The Framework of E-Portfolio Assessment Model for Translation Study

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Abstract
This study is aimed to created e-portfolio assessment framework which can be used continually and focus to the process during the translation study rather than to the final result only. The notion to create this framework is because translation study actually need continuity not only in the learning process but also in the assessment process because the development of the translation skill itself is much influence by the teaching method used by the lecturer. The combination of these two is what actually being actualized by e-portfolio method in which the framework is created in this study. The data were collected and analyzed based on library research method. The framework and the detail steps of application created on this study are inspired by several existing assessment framework, such as Mazlan, Sui & Zano and Konstantinou et al. and combined the concept of formative and summative assessment from several experts. The achieved result of the e-portfolio assessment framework is flexible and can be utilized for several online learning platform with some adjustments.

Keywords: Framework, E-Portfolio, Assessment Model, Translation

Introduction

Translation skill is the skill which requires several others skills in the application. It requires the combination of reading, writing, grammar and translation skills in one application and also by considering factors like extratextual and intratextual factors of the source text. For this unique requirement combination, appropriate translation assessment is needed to cope both process and result in one applicable model of assessment. Therefore, the translation assessment should not only focus on the final product but also on the process as it should covers the students' learning outcome and process in the same time to gain complete pictures of the students' translation competence (Rahmawati & Hakim, 2018). However, some cases indicate that traditional assessment on translation in which the score only based on the final test result had failed to assess students' actual translation competence since it did not provide considerable feedback for the learner, has rigid time formats promote extrinsic motivation only and 90% of the learning activity involves practice (Combee, Purmensky & Davidson, 2012; Brown, 2013; Rahmawati & Hakim, 2018).

E-portfolio comes as the answer for the method which cope both process of learning and learning outcome as e-portfolio is a collection of work which indicates students' achievement or improvement over time (Maate, 2016). It is also a collection which have special purpose of overtime learning that include the documentation of academic, personal and professional development (Kember, 2010). In addition, several researches on e-portfolio assessment show that e-portfolio develop both students' translation skill and the other skills (decision making, problem-solving, critical thinking, self-monitoring and self-assessing) for their own learning (Johnson, Campos, Haiyan, and Rico as cited in Handayani et al, 2021).

On the previous research on Students' Perception on E-portfolio for Assessing Translation Skill (Handayani et al, 2021), several early investigations had been conducted in English Department of Politeknik Negeri Padang with the result: the students are mostly agreed that e-portfolio assessment can improve their translation competence, it also can significantly gain their motivation of learning since e-portfolio made simply their works in recognizing and revising their mistake, and learning to avoid making

the same mistake, and for the platform, they also stated that the editing-correcting-revising process has increased their sensitiveness in increasing their translation result, and the students chose to utilize free access application as the platform application for their e-portfolio because it can be easily accessed without boarding of place and time.

Based on those reasons, the main background to the initiation of this research is to create framework for e-portfolio assessment for translation study and the purposes for every step of the framework which would be developed into assessment model in further research. This framework would be created based on the previous research on the same subject as publish on Handayani et al. (2021) and the result of libraries researching.

In order to approach project academically, a review on literature is conducted and summarized on this chapter. This study supports by three main literature reviews, they are formative and summative assessment, framework on e-portfolio assessment and e-portfolio assessment for translation

Formative and Summative Assessment

"Assessment is an indispensable part of teaching and learning as it informs the instructors and the learners of the extent to which learning has occurred, and it sheds light on aspects which can be further improved" (Ngui et al, 2019). It is a fundamental part of teaching and learning which makes the educators possible for measuring the product of their teaching. In addition, it is the systematic compilation, review and information utilization about educational program for improving student learning and development purpose (Paloma & Banta, 1999).

As part of assessment, formative and summative assessment have their own specification in term of function and when to use. Summative assessment is accredited exam, usually form in final tests or exams and provide "result knowledge" information, meanwhile formative assessment is the assessment which is done during the learning process to support learning through feedback in the form of examination or exercise (Taras, 2010). Furthermore, Coffin et al. as cited in Ngui et al. (2019) mention that formative assessment concerns to teach and contribute to improvement whereas summative assessment is applied in formal scores. Specifically, formative assessment functions to provide constructive feedback and therefore charge as a valuable teaching tool.

