

## Students' Perceptions of the Fairness in EFL Classroom Assessment

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### ABSTRACT

In any educational setting, assessment of teaching must support accurate and trustworthy assessment results. Fairness is one of the most important aspects of classroom assessment in addition to validity and reliability. The aim of this study is to explore the students' perception of fairness in EFL classroom assessment. The research method was a descriptive study using a purposive sampling technique with the participation of 75 EFL students from 3 different universities; religious university, education Company-Sponsored Programs and open university. The questionnaire and interview were used to collect data on perceptions of EFL students on the fairness in classroom assessment and observation was applied to gain the data in the classroom assessment process. The result showed that the students had different perceptions of the assessment practices. Most of them were not satisfied with the assessment practices and they did not feel like it was disadvantageous to some participants and irrelevant, especially based on their socio-economic status. Moreover, the interpretation of teaching assessments should be consistent with measurement and evaluation standards without ignoring the students' socioeconomic status. The final part of the paper can be applicable in Second Language Acquisition issues, since it explored the different sight from first language acquisition and the students' diversity.

**Keywords:** students' perceptions, classroom assessment, fairness, EFL

### INTRODUCTION

The Standards for Educational and Psychological Testing (APA, AERA, & NCME, 2014) pointed fairness as one of the three fundamental concepts in testing, namely validity and reliability. Fairness in assessment involves both what leads an assessment (for example, access and resources)

and its consequences (for example, interpretations of outcome and impact) and the aspects in designing assessments (Gordon & Fay, 2010).

Fairness was seen as a key aspect in assessing language assessments. When developing a test, validating the score and revising it for the following administrations, concerns about fairness and justice are important. Fairness has received most of the attention in the recent past (Kunnan, 2013). The analysis indicates no bias on the test, adequate evidence of the validity of the concept, and ethical use of scores, then the test is regarded as fair and the organization administering the test is fair (Jiang, 2017). The potential effects of conducting unfair testing may have a negative effect on test takers and possibly testing institutions that conducted the test (Chory, 2007).

The fairness of the assessment is not only influenced by context and task considerations, but also issues related to performance assessment on the assessment criteria. The nature of assessment criteria, how they fit into the assessment task and how those are implemented have the potential to influence the students' perception of fairness (Gordon & Fay, 2010). When the students feel that their language assessment is unfair, they will have low language acquisition caused by lack of motivation. To gain a clear understanding of the students' perceptions, the current study aimed to investigate the fairness of the English Foreign Language classroom assessment.

Altogether, the conceptualization of classroom assessment is based on the sociocultural environment where assessment takes place at the dynamic intersections of classroom management, curriculum, pedagogy and learning culture acknowledging the diversity of teachers and students in the classroom setting (Brookhart, 2004; Cowie & Bell, 1999; Shepard, 2001). In the field of English as foreign language (EFL) teaching, the current study takes a similar position regarding to perceptions of the students about fairness during a testing event (Chory, Horan, & Houser, 2017; Gordon & Fay, 2010; Liu Banerjee, 2016; Pitt & Winstone, 2018; Tata, 2005; Tierney, 2014; Wallace, 2018). Differences in students' perceptions about fairness sometimes relate to culture (Tata, 2005) and socioeconomic status (Michael, Primes, Windhager, Fieder, & Wallner, 2016). However, the study of socio-economic status as one of the components of fairness in ELT classroom assessment have not discussed yet.

In Indonesia, higher education level takes the various concepts of state universities, namely religious university, education Company-Sponsored Programs and open university. Each higher education has the unique characteristic of the participants (students and lecturers), learning process and evaluation. These different characteristics influence the students' perception of fairness in classroom assessment. For that reason,

the researcher considered the impact of skipping the learners' sociocultural status as it would be the indicator of the perception of the fairness itself. Therefore, this research wants to investigate the students' perception of the fairness in EFL classroom assessment. To this end, the present study aims to unpack the comparison of students' perception of the fairness in EFL classroom assessment according to their socioeconomic status.

### **Classroom Assessment**

Educational assessment encloses two kinds of assessments, namely classroom assessment and external assessment (Tierney & Jose, 2016). These assessments evaluate and collect information of the students' learning in the different purposes. The classroom assessment usually builds on the teachers' knowledge along with the professional judgment to gain two fundamental purposes: to support the current teaching and learning and to inform the learning achievement. The external assessment is related to standardized test which conducted by the outside organization to determine the learning achievement in the large-scale assessment.

Assessment, test and measurement are interconnected and it involved in the single process (Miller, Linn, & Gronlund, 2009). Assessment is the set of procedures to raise the information about the result of students' learning which can be gained through performance paper, observation and paper-and-pencil test. Test is the specific form of assessment to measure the sample of behavior and conducted in the fixed period of time which includes the questions for gaining the real condition of whole students. Measurement is attribution of figures to test result based on the specific rules and presented the degree.

