY. Memory, as it functions, ENCODES (*puts it into a code or express it in a different form or system of language*), STORES (saves/keeps) and later to

RETRIEVES (reprocesses/takes back) the knowledge or facts. The knowledge, tenets, facts and information are usually encoded, stored and retrieved in the students' short-term memory (records and saves knowledge, experience, information *s/he is consciously thinking at the time*), long-term memory (*permanently* records and saves knowledge, experience, information), working memory (students' ability to hold and store facts/knowledge in their head/brain and mentally manipulate/use/operate them, i.e. $S+V(e/es)+O$ is the form of SPT. The students kept the result in mind that this rule: $S+V(e/es)+O$ belongs to simple present tense), visual memory (record and save facts after seeing), auditory memory (record and save facts after hearing or listening to) and sequential memory (record and save facts in chronological orders, i.e. names of the days, months; telephone numbers, alphabets, etc) (EOT, 2019).

The last clout is to sharpen the students' logical reasoning in reaching a conclusion from the broadest truth/major premise to the specific/minor one, i.e., all men are mortal (broad truth/major premise). Politician is mortal (specific/minor premise). This is so-called DEDUCTIVE REASONING. If major premise is true and minor premise is true. The conclusion cannot be FALSE. INDUCTIVE REASONING is, on the other hand, the conclusion taken from the SPECIFIC OBSERVATION. For example, one had seen 25 ducks and concluded that all ducks are light brown. A premise is something that one supposes is true and that each student used it as a basis for developing their ideas/proposals (EOT, 2019).



Lastly, the Bales' CIAT of the Oral presentation, Journaling, Paper Toss, Matching or Concentration, Exit Slips, Demonstration, Drawings, Narration and Self-Evaluation better improved the students' critical thinking skills. The Bales' CIAT, *firstly*, encouraged the students to recognise those facts or knowledge found in the given texts through "defining, mentioning, listing, memorising, stating, etc." These are ways of asking students "RECALL FACTS." *Secondly*, it pushed the students to "classify, describe, discuss, explain, identify, report, rephrase, restate etc" those facts or knowledge in their own words. These are access to EXPLAIN IDEAS/CONCEPTS. *Thirdly*, it drove the students to articulate those facts or knowledge in the classroom and if possible urged them to apply them to their real-world life, specific-new settings. Doing something new in applying the facts or knowledge is a critical part of constructing new knowledge. Using, interpreting, performing, demonstrating, sketching, executing, etc are ways of asking them to USE THE FACTS/INFORMATION IN NEW SETTINGS (Bloom, 1994; Krathwohl, Bloom, & Masia, 1964).

Fourthly, the Bales' CIAT asked the students to examine the broken component facts, knowledge or information. Differentiating, organising, relating, comparing, contrasting, examining, questioning, testing, etc are processes of asking them to DRAW CONNECTIONS AMONG IDEAS. *Fifthly*, The CIAT drove the students judge the facts, knowledge or information. Arguing, defending, evaluating, critiquing, weighing, etc are activities of JUSTIFYING THEIR STAND OR DECISION. Lastly, after going through processes, the students were asked to produce new or original works for being articulated or presented. Constructing new information is ways of producing new works,

viewpoints. They formed a notion and defend it (Bloom, 1994; Krathwohl, Bloom, & Masia, 1964).

5. CONCLUSION

In conclusion, applying the 13 Kris Bales Creative Informal Assessment's Techniques can re-build the PNP ED Students' "*Stress-Free*" Reading Assessment Tasks. The "*Stress-Free*" is due to, *firstly*, the students have "no" great worry or a lot of stress, headaches, minor pains and sleeping difficulties of always thinking the grade being obtained after assessment seeing that the Bales' CIAT essentially does not *numerically* measure/rate the knowledge, skills, competencies and performance of the students. It is rather AWARDING the students with a THUMBS UP, A SIDEWAYS THUMB, or THUMBS DOWN to indicate, "*I fully understand the topic*," "*I mostly understand*," and "*I need help*." Using a ten-finger scale and have the students hold up the number of fingers corresponding to their level of UNDERSTANDING is another way of rating their BEHAVIOUR and CLASS PARTICIPATION.