Swart and Hertzog (2017) had summarized the comparison between formative and summative assessment based on some categories such as goals, characteristics, advantages and disadvantages. It is explained that formative assessment has the main goal to provide sufficient feedback to students so that they may improve their learning while the main goal of summative assessments is to direct the overall required competencies of the student at the end of a module. For the characteristics, these two have different focus, formative assessment focuses on the process and other details which are conducted in the class while summative assessment focuses on the outcome and other details which support the result outside the class. Moreover, they also have different advantages and disadvantages. The advantages of the formative assessment are learning improvement, providing feedback, motivating the students and diagnosing the weakness and strength of the students but has no concrete final grade. Meanwhile, the advantages of summative assessment are the final grade is obtained, the progression to further study is allowed, assuring suitability for work, predicting success in future study and signaling employability but all of the grading information only can be used for future offering study. The clear pictures of comparison between summative and formative assessment can be seen as follows.

Table 1. Comparison between Summative and Formative Assessment

	Formative assessment	**Summative assessment**
Goal	To monitor student learning and provide ongoing feedback that can be used by students to improve their learning	To evaluate student learning and overall competencies at the end of an instructional module by comparing it to a benchmark
Character-istics	Assessment of learning Focuses on the process Provide information about the improvement of knowledge and skills Requires little time from students and lecturers Done in class	Assessment of learning Focuses on the outcome Provide information about attainment of knowledge and skills Requires more time from students and lecturers Done outside of class
Ad-vantages	Can be used to: • improve learning, • provide adequate academic feedback, • motivate students, and • diagnose students' strengths and weaknesses.	Can be used to: • derive a final grade, • allow progression to further studies, • assure suitability for work, • predict success in future studies, and • signal employability.
Dis-advantages	Final grades cannot be derived	Information can only be used in future offerings

Both of these formats of assessment would be used in constructing the framework for this study. They are applied by considering several factors which have been mentioned above.

E-portfolio Assessment for Translation
For translation, the assessment which mostly apply in the form of evaluation divided into three areas of translation: the evaluation of published translation with the aim is to judge a translation, to discuss its excellences and drawbacks and to propose solutions; the evaluation of professional translators' work which is carried out by translation agencies, companies, international organisations for professional reason; evaluation in translation teaching which focus on correcting and rating scales, how errors in translation operate and on the notion of the translation problem, which is closely related to translation error (Martinez Melis & Hurtado Albir, 2001). As translation in the learning process should get continuous assessment, e-portfolio come as the solution to fulfil this role for assessment.

A portfolio is a compilation of students' work consisting the whole class process to measures the achievement of the learning objectives and to assess the coursework, learning progress, and academic performance quality (Syafei et al, 2021). In addition, Syafei et al. (2021) also divided the content of portfolio assessment into: (1) an individual summary of the theories of language assessment concepts, (2) group work on the analysis of face validity and content validity, (3) group work on test items analysis (central tendency [mean, median, mode and standard deviation] index of difficulty, power of discrimination, distractor effectiveness and test reliability), and (4) individual work to develop a language test.

Moreover, Ngui et al (2019) had analyzedSo some details about e-portfolio assessment from some experts and got the conclusion that e-portfolio shows constructivism as it gives the opportunities to express themselves and to bear individual experiences via artefacts. This includes how they utter reasons for selecting the artefacts that are representing their translation result then the learner's arguments on how the artefacts are displayed in their e-portfolios represent realization of goals and objectives. In addition, there are some advantages of e-portfolio which is stating by Rahmawati & Hakim (2018): (1) it makes students easier to learn and discuss anywhere and anytime with widespread internet connection reach; (2) e-portfolios can be used for applying for a job by the students as it contained their authentic works evidence during college study; and (3) it is eco-friendly for paperless reason.

Framework on E-portfolio Assessment

The process in preparing the e-portfolio magnify through students' reflection and identification of further learning requirements (Mazlan, Sui & Zano, 2015). For that purpose, e-portfolio stimulates a learner-centered approach which focus on reflection and outcomes (Tiwari & Tang as cited in Mazlan, Sui & Zano, 2015). Therefore, there are several things to be considered before creating a framework on e-portfolio assessment, such as learning objective, learner readiness in accepting the assessment (as the assessment process would be conducted during the learning process), lecturer ability to manage the e-portfolio assessment, technological support (tools and internet connection), and the platform for the assessment. Furthermore, Yancey Mc Elroy and Powers (2013) proposed five directions for assessment of e-portfolios: personalization role, reflection, coherence, assessment and web-sensible design.