The term of Classroom Assessment has taken issue in bunch of perspectives. It is the critical theory (Tierney & Jose, 2016), measurement (Camilli, 2016), social justice (María & Piedrahita, 2016), post-modern (Neill, 2000) and sociocultural interpretations of fairness (Poehner, 2011). Classroom assessment and test become the vital component of the students' learning evaluation. It provides the relevant measures of the students skills, knowledge and understanding by giving the minor result of ancillary and irrelevant skills needed (Miller et al., 2009).

Teachers are continually assessing their students on their performance, and this mechanism has become programmed in them. Classroom assessments are divided into various classifications based on the process of before teaching, during teaching and afterwards teaching (Miller et al., 2009). The assessment classifications are organized on the basis of purpose (formative, summative and diagnostic assessment), forms (alternative and traditional assessment), nature (typical and maximum assessment) and results interpretation (relative and absolute assessment).

Formative assessment is used to adjust the instruction and assist students in their improvement, while summative assessment is used to award degrees (Shepard, 2019). In conducting the formative assessment, the informal test-like formats may be used to respond the students' thinking of the real world problem solving. It is intended as the directly classroom assessment that must be closed to instructional practices such as curriculum, learning subjects, motivation, sociocultural and cognitive aspects, teaching and learning implementation and the scoring of formative assessment theory (Shepard, 2019). Summative assessment shall require the completion of the term o a course and prove the statistics result about the students' achievement in learning process. That is, it is a continuous process of obtaining information on the students' performance using different classroom assessment techniques (Moheidat & Baniabdelrahman, 2011). The summative assessment or appraisal of the learning commonly reflected in grades, appears to be a final point in making decisions. The data obtained during the summative assessment decides what can be observed, the students' strengths and weakness to increase their skills. Diagnostic assessment refer to as a kind o assessment concerned with problems, exploring possible difficulties and using a checklist to make sure students are prepared for a learning task (Scapo & Molnar, 2019). Compensatory interventions include instruction to eliminate obstacles, which is a form of supportive interventions.

The assessment methods varieties are introduced as the new approaches in classroom assessments such as peer assessments, projects, portfolios, diary, concept maps, exhibitions, performance assessments, and demonstrations (Acar-Erdol & Yildizli, 2018). In conducting the classroom assessments, the fundamental concepts that should be pointed out are validity, reliability and fairness (APA et al., 2014). The administration, design and the consequences of the assessment require attention to ensure the different abilities and characteristics of students will not affect their results.

Classroom assessment environment plays the important role in the classroom atmosphere. It includes the teachers' goals, delivering feedback for the students, and providing the good environment on learning. The classroom assessment environment influences the students' perceptions of the learning process, students' self-efficacy to survive in their study and the purpose of the test. Viewed by the students' perspective, the student learning is supported by these teacher assessment practices (Cheng, Wu, & Liu, 2015).

### **Fairness Assessment**

In the educational contexts, the term fairness is closed related to the following terms: equality, justice and equity (Tierney & Jose, 2016).

Equality refers to something of being equal or sameness. The assessment for all students are conducted in a standardized manner, same administration, interpretation and scoring procedures (Lam, 1995). This term is familiar for the social justice, such as universal human rights since the application can be different. Justice means the values of reasonable, fair and just. This term can be used to show the deserved, morally right and sound reason based. Since these terms are closely related, they are commonly used in tandem even though they are not completely same. Equity refers to fair, impartial or the state of being just. Something is called proportionally equal when it is shared based on its need. The assessment is designed based on the students' background, cultural experiences, prior knowledge and language proficiency. Composing the assessment based on the administration and method procedure will minimize the construct irrelevant learning material and assessment.

The assessment includes three factors: assessment for teaching and learning, assessment for accountability and assessment as irrelevant (Barnes, Fives, & Dacey, 2017). The first two factors included the awarding of grades, grouping students into classes based on their individual abilities, and the obligation of educational institutions to explain the students achievement that enrolled them for entry into professions and other sectors of society.

Commonly, the teachers are worried about their teaching practices, whether it applied the social justice perspective or not (María & Piedrahita, 2016). The practices that can be adopted in social justice perspective are: (1) design the curriculum in social justice issue; (2) focus on the skill and knowledge goals and criticize them in order to improve the curriculum; (3) explore and assert the standard of curriculum; (4) relate the racial and economical injustice issues; (5) explore the students' basic idea to gain the various point of views; (6) scale up the students' linguistic and cultural awareness; (7) conduct the various instructions; (8) improve the student' critical thinking by applying higher order thinking skill questions; (9) set up the clear goal for all the students and encourage them to achieve; (10) build a respectful society amongs students, teachers and others; (11) recognise the students and their uniqueness; (12) support all of the students; (13) invite the students to contribute in the society; (14) collaborate with the students to improve their skills; (15) deliver the students to become active; (16) avoid the racial and class classification for the students; (17) insert democracy in the learning; (18) aware with the students' differences and accept them; (19) serve the valuable learning process for their real-life experiences; (20) improve the students skills; (21) design the applicable and valuable curriculum; (22) identify and work on students' social and cultural context; (23) share the fair learning for all the students; (24) confront the students' stereotypes on gender, race and class; (25) conduct

the comfortable environment for the student's diversity (Cochran et al., 2015).