Secondly, the Bales' CIAT drives the ELT teacher to assess his/her students' the knowledge, skills, competencies and performance in many different settings and ways such as observation, oral presentation, journaling, paper toss, four corners, matching/concentration, exit slips, demonstration, drawings, crossword puzzles, narration, drama, self-evaluation, etc. *Thirdly*, the Bales' CIAT allows ELT teacher to exploit the authentic materials aiming at bringing the students close to their real-world "*language*" setting. *Fourthly*, the Bales' CIAT strongly places emphasis on assessing what the students know and can do; assessing the stated learning targets; framing the tasks in a highly realistic way so that the students can recognise them as a part

of everyday life; framing the tasks to encourage more than one correct answer; grouping the students to work together; and realising and understanding that the tasks take a relatively long time to complete (Nitko, 1996 p. 243).

Fifthly, the Bales' CIAT stress on providing authentic context reflecting the ways the knowledge and skills used in real-life; comprising ill-defined authentic learning activities having real-world relevance; giving a model of how real practitioners behave in real situation; enabling and encouraging students to explore different roles and perspectives; promoting collaborative construction of knowledge and problem-solving; reflecting learning; driving students for articulation (presentation and demonstration); accommodating coaching and scaffolding; and those tasks are authentically assessed (Herrington & Herrington, 2008).

Lastly, the Kris Bales Creative Informal Assessment's Techniques -observation, oral presentation, journaling, paper toss, matching or concentration, exit slips, demonstration, drawings, narration, self-evaluation- best improve and develop the students' reading strategies, reading skills, linguistic competence, linguistic performance; language skills, cognitive skills and critical thinking skills. This research finding drives the ELT teachers to consider applying these techniques to facilitate the students improve and develop their knowledge and skills of English in addition to adding their world-wide insights about the 21st-century language learning expecting them of being capable of finding solutions to problems (CRITICAL THINKING), thinking out of the box (CREATIVITY), working with others (COLLABORATION) and talking to others (COMMUNICATION) placing emphasis on four language skills of Reading, Writing, Speaking and Listening; linguistic and linguistic performance or widely known as 4Cs (Larsen, n.d).

ABOUT THE AUTHORS



Dr. Yohannes Telaumbanua, S.Hum., M.Pd has been teaching general English, English Grammar, Applied Linguistics, Semantics, Syntax, Discourse Analysis, and Pragmatics for more than 15 years. He earned his Bachelor degree at Universitas Bung Hatta, Master in TEFL and Doctoral degrees in Science of Education of TEFL at Universitas Negeri Padang-Indonesia. His research interests are in the fields of English Grammar, L2 Writing, Applied Linguistics, Semantics, Syntax, Discourse Analysis, and

Pragmatics. He teaches English, L2 Writing, Applied Linguistics, Semantics, Discourse Analysis, and Pragmatics at Politeknik Negeri Padang and other private universities in Padang West Sumatra, Indonesia. He can be reached at yohannes@pnp.ac.id; yohannesnpn@yahoo.com; and yohannes681978@gmail.com. These are his primary e-mails.



Desi Yulastri has been teaching English since 2010 in Politeknik Negeri Padang. She finished her undergraduate degree in English education from Universitas Negeri Padang, and completed her master degree in English as an International Language from The University of Melbourne, Australia. Right now she is one of the lecturers of English Department in Politeknik Negeri Padang.



Muthia Damaiyanti is one of the English lecturers of English Department in Politeknik Negeri Padang. She has been working there since 2010. She completed her bachelor degree in English education in Universitas Riau and master degree in Universitas Negeri Padang. She is actively engaging in research activity as main researcher as well as co-researcher.