However, to avoid misconception about the purpose of e-portfolio, there are terms like electronic portfolio (constructivist) and assessment management system (positivist) which need to be differentiated clearly (Baret as cited in Mazlan, Sui & Zano, 2015). Then Mazlan, Sui and Zano differentiate these two paradigms by proposing Leon and Pearl Paulson's theory as follow.

Table 2. Comparison of positivist and constructivist portfolios

Positivist Portfolios	Constructivist Portfolios
The purpose of the portfolio is to assess learning outcomes and those outcomes are, generally, defined externally. Positivism assumes that meaning is constant across users, contexts, and purposes.	The portfolio is a learning environment in which the learner constructs meaning. It assumes that meaning varies across individuals, over time, and with purpose.
The portfolio is a receptacle for examples of student work used to infer what and how much learning has occurred.	The portfolio presents process, a record of the processes associated with learning itself and that a summation of individual portfolios would be too complex for normative description.
The positivist approach puts a premium on the selection of items that reflect outside standards and interests.	The constructivist approach puts a premium on the selection of items that reflect learning from the student's perspective.

This study actually combines those two paradigms into one application as for translation assessment, the assessment should be inside the learning process for better acquisition of the translation skills because the learners would be familiarized with the process of editing-correcting-revising (Handayani et al, 2021). For the framework of the e-portfolio assessment, some researchers have proposed the e-portfolio assessment framework as followed:
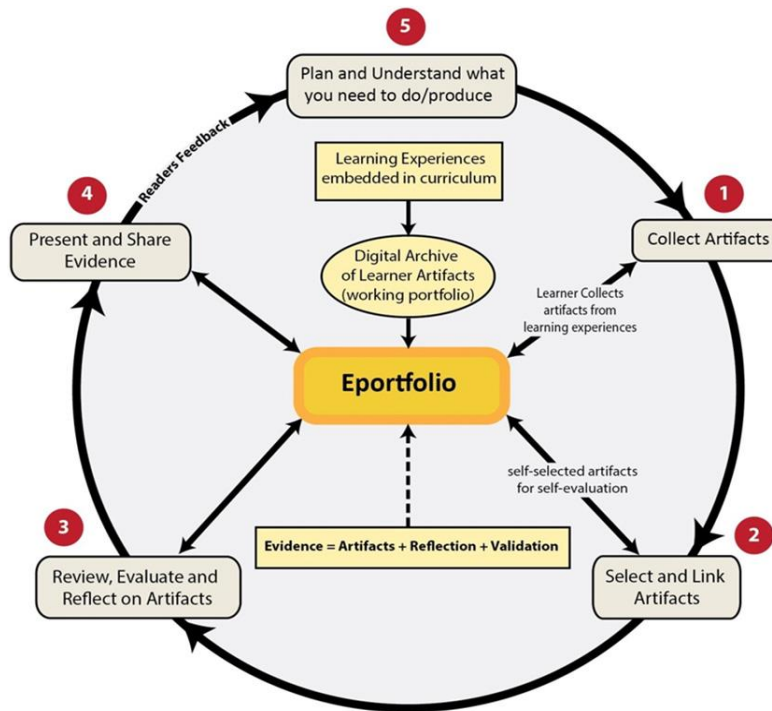
Figure 1. A Conceptual framework of e-portfolio