A fair assessment is inherent in equity of opportunities to access and to admit the curriculum provides (Stobart, 2007). To do this, the input variables are needed for delivering the resources which is representing the students' prior knowledge, cultural, socioeconomic and educational background. Fairness in assessment is closely related as a sociocultural issue since it provides the opportunity for the prior and beyond assessment such as materials, resources and facilities than focuses on the minor fairness on the context of testing (Klenowski, 2013; Poehner, 2011). The assessment context supports the teachers and students interaction through justice, ethics and fairness framework to find the appropriate classroom assessment platform as a sociocultural issue (Rasooli, Zandi, & Deluca, 2019).

The principle of language assessment fairness has divided into four sub-principles: (1) it support the adequate opportunities for the learners to learn, (2) the scoring interpretations should be valuable and consistent for all the test takers, (3) be prevented in providing the irrelevant and bias construct, and (4) the appropriate information for all the test takers to access the test, standard setting and the administration given (Kunnan, 2013). The principles of fairness shows the outcome in the classroom such as feedback, grade and the chance in demonstrating the learning should be distributed on the appropriate equality, merit and their need (Rasooli et al., 2019).

However, a few study of classroom assessment explore fairness as a fundamental aspect (Rasooli et al., 2019). Fairness assessment is categorized as the large-scale assessment than the classroom assessment. The term organizational justice or fairness was developed to describe the perception of the fairness in case of interpersonal behavior, processes and outcomes along with their affective, cognitive, and behavioral reactions in the workplace. These organizational fairness construct are distributive, procedural and interactional fairness (Greenberg, 1987).

Distributive fairness refers to the perception of the fairness of outcome distribution (Kazemi & Tornblom, 2008). Distributive fairness is similar to equity theory that people get the fair relationship when they find it equitable in contributions. It shows what outcomes are distributed. Then, distributive fairness in language assessment gained when the students perceive the fair representation of their test score based on their performance (Adams, 1964).

The procedural fairness refers to procedures used to achieve the outcome fairness of the procedures used to arrive at an outcome. The procedural fairness is the new dimension of the organizational justice. The



procedural assessment is perfectly adopted when it is implemented across time and people, serves with limiting the personal bias, enable to be corrected when it in wrong identification and provide the adequate and accurate information based on the moral values and the current ethical issue (Rasooli et al., 2019). It shows how outcomes are distributed. In EFL classroom, the procedural fairness is the method used to distribute the scores or award the grades on a test. It is done by utilizing the same scoring criteria and consistent rubrics to evaluate all the test takers.

Interactional fairness refers to the perceived fairness of the interpersonal handling of learners by the teachers in the classroom (Chory et al., 2017). In the classroom context, the score is given by the teacher. In the language testing, the organization of the testing, language program and instructor influence the interactional fairness by communicating in respectful manner, fair about the testing event. Interactional fairness is social aspect of the fairness which categorized into two facets, they are interpersonal and informational fairness (Greenberg, 1987). Interpersonal fairness is the aspect of administrating the test in politeness, respect, propriety and dignity, while the informational fairness serves the test administration by delivering the truthful, adequate and honest information.

In educational assessment, the three imperatives behind the pursuit of fairness are measurement, democratic and pedagogical (Tierney & Jose, 2016). The first imperative is measurement. The perception of the stakeholders (students) of the fairness assessment influence the information quality provided. Their perception affects their motivation in joining the assessment, their level of commitment and their achievement in learning. The perception of fairness, along with the validity and reliability are the components in developing assessment tools. The second imperative is democratic. Initially, the dignity conferred by a robust selection procedure was of greater concern to the managing organizations than any democratization of the system. Assessments were seen as equitable as they qualified to be included in the screening process. In the following era, the student diversity was supported by inserting the democratic values in the educational systems. The third imperative is pedagogical. Theories and knowledge of learning have developed and educational evaluation is viewed as social process in formatting the identity and support the learning opportunities. Educational assessment should perfectly instruct the teaching and learning process, while the pedagogical imperative is the core of the fairness assessment.

### **Students' Socioeconomic Status**

The integration of the EFL in the curriculum enables students to become knowledgeable users of English, allowing them to become active agents of modern society and potential contributors to the economic

growth of their countries (Block, 2015). EFL learning is generally referred to as communicative method for professional, economic and social advancement, limited research has been carried out on the effect of socioeconomic status of learners (SES) as a key part of the EFL learning activities. Socioeconomic status (SES) did not get much attention in the social psychological analysis. The focus research much more on the other categories such as gender, race, age, nationality and sexual orientation (Manstead, 2018).