REFERENCES

- [1] Anderson, R.C., Hiebert, E.H., Scott, J.A., & Wilkinson, I.A.G. (1985). *Becoming a nation of readers: The report of the Commission on Reading*. Washington, DC: The National Institute of Education in <http://www.readingrockets.org/article/what-research-tells-us-about-reading-comprehension-and-comprehension-instruction>.
- [2] Bales, K. (2018). *How to Assess and Teach Reading Comprehension*. Online. Retrieved on April 14, 2019 at <https://www.thoughtco.com/reading-comprehension-4163099>.
- [3] Bales, K. (2018). *13 Creative Examples of Informal Assessments for the Classroom*. Online. Retrieved on April 14, 2019 at <https://www.thoughtco.com/informal-classroom-assessments-4160915>.
- [4] BBC, British Council Teaching English. (n.d). Bottom Up. <https://www.teachingenglish.org.uk/article/bottom>.
- [5] BBC, British Council Teaching English. (n.d). Top-down.

- <https://www.teachingenglish.org.uk/article/top-down>.
- [6] Bell, M., L & Aldridge, M., J (2014). Student Voice, Teacher Action Research and Classroom Improvement. Rotterdam: Sense Publishers.
 - [7] Bloom, B. S. (1994). "Reflections on the development and use of the taxonomy." In Rehage, Kenneth J.; Anderson, Lorin W.; Sosniak, Lauren A. (eds.). Bloom's taxonomy: A forty-year retrospective. Yearbook of the National Society for the Study of Education. 93. Chicago: National Society for the Study of Education. ISSN 1744-7984.
 - [8] Bonnie, R. J. (2015). The Effects of Tobacco Use on Health - Public Health Implications of Raising the Minimum Age of Legal Access to Tobacco Products. Online. <https://www.ncbi.nlm.nih.gov/books/NBK310413/>.
 - [9] Bogdan, R., & Biklen, S. (2007). *Qualitative research for education: An introduction to theory and practice* (5th ed.). New York: Pearson Education, Inc.
 - [10] Borkar, R. (2018). Bodily-Kinesthetic Intelligence: Characteristics and Examples. <https://psychologenie.com/bodily-kinesthetic-intelligence>
 - [11] Bransford, J.D., Vye, N., Kinzer, C., & Risko, V. (1990). Teaching thinking and content knowledge: Toward an integrated approach. In B. F. Jones & L. Idol (Eds.), *Dimensions of thinking and cognitive instruction* (pp. 381-413). Hillsdale, NJ: Lawrence Erlbaum.
 - [12] Brown, D., H. (2003). Language Assessment - Principles and Classroom Practice. New York: Pearson ESL.
 - [13] Crossman, A & Cole, L., N. (2018). Understanding Purposive Sampling: An Overview of the Method and Its Applications. Online. Retrieved on April 15, 2019 at <https://www.thoughtco.com/purposive-sampling-3026727>.
 - [14] Dikli, S. (2003). Assessment at a distance: Traditional vs. Alternative Assessments. Online. The Turkish Online Journal of Educational Technology – TOJET July 2003 ISSN: 1303-6521 volume 2 Issue 3 Article 2. Retrieved on May 17, 2017 at <http://www.tojet.net/articles/v2i3/232.pdf>.