Figure 1 is the e-portfolio conceptual framework which proposed by Mazlan, Sui & Zano (2015). This framework is in the form of loops which indicated e-portfolio as a continuity. As can be seen on Figure 1, there are five main components of this e-portfolio framework which consist of collect artefacts; select and link artefacts; review, evaluate and reflect on artefacts; present and share evidence; and plan and understand what you need to do/produce.
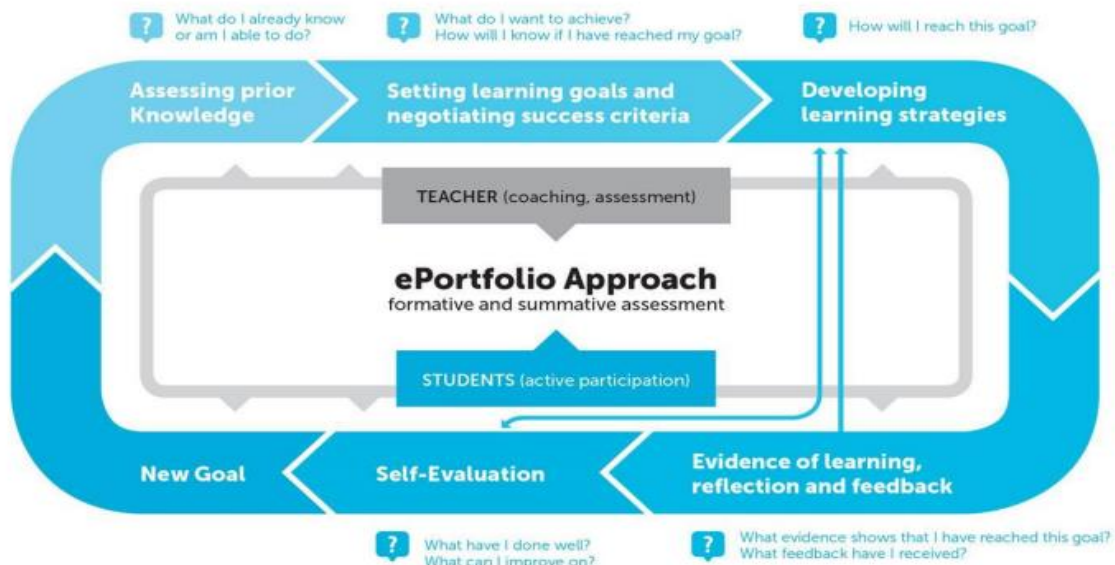

Figure 2. ATS2020

Figure 2 as proposed by Konstantinou et al. (2017) also can be categorized into e-portfolio assessment framework since this ATS model use e-portfolio as the approach with formative and summative combination in the application of the model. ATS refers to Assessment of Transversal Skills and it provides for the technology-enhanced learning model design and implementation that develops and assesses students' transversal skills in ten European countries. This ATS2020 model also have loop form which consist of assessing prior knowledge, setting learning goals and negotiating success criteria, developing learning strategies, evidence of learning, reflection and feedback, self-evaluation and new goal.

Those two e-portfolio frameworks are non-translation study which specifically they are for writing and transversal skill. Therefore, for this study, the focus would be to create e-portfolio assessment framework for translation study.

Methods

This study is a library research as it would compare, examine some theories and the result of previous research and create a brand-new framework for e-portfolio assessment of translation. As mention by George (2008), library research is an investigation which totally under the researcher control from many related sources, a form of structured inquiry with specific tools, rules and techniques then the findings are being examined and compelled by adding your own insights.

The reasons for choosing this method are to create new applicable framework for e-portfolio assessment for translation, the need to search for existing e-portfolio assessment framework and the need for comparing the existing theory and framework of e-portfolio assessment is urgently necessary to be conducted. This matches the characteristics of library research mentioned by George (2008) that is "Involves identifying and locating sources that provide factual information or personal/ expert opinion on a research question; necessary component of every other research method at some point".

The data is obtained from several research journal articles, frameworks, theories combined with the result of previous research in the form of students' perception on e-portfolio assessment on translation study (Handayani et al, 2021). The data collected would be limited into framework of e-portfolio assessment and the purposes which supporting each step.

After gathering the data, the next step is to analyze the data. First, the data would be classified into several categories of assessment framework, theory, explanation of the steps and other details. Then, the categorized data would be analyzed one by one and would be matched with the result of previous research to create new framework of e-portfolio assessment for translation. Last, the new framework would be explained based on the function of each step.

Result and Discussion

The result would be discussed based on the research questions that are What is the framework for e-portfolio assessment for translation study? And What are the purposes for every step of the framework?

Result

The framework for e-portfolio assessment for translation study

Based on literature review, a new conceptual framework of an e-portfolio assessment process was designed by adapting the framework of Mazlan, Sui & Zano (2015), Konstantinou et al. (2017) and Balaban, Ravet and Sobodic (2019). Then, this framework also considered the result of previous research which included the concept of editing-correcting-revising in the translation study (Handayani et al, 2021).

Figure 3 shows the framework for e-portfolio assessment for translation study. The components of the framework are source text, target text, edited text, collect pre-artefacts, select and link artefacts, present and share evidence and publish the revision artefacts. The framework is created in loop style which means allowing for continuation in the process.