Socioeconomic status (SES) can be narrowly defined as one's place in the social system (Anderson & Bulatao, 2004). Socioeconomic status is much more than economical well-being or achievement of education, which is frequently used as a measure of empirical work, more generally, it includes a lifetime to access of information, opportunities and resources. The student's socioeconomic status is estimated by the PISA (Program for International Students Assessment) index of economic, social and cultural status (ESCS) that related to students' family background, such as parents' job, parents' education, book and educational resources support which available at home and the material wealth. PISA evaluate students' competence in multiple topics around the world, and their results are often used to determine further action and or modify in a given country's educational system.

Social background of students has been suggested to affect their EFL learning (Pinilla-portino, 2018). Socioeconomic status is shaped by the self concept of the home, school and work. The social comparison impact the self perception of the class of social and others social behaviour aspects (Kraus, Piff, & Keltner, 2011). Socio-economic status is a concept to show the differentiate aspect of the school, teacher and student (Jerusalem, 2016). The analysis based on Bourdieu's ideas of habitus and cultural capital have shown that students in middle-class have compatible habits, cultural capital and debate techniques with the EFL teaching requirements; on the other hand, this has not been observed in the classroom with students from working and socially deprived classes (Lin, 1999). A person with a high education may be unhappy with the status of a lower middle class because he feels like he is deserving of more. On the other hand, another person with a low education would most likely be happy with such a position (Ahrens, 2019)

In the sociocultural aspect, two sides of assessment perspective rise: assessment is not necessary and focus on situated learning; and assessment for individuals as a part of a group (Gipps, 1999). Given that this research involved three universities from different socioeconomic status, namely Religious University, Education Company-Sponsored Program and Open University, the perceptions of the fairness in ELT classroom will be varied.



## **Students' Perceptions**

Perception is the act of recognition or understanding through the different senses, including vision, taste, touch, hearing and smell. Perceiving involves how the listener responds to the message. Perception involves taking information from the environment and using it to interact with and understand the environment (Jafar, Rahman, Bone, & Makassar, 2019). Perception always for us to transform sensor data into meaningful information.

Assessment practices lead to widely varying the students' perception of their teacher's assessment. To explore the student's perceptions, a common experience shared by many students was conducted to know the assessment practices in the same course. Classroom, the same as assessment environments, could be viewed collectively as well as at an individual level (Alkharusi, Aldhafri, Alnabhani, & Alkalbani, 2014). Good teaching communication was not related to student achievement, but student perceptions of classroom practices were more positive as a result.

The presumed characteristics of assessment tasks are essential to understand the learning process and motivation-related takes. Data showing that with low levels of congruence with planned learning, authenticity and transparency may undermine students' confidence in their ability to perform academic tasks (Dorman & Knightley, 2006b). Despite reports that less consultation, diversity and authenticity, students still perceive classroom assessment task to be transparent, in line with teaching and to be authentic (Dhindsa, Omar, & Waldrip, 2007).

## **Perception Of Fairness Assessment**

The perception of fairness assessment is not only influenced by contextual factors, but also by the way assessment criteria are used. The criteria related to the assessment is designed to mitigate against bias and become the accurate assessment of the students performance (Brookhart, 2013).

Student perception is the most critical aspect of assessing the approaches used by the teacher. It aims to know what students need in order to meet the learning objectives for their learning activities. In any case, the student' perception of the fairness is related to the student behaviour and satisfaction (Tata, 2005). The students' perceptions of the course are influenced by the classroom management techniques delivered such as providing the course policies and clear grading procedures, flexibility in making schedule of meeting and test and supporting the feedback predicted (Howell & Buck, 2012). These behaviors and perceptions have associated by the students with fairness in the classroom (Horan et al., 2010).

There has been a huge amount into research types of assessments. The students' perception of assessment has been conducted along with five dimensions, namely congruence with planned learning, authenticity, student consultation in the assessment process, transparency about the form and purposes of the assessment, and diversity (Dorman & Knightley, 2006a). The research conducted with the special design questionnaire has reported with the teacher's self-perceptions of the implementation of task assessment. The result showed that the teachers did not ask the students about the composition of the task.

A research to test the validity of Students' Perception of Assessment Questionnaire (SPAQ), to assess the students' perception of assessment, and to assess gender-based, grade-based, and ethnic disparities in students' perception. SPAQ was an effective instrument for evaluating the students' perception of five dimensions of evaluation: congruence with planned learning (CPL), assessment of applied learning (ALA), students' consultation on assessment (SCA) forms, transparency in assessment (TA), and tolerance of student diversity in assessment procedure (Dhindsa et al., 2007). Congruence with planned learning is the degree to which the assessment activities are aligned the priorities, objectives and task of the project program of learning. Authenticity is the degree to which assessment activities are relevant real-life circumstances that are important to life learner. Student consultation is the degree to which the student is contracted and consulted of the types of assessment activities that will be used. Transparency is the degree to which the goals and ways of the learning outcomes are easy to understand and well-defined for the students. Diversity is the degree whereby all students are equal in opportunity to complete the assessment tasks.