 - [15] Edublox Online Tutor (EOT). (2019). Cognitive Skills: What They are and Why They are Important. Retrieved on November 2, 2019 from <https://www.edubloxtutor.com/what-are-cognitive-skills/>.
 - [16] Ernst, V., J, Glennie, G., & Li, S. (2017). Performance-Based Task Assessment Of Higher-Order Proficiencies In Redesigned STEM High Schools. Online. Contemporary Issues in Education Research – First Quarter 2017 Volume 10, Number 1. Retrieved on May 21, 2017 at <http://files.eric.ed.gov/fulltext/EJ1126837.pdf>.
 - [17] Evaluating a College Writing Sample RUBRIC. www.ucdenver.edu/faculty_staff/faculty/center.../Rubrics/.../ex_writing_sample.pdf
 - [18] Feinberg, Ashley. (2013). "Why Your Brain Thinks These Dots Are a Dog." Gizmodo UK. Online. Retrieved 14 April 2019 at <https://www.gizmodo.co.uk/2013/05/why-your-brain-thinks-these-dots-are-a-dog/>.
 - [19] Fraenkel, R., J & Wallen, E., N. (2009). How to Design and Evaluate Research in Education. 7th ED. NY: The McGraw-Hill Companies, Inc.
 - [20] Grabe, William (2009). Reading in a Second Language: Moving from Theory to Practice. Cambridge: Cambridge University Press.
 - [21] Gray, A. (2010). Daily Reading Comprehension, Grade 5. Monterey, CA: Evan-Moor Corporation.
 - [22] Gray, A., Griffith, C., Kelly, R., Spears, J., & Weiss A. (2010). *Daily Reading Comprehension Student Practice Books*. Lower Ragsdale Drive, Monterey, CA: Evan-Moor products Educational Publisher.
 - [23] Gunning, G., T. (2010). Reading Comprehension Boosters: 100 Lessons for Building Higher-Level Literacy Grades 3–5. San Francisco: Jossey-Bass or John Wiley & Sons, Inc.
 - [24] Har, B. L. (2005 & 2013). Authentic Learning. Online. Retrieved on May 21, 2017 at https://www.ied.edu.hk/aiclass/Theories/Authentic Learning_28June.pdf.
 - [25] Herrington, A & Herrington, J. (2008). What is an Authentic Learning Environment? Online. Retrieved on April 14, 2019 at <https://core.ac.uk/download/pdf/11235936.pdf>.
 - [26] Hibbard, K. M. (1996). A teacher's guide to performance-based learning and assessment. Alexandria, VA: Association for Supervision and Curriculum Development.
 - [27] Jerry & Charles, Leanne (the K12reader.com). 2008-2018 "What is Reading Comprehension?". Online. Retrieved on April 14, 2019 at <https://www.k12reader.com/what-is-reading-comprehension/>.
 - [28] Kan, A. (2007). An alternative method in the new educational program from the point of performance-based assessment: Rubric scoring scales. Educational Sciences: Theory & Practice, 7(1), 144-152.
 - [29] Klobuchar, L., Liscinsky, C & Spears, J. (2010). Daily Reading Comprehension, Grade 4. CA: Evan-Moor Educational Publication.
 - [30] Krathwohl, D. R.; Bloom, B. S.; Masia, B. B. (1964). Taxonomy of educational objectives: The classification of educational goals. Handbook II:

- the affective domain. New York: David McKay Company.
- Larsen, D. (n.d). *Introduction to Linguistics*. Online. udel.edu/~dlarsen/ling101/slides/Introductionhandout.pdf.
- [31] McEwan, E.K., 40 Ways to Support Struggling Readers in Content Classrooms. Grades 6-12, pp.1-6, copyright 2007 by Corwin Press. Reprinted by permission of Corwin Press, Inc.
- [32] Meisels, J., S. (2017). Performance Assessment. Online on teacher's timely topics. Retrieved on May 19, 2017 at file:///D:/PERFORMANCE%20ASSESSMENT/Performance%20Assessment.html.
- [33] Miles, M. B. & Huberman, A. M. (1984). *Qualitative Data Analysis: A Sourcebook of New Methods*. California; SAGE publications Inc.
- [34] Miles, M. B. & Huberman, A. M. Saldaña, J. (1994). *Qualitative Data Analysis A Methods Sourcebook of New Methods*. California; SAGE publications Inc.
- [35] Millet, J. (the CEO of Criteria) (2005-2019). Pre-Employment Reading Comprehension Tasks. Online. https://www.criteriacorp.com/solution/measure_reading_comprehension.php
- [36] Mueller, J. 2016. The Authentic Assessment Toolbox: Why use Authentic Assessment? Online. Retrieved on May 26, 2017 at <http://jfmuellet.faculty.noctrl.edu/toolbox/whydoit.htm>.
- [37] Nitko, A., J. (1996). *Educational assessment of students*. 2nd Ed. New Jersey: Prentice-Hall, Inc.
- [38] Nitko, A. J., & Brookhart, S. M. (2015). *Educational assessment of students* (7th ed.). Boston: Pearson.
- [39] Nitko, A. J. (2000). *Educational measurement of students* (4th Ed.). Upper Saddle River, NJ: Merrill/ Prentice Hall.
- [40] Meyer, A., C. (1992). What's the Difference Between Authentic and Performance Assessment. Online. www.ascd.org/ASCD/pdf/journals/ed_lead/el_199205_meyer.pdf.
- [41] WEAC (Wisconsin Education Association Council) (May, 1996). Performance Assessment. Education Issues Series. Online. Retrieved on May 25, 2017 at <https://www.learner.org/workshops/socialstudies/pdf/session7/7.PerformanceAssessment.pdf>.
- Oral Presentation Rubric College of Science Purdue University. https://www.science.purdue.edu/Current_Students/curriculum.../oral_rubrics_gray.pdf
- Permendikbud RI. (2014). *Penilaian Hasil Belajar Siswa oleh Pendidik pada Pendidikan Sekolah Dasar dan Pendidikan Menengah*. (Online) retrieved on February 4, 2017 at <https://akhmadsudrajat.files.wordpress.com/2014/11/permendikbud-no-104-tahun-2014.pdf>.
- Reading Resource.Net. Teaching Reading Comprehension: A Look at Reading Comprehension Strategies. retrieved on February 4, 2017 at <https://www.readingresource.net/teachingreadingcomprehension.html>.
- Reeves, T. C., Herrington, J., & Oliver, R. (2002). Authentic activity as a model for web-based learning. 2002 Annual Meeting of the American Educational Research Association. http://www.ncsu.edu/meridian/win2003/authentic_learning/pdf.
- Simonson M., Smaldino, S, Albright, M. and Zvacek, S. (2000). *Assessment for distance education* (ch 11). *Teaching and Learning at a Distance: Foundations of Distance Education*. Upper Saddle River, NJ: Prentice-Hall.
- Soegaard, Mads (n.d). "*Gestalt Principles of form Perception: Interaction Design*." Online. Retrieved 14 April 2019 at <https://www.interaction-design.org/literature/book/the-glossary-of-human-computer-interaction/gestalt-principles-of-form-perception>.
- Sugiyono. (2011). *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R & D*. Bandung: Alfabeta.
- Stevenson, Herb. (2019). "Emergence: The Gestalt Approach to Change." *Unleashing Executive and Organizational Potential*. Online. Retrieved 14 April 2019 at <http://www.clevelandconsultinggroup.com/article/s/emergence-gestalt-approach-to-change.php>.
- Stiggins, R. J. (1987). The Design and development of performance assessments. *Educational measurement: Issues and Practice*, 6(3), 33-42.
- Todorovic, Dejan. (2008). "*Gestalt Principles*." Online. Retrieved 14 April 2019 at http://www.scholarpedia.org/article/Gestalt_principles.
- Turner, J. C., Thorpe, P. K., and Meyer, D.K. (1998). Students' reports of motivation and negative affect: A theoretical and empirical analysis. *Journal of Educational Psychology*, 90, 758-771.
- University of North Carolina School of Education. (1997-2013). *Performance assessments versus traditional assessments*. Online. <http://www.learnnc.org/lp/editions/linguafolio/6305>.