Before the e-portfolio process started, prior knowledge about e-portfolio and formative assessment are given to the students. Then, the process of e-portfolio assessment model for translation start with: (1) giving

the source text to be translated, (2) continue with having the target text after translation process, (3) the target text through two editing processes that involve peer correction and self-assessment in the same time by using formative assessment rubric which resulting in the form of edited text, (4) the edited text got feedback from the lecturers which resulting in the form of pre-artefact 1, (5) the text, then, through revision process by reconsidering the correction from lecturer, peer and self-editing before selected as the artefacts, in this process other links and supported material would also be selected to be put on the presentation platform, (6) then, the artefacts and evidence of learning are published for limited circle (can be for the class member only) to get reader's feedback, (7) then, the final form of the artefacts and learning evidence are present for public, it is also the time for the lecturer to give final judgement with summative assessment rubric. Then the e-portfolio process can either be continued for selecting the next artefacts or stop (depending on how many artefacts the students would like to publish).
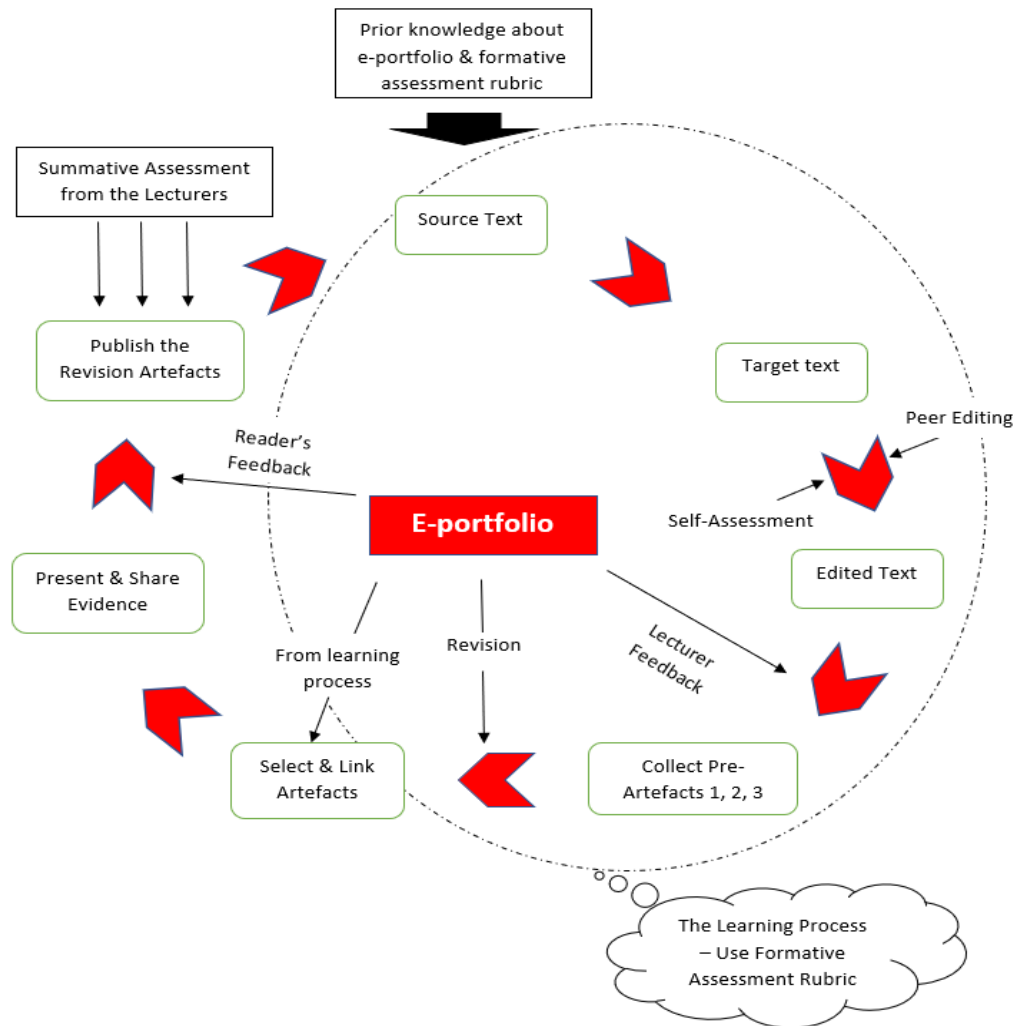