## **METHOD**

### **Participant**

The research method was a descriptive study using a purposive sampling technique with the participation of 75 EFL students from 3 universities. Those are religious university, education Company-Sponsored Program and open university. Each university consists of 25 EFL students were in the second year of undergraduate study.

### **Instruments and procedures**

The students in each class across the three subjects completed a questionnaire, aimed at gaining insights into their perceptions of subject teachers' assessments and the consistency of assessment. The original English survey was translated into Bahasa and distributed to the participants in this study. In each case, the entire class participated by

answering highly structured closed questions that were easy to answer. The students in three universities completed a questionnaire, aimed at gaining insights into their perceptions of EFL lecturers' assessments.

The questionnaire was designed to elicit students' responses to EFL lecturers' assessment by asking the right for obtaining the most comprehensive and relevant information regarding fairness assessment. The Student Perceptions of Assessment Questionnaire (SPAQ) developed by Dorman, Waldrip, and Fisher (2008). The five scales contained in the SPAQ were incorporated into the questionnaire for the current study: a) Congruence with Planned Learning; b) Authenticity; c) Student Consultation; d) Transparency and e) Diversity. In the first section of the questionnaire, there were 35 items of questions and each had four options written by using a Likert scale, varying from "never", "rarely", "sometimes" and "often". The questionnaire was used to measure the assessed degree to which they: (1) congruence with planned learning (item number 1-7; (2) authenticity (item number 8-14); (3) student consultation (item number 15-21); (4) transparency (item number 22-28) and (5) diversity (item number 29-35). In the second section, students were asked about the assessments' consistency and to list what they did and did not like about assessments, and provision was made for any additional comments. The students' comments to the open-ended questions were categorized as either positive or negative. The questions of the SPAQ questionnaire was used to research how secondary school students perceive their assessment in Brunei (Dhindsa et al., 2007). The questionnaires were grouped into different categories based on the five-step scale as shown in Table 1.

**Table 1**  
**Scale and Question Numbers, Descriptions**  
**and Sample Question for Each Scale**

<b>Scale and Question Numbers</b> 1. Congruence with planned learning: Questions 1-7 2. Authenticity: Questions 8-14 3. Student consultation: Questions 15-21 4. Transparency: Questions 22-28 5. Diversity: Questions 29-35
<b>Scale Description</b> 1. Congruence: degree to which the assessment activities align the priorities, objectives and task of the project program of learning 2. Authenticity: degree to which assessment activities are relevant real life circumstances that are important to life learner 3. Student consultation: degree to which the student is contracted and consulted of the types of assessment activities that will be used 4. Transparency: degree to which the goals and ways of the learning

<p>outcomes are easy to understand and well-defined for the students</p> <p>5. Diversity: degree whereby all students are equal in opportunity to complete the assessment tasks</p>
<p><b>Sample Question to Describe Scale</b></p> <p>1. Congruence: I am assessed in similar way to the task I do in the clas</p> <p>2. Authenticity: My English tasks are meaningful</p> <p>3. Student Consultation: I am asked about the types of assessment I would like to have in English</p> <p>4. Transparency: I am told in advance how I will be assessed</p> <p>5. Diversity: I am set the assessment task that are different from other student's task</p>

Adapted from Dorman, J. P., & Knightley, W. M. (2006). Initial use of the Perceptions of Assessment Tasks Inventory (PATI) in English secondary schools. *Alberta Journal of Educational Research*, 52(3), 196-199.

### Data Analysis

The research design used in this study was qualitative research, because it involves qualitative data and analysis stage. The qualitative data of the students' perception of the fairness assessment in EFL classroom are converted into numbers on a percentage. Statistical calculations involved in the data analysis stage are descriptive statistics. Table 2 presents the demographic data of the students involved in the questionnaire.

**Table 2. Data of the Students Involved in the Survey (N = 75)**

No	Category	Gender	F	%
1	Religious University	Male	8	32
		Female	17	68
2	Education Company-Sponsored Program	Male	15	60
		Female	10	40
3	Open University	Male	13	52
		Female	12	48

Of the 75 students in the survey, 8 students of religious university (32%) were males and 17 (68%) were females. Regarding the education company-sponsored program, 15 students (60%) were males and 10 students (40%) were females. For the public university, 13 students (52%) were males and 12 teachers (48%) were females.

## FINDINGS AND DISCUSSION

### Perceptions of fairness

#### The congruence scale

Congruence with planned learning measures the degree to which the assessment activities align the priorities, objectives and task of the project program of learning. The following figures show the distribution of scores for the whole sample of students in responding the congruence with these planned learning question items:

1. My English assessment shows my work
2. My English tests indicate what the class is learning
3. My assignments are related to my English course
4. My assessment is a fair estimate of what I do in English
5. I am tested in the same way as in class
6. My teacher assesses me on what I have learned
7. I have answered English questions on topics covered in class

Figure 1 showed the result of Religious University students' response in congruence scale that 3 students chose "rarely", 14 students responded "sometimes" and 8 students responded "often". For the Education Company-Sponsored Program, 6 students responded "rarely", 10 students chose "sometimes" and 9 students chose "often". Then, in Open University students, 4 students chose "rarely", 10 students chose "sometimes" and 11 responded "often". None of the students responded never on this scale.

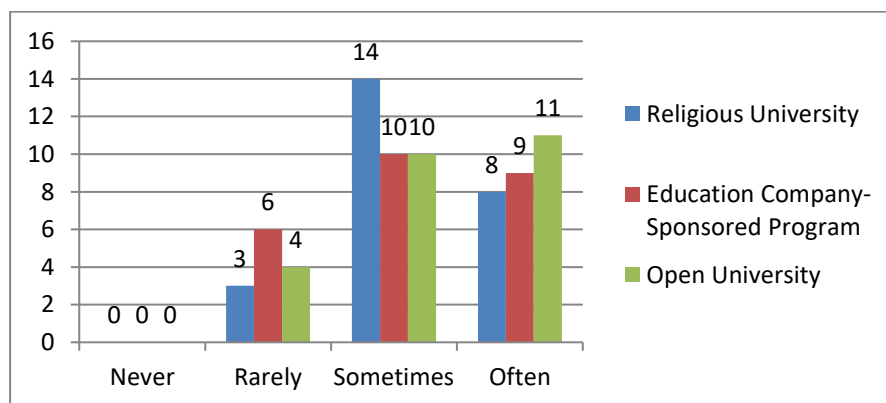


Figure 1: The Congruence Scale

The following descriptive statistics for all statements responses are provided in Table 2, indicating 45.33% of students responded sometimes, means that the assessment was quite relevant to what they were taught in class, in other words, the majority of students perceived assessment tasks

as commensurate with learning goals and a fair indication of their work in class.

**Table 2**  
**Descriptive statistics for responses to all statements in congruence scale**

	Religious University	Education Company-Sponsored Program	Open University	Cumulative %
Never	0	0	0	0
Rarely	21	42	28	17.34
Sometimes	98	70	70	45.33
Often	56	63	77	37.33
Total responses	175	175	175	100.0

### **The Authenticity Scale**

The Authenticity scale measured in which assessment activities are relevant real-life circumstances that are important to life learner. The following figures show the distribution of scores for the whole sample of students in responding the authenticity question items:

1. I am asked to apply my learning to real-life situation
2. My English tasks are meaningful
3. My English tasks are useful
4. I can relate to English assessment tasks in my real world
5. English test measures my understanding of the topics
6. English tests my ability to recall relevant details
7. English Assessment evaluates my intellectual and personal growth and development

Figure 2 showed the result of the Open University students' response in authenticity scale that 2 students respond "never", 8 students chose "rarely", 7 students chose "sometimes" and 8 responded "often". In the Education Company-Sponsored Program, 4 students responded "never", 7 students responded "rarely", 8 students chose "sometimes" and 6 students chose "often". For Religious University students, 3 students chose "never", 5 students responded "rarely", 10 students responded "sometimes" and 7 students responded "often".



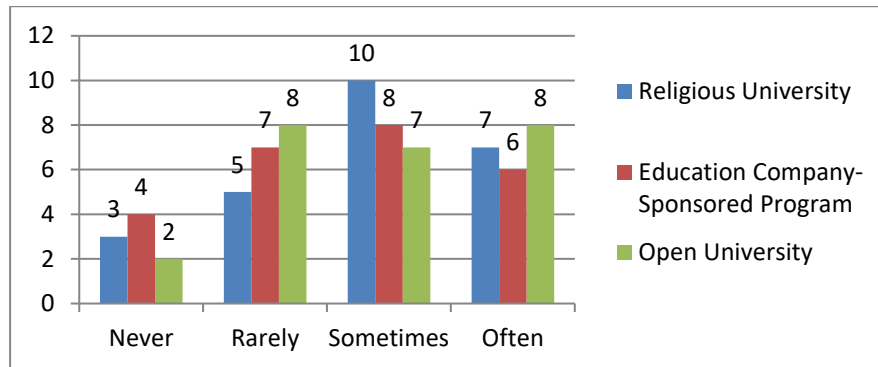


Figure 2: The Authenticity Scale

Table 3 provided the descriptive statistics for all statements response, indicating 33.33% of students responded “sometimes”, it can be concluded that in the main, students perceived assessment tasks as quite relevant to real-life situations.