**Figure 3. The framework for e-portfolio assessment model
for translation study**

The purposes for every step of the framework

Each of the step has its own purpose with hierarchy level of difficulties and learning experiences. As translation study mostly concentrated to the experience of doing the translation works, the learning

materials are included on the starting point process together with the translation working experience. The prior knowledge is not part of the step of framework, it functions to introduce formative assessment rubric to the students as the effort to attract the students' involvement to the learning process to match the concept of e-portfolio as discusses in the background of this study. The source text which given to the students is one exact same text to simplify and maximized the assessment process during the learning. On the next step, the students were given time to apply what they have got on the prior knowledge. By giving the experience of editing-correcting-revising of their peer and own translation result, the students were hope to be more engage to the learning process. Then, the result of their editing-correcting-revising was being examined by the lecturer by using the same formative rubric. The purpose of this step is to make the students compare the result of their correction with the result of their lecturer's correction. Next, after several times of revising, it is time for the students to choose their best translation works and other learning experiences to be put on the gallery of their e-portfolio. There are no specific criteria from the lecturer about what to put on the e-portfolio gallery with the principle to free the students to express themselves and be responsible on their own learning. Next is the publishing step which consists of two phases, for limited circle and for the public with different purposes. The simple steps of the framework of assessment and the purposes are show in the table below.

Table 3. Purposes for every step of the e-portfolio assessment framework

No.	Steps of The Framework	Purposes
0	Prior knowledge about e-portfolio and formative assessment	To introduce e-portfolio and formative assessment, include the rubric to the students to be used for self-assessment and peer correction.
1	Source text	The actual starting point
2	Target text	To give students experience in applying the formative assessment rubric to assess the draft result of translation
3	Edited text	To get the feedback from the lecturers during the learning process
4	Collect pre-artefacts	To collect the pre-artefacts from all of the translation result
5	Select & link artefacts	To select the artefacts and learning material to be put in e-portfolio gallery
6	Present & share evidence	To share the result of learning experience in the form of e-portfolio gallery and publish to limited circle to get the reader's feedback
7	Publish the revision artefacts	To publish the e-portfolio of students' learning experience to the public and get final marking from the lecturer

Discussion

The e-portfolio assessment framework in this study is inspired by the research result of Mazlan, Sui & Zano (2015), Konstantinou et al. (2017) and Balaban, Ravet and Sobodic (2019). However, there are some differences regarding to the form of the framework itself. First, the framework of this study is closely related to Mazlan, Sui & Zano's framework which more focus to the actual learning steps of the e-portfolio application, yet their framework is more concentrate to the utilization of available artefacts from the previous separated learning experiences and the e-portfolio cycle only provide once self-evaluation which was explained unclear and one reader feedback. While the framework of this study focuses both to produce the pre-artefacts which involving the students in the early stage of assessment to provide engageful learning environment for the students and to select artefacts from some pre-artefacts which has been through some revisions process to be put in the e-portfolio gallery.

Moreover, the e-portfolio by Konstantinou et al. (2017) and Balaban, Ravet and Sobodic (2019) are more theoretical than the framework of this study. Konstantinou et al. utilized the term like assessing prior knowledge, setting learning goals etc. without the detail of what to be done in each step. The similarities

with this study are involving students' self-assessment/evaluation, required students' active participation and used both formative and summative assessment on the process. Meanwhile, Balaban, Ravet and Sobodic (2019) proposed e-portfolio maturity framework which is very theoretically which consists of some detail targets on five key components of learning, assessment, e-portfolio, technology and people. It also included 44 indicators and their descriptors without any concrete steps of how to achieve it.

Conclusion

Creating a framework for an assessment of e-portfolio is depending on the need and the focus of the learning environment. Once the framework can be set more theoretically but in other times it also can be changed into more practical form. This study adopted more practical framework of e-portfolio assessment as the focus is to make the learner more engage to the learning process. This study also provided the framework with some knowledge of assessment rubric and editing-correcting-revision process to build students awareness of analyzing their own error and mistake for better translation result in the future. The result of this study will be used for further study in the same field with the possibility topic to choose platform for e-portfolio or developing formative and summative assessment rubric for e-portfolio.

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