**Table 3**  
**Descriptive statistics for responses to all statements**  
**in authenticity scale**

	Religious University	Education Company-Sponsored Program	Open University	Cumulative %
Never	21	28	14	12
Rarely	35	49	56	26.67
Sometimes	70	56	49	33.33
Often	49	42	56	28
Total	175	175	175	100.00

### The Consultation Scale I

The Consultation scale measured in which the student is contracted and consulted of the types of assessment activities that will be used. The following figures show the distribution of scores for the whole sample of students in responding the consultation scale question items:

1. I have knowledge of various assessments in English
2. I know about the forms of assessment
3. I am asked about the evaluation I would like in English
4. I will select which test I will take in English
5. I have directed the class as they establish appropriate measures for evaluation in English
6. My teacher gave me an overview of the different assessment styles
7. I'm asking my teacher for an assessment of English

Figure 3 showed the interesting result of Education Company-Sponsored Program, 21 students responded "never", 3 students responded "rarely", 1 student chose "sometimes" and no one chose "often". In the Religious University students' response in consultation scale that 18 students chose "never", 4 students responded "rarely", 2 students responded "sometimes" and 1 student responded "often". In contrast, for Open University students, 2 students respond "never", 5 students chose "rarely", 10 students chose "sometimes" and 8 responded "often".

Figure 3: The Consultation Scale

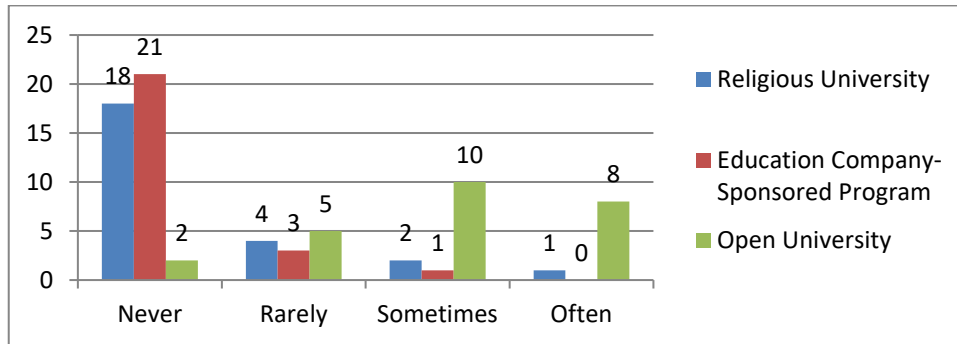


Table 4 provided the descriptive statistics for all statements responses, indicating 54.67% of students responded “never”, it can be concluded that the lecturers made most of the decisions about assessment tasks and infrequently consulted with students.

Table 4  
 Descriptive statistics for responses to all statements in consultation scale

	Religious University	Education Company-Sponsored Program	Open University	Cumulative %
Never	126	147	14	54.67
Rarely	28	21	35	16
Sometimes	14	7	70	17.33
Often	7	0	56	12
Total responses	175	175	175	100.00

### The Transparency Scale

Transparency referred to which the goals and ways of the learning outcomes are easy to understand and well-defined for the students. The following figures show the distribution of scores for the whole sample of students in responding the transparency scale question items:

1. I am proficient at all required English assessment tasks
2. I have many levels of experience writing English assessment tasks
3. I have a clear outline of how I will be evaluated
4. I am told in advance why I am being assessed
5. I am told in advance when I am being assessed
6. I am told in advance on what I am being assessed
7. I fully understand the importance of English assessment

Figure 4 showed the interesting result of Education Company-Sponsored Program students' response in consultation scale that 5 students chose "never", 6 students responded "rarely", 6 students responded "sometimes" and 8 students responded "often". In the Religious University, 3 students responded "never", 5 students responded "rarely", 8 students chose "sometimes" and 9 students chose "often". For Open University students, 3 students respond "never", 3 students chose "rarely", 9 students chose "sometimes" and 10 students responded "often".

Figure 4: The Transparency Scale

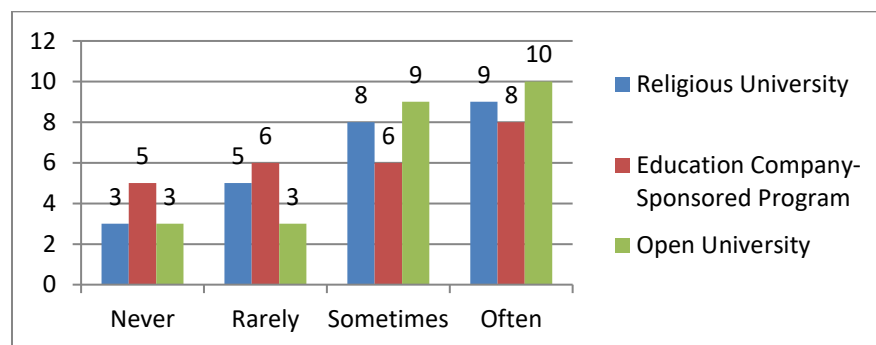


Table 5 provided the descriptive statistics for all statements response to the transparency scale reflected a high frequency towards "often" responses, 36%. It showed students were relatively satisfied with transparency in assessment tasks.

Table 5

Descriptive statistics for responses to all statements in transparency scale

	Religious University	Education Company-Sponsored Program	Open University	Cumulative %
Never	21	35	21	14.67
Rarely	35	42	21	18.67
Sometimes	56	42	63	30.67
Often	63	56	70	36
Total responses	175	175	175	100.00

### The Diversity Scale

The diversity scale represented whereby all students are equal in opportunity to complete the assessment tasks. The following figures show the distribution of scores for the whole sample of students in responding the diversity scale question items:

1. I accomplish tasks at my own pace
2. I move on the new tasks if I am faster than others
3. I am asked to complete different assessment types
4. I have different assessments, both more and less difficult than other students
5. I am asked to perform tasks that match my strengths
6. I apply different assessment methods than other students
7. I have some unique work which sets me apart as a student

The homogenous result of students' response in diversity scale can be seen in figure 5 below. All of the three universities showed the highest score in "never" choices. In Open University, 20 students chose "never", 2 students responded "rarely", 1 student responded "sometimes" and 2 students responded "often". In the Religious University, 19 students responded "never", 3 students responded "rarely", 2 students chose "sometimes" and 1 student chose "often". For Education Company-Sponsored Program students, 23 students respond "never", 1 student chose "rarely", 1 student chose "sometimes" and no one responded "often".

Figure 5: The Diversity Scale

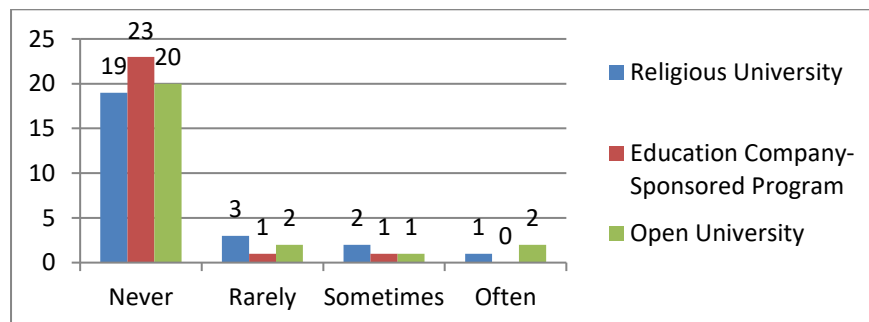


Table 5 provided the descriptive statistics for all statements response to diversity scale reflected a prevalence of "never" responses, 82.67%. Due to the nature of these questions, the responses in never choices indicated a negative perception of lecturers' subjectivity.

Table 6

Descriptive statistics for responses to all statements in diversity scale

	Religious University	Education Company-Sponsored Program	Open University	Cumulative %
Never	133	161	140	82.67
Rarely	21	7	14	8
Sometimes	14	7	7	5.33
Often	7	0	14	4
Total responses	175	175	175	100

## **The Findings of Socioeconomic Status in Fairness Assessment**

A similar analysis was done of students' choices related to the fairness assessment. The analysis of the students' response in five scales of fairness reflects the differences of sociocultural status of the students. Based on figure 1 the congruence scale, authenticity scale, transparency scale, consultation scale and diversity scale of each university were different. In the congruence and authenticity scale, the highest score for Religious University and Education Company-Sponsored Program came from "sometimes" choices, while for the Open University was "often" choices. For the consultation scale, the highest score of Religious University and Education Company-Sponsored Program were on "never" choices, while for the Open University was "sometimes" choices. All of the universities got the highest score in "often" choices of the transparent scale. In contrast of the result, they got the same highest score of the diversity scale in "never" choices. It can be concluded that the sociocultural status influenced the teacher in delivering the assessment.

In the second part of the questionnaire, the students were asked about their perceptions in fairness assessment. The students of Open University attracted the most negative comments (24 responses) and 1 comment in positive; religious university students gave either positive (14 responses) and negative (11) comments, and no negative comments from education Company-Sponsored Program. An analysis of students' comments related to fairness and consistency indicated that most negative comments came from the Open University students. It is related to the characteristic of the students which open-minded, democratic and aware with the changes. The differences between three universities possibly suggest that homogeneously grouped student perceptions of teacher assessments are influenced by socioeconomic status.

## **CONCLUSION**

The first finding of the investigation of the students' perception of the fairness in EFL classroom assessment showed that most students involved in the study viewed lecturer assessment both positively and negatively. The positive perceptions came from the congruence, authenticity and transparency scale, while the negative perceptions came from the consultation and diversity scale. The second finding of the analysis and comparison of students' perception of the fairness in EFL classroom assessment according to socioeconomic status showed that each university students gave the different perception of the fairness in EFL based on their characteristic and environment values.



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