Assessment of English Foreign Language Learners: MOOC Material Resume and Review of Online Professional English Network (OPEN)

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ABSTRACT

As a personal research note, this paper presents the summary and review of the course material "Assessment of English Language Learners" from the author's participation in the Massive Open Online Course (MOOC) program offered by the U.S. Department of State as the Online Professional English Network (OPEN). This article is suitable for practical tests for ESL/EFL teachers in classes where students learn English as a second language. It aims to fill the lack of literature on assessing English Language Learners, especially regarding meaningful and purposeful assessment studies in L2 language classes. This paper serves the information as a contribution to 1) determine a meaningful assessment; 2) collect and use data to use the right assessment; 3) select the types of alternative assessment; 4) foster students' motivation and engagement through assessment; and 5) making assessment fun. This paper's contributions will supplement teachers in determining the most appropriate assessment in line with their students' needs. In addition, assessment should act as an evaluation tool and be turned into something fun in the classroom so that students can get many benefits at once, namely learning experiences and learning outcomes. This article is recommended for practical assessments for EFL teachers in English second language learning classes.

1. Introduction

The number of young learners studying English as a foreign language (EFL) has grown rapidly in the past few decades due to the effects of globalization (Huang, Chang, et al., 2020). The spread of English creates a high demand for EFL assessments of young learners to meet the needs of stakeholders such as governments, schools, and EFL programs (Huang, Bailey, et al., 2020). In addition, little is understood about how EFL undergraduates can be fairly and reasonably assessed in introductory science courses (Lee & Orgill, 2022). Therefore, an English-learning assessment course is a good resource for people in the education field, as teachers and students.

Assessment is crucial to the learning and teaching process in any educational setting. Islam et al. study cited Miller & Parlett (1974) and Snyder's (1971) that assessment, not teaching, affected students the most in their learning (Islam et al., 2021). Recently, due to the COVID-19 pandemic, assessment activity has been affected dramatically when the learning system has changed a lot, i.e. from onsite to online (Arfan et al., 2021). Assessment, either formative or summative, can no longer be the only measure of students' achievement in online learning during the pandemic. Providing a valid test during the unprecedented COVID-19 pandemic is certainly not easy. It has offered an unprecedented opportunity to critically appraise and change

assessment practices (St-Onge et al., 2021). In response to this, the author, as an English teacher, see the need to upgrade her knowledge. As an active English teacher who always takes online courses, the author saw a great opportunity offered by the Online Professional English Network (OPEN) Program through the Massive Open Online Course (MOOC) with the topic "Assessment of English Language Learners".

The MOOC author attended, i.e., "Assessment of English Language Learners" was adapted by the A.E. E-teacher Assessment Course, Dr. Leslie Opp-Beckman. This MOOC, which started May 3-July 26, 2021, is available online through the Learning Management System (LMS) at moocs.openenglishprograms.org and(OPEN, 2021e). This MOOC, presented by the U.S. Department of State as a program handled by OPEN, is a professional development course that all teachers can follow, especially English teachers in all fields. It is organized by Family Health International (FHI) 360, an international nonprofit organization to improve the health and well-being of people in the United States and worldwide. The OPEN MOOC organizes many courses with certain specifications annually; the courses are flexible, self-paced, free, efficient, and accessible and can be found through the link https://www.openenglishprograms.org/MOOC.

In this paper, the author presents this MOOC material summary and review as an active participant in OPEN MOOC to share experiences, knowledge, resources, and information with other educators who have not yet joined this activity. As a participant, the author 1) learned and explored the main types of assessment for the use in language teaching and learning; 2) learned how to select appropriate assessment types for different groups of students; and 3) had a chance to practice these new assessment techniques and reflect on the results during the course. Besides, the material offered in this MOOC is very useful for teachers conducting assessment practices in English learning classes. This MOOC's goal is to help English-language educators improve their teaching practices by creating courses that have engaging, practical assessments tied to learning outcomes (OPEN, n.d.-a).

This MOOC's material summary and review activity is called *"cascade new knowledge."* According to the OPEN MOOC, *'cascading'* is another way to talk about sharing. In education, *'cascading'* is often used to share knowledge and experience among professionals. For example, after attending a professional development event and learning new approaches, some teachers may teach other teachers what they have learned. In other words, they *'cascade new knowledge'* (OPEN, 2021f). Therefore, this paper provides opportunities for English teachers worldwide who do not have the chance to take this MOOC to get valuable knowledge on assessment.

There is a vast scope of articles on assessment in L2 classes. Still, the papers on assessing English language learners, especially in studies on purposeful and meaningful evaluation in L2 language classes, are not limited. The same applies to assessment models that support collaborative and engagement activities. Therefore, this article aims to fill the lack of literature on assessing English learners. Hence, this article aims to provide a new reference for education stakeholders, especially ESL/EFL teachers, learners, and material developers, who can benefit from this research.

Key conceptual information regarding the course of "Assessment of English Language Learners" offered by OPEN MOOC is as follows. This MOOC has five modules that provide materials about 1) what the meaningful assessment is; 2) how to collect and use data to help students achieve learning outcomes in the classroom; 3) what types of alternative assessments there are; 4) how to foster students motivation and engagement through assessment; and 5) how to make assessment fun. These topics recommend practical assessments that can be applied in language learning classes. They will help English teachers improve their teaching practice and efficient assessments.

2. Literature Review

2.1 Massive Open Online Course (MOOC)

Recent technological developments have led to new ways of online instruction, potentially changing existing views of how information is given (Riehemann et al., 2018). For example, Massive Open Online Courses (MOOCs) are top-rated online courses. Downes and Siemens, cited in (Chauhan & Chauhan, 2018), used the term 'MOOC' at the University of Prince Edward Island for the first time in 2008. Its special features are that there is no limit for participants' enrolment, it enables open access to contents, and it can be accessed anywhere and anytime (Suresh & Srinivasan, 2020). MOOCs, the latest development in distance learning (Pozón-López et al., 2021), is a new trend in teaching and learning for digital learners in the 21st century (Suresh & Srinivasan, 2020). They are called 'massive' due to the number of registered students and 'open' because the course content is free. They can be accessed online and are defined as courses since they have a specific structure with a definite material to be studied (Barger, 2020; Ventista, 2018). The success of MOOCs is rapidly increasing. Most educational institutions are highly interested in these online platforms, which embrace intellectual and educational objectives and provide various opportunities for lifelong learning (Nadira et al., 2021). In particular, public research universities have increasingly offered MOOCs as a tool for students, and they believe that MOOCs will attract potential students (Barger, 2020).

Not only that, but the learners' goals are also significant factors that affect their perceptions and behaviors in MOOC (Li et al., 2021). In other word, one of the problems related to MOOCs offered by universities, i.e. high dropout rate, can stem from the lack of students' motivation that stands against completing the courses. Personalization in learning systems can help increase students' motivation as it can provide an independent learning experience based on learners' interests, preferences, backgrounds, and abilities (Nadira et al., 2021). In other paper, found that the typically low retention rates in the MOOC had been called into question the quality of learning materials, instruction, and methodological strategies by several researchers. The study triggered wide-ranging studies to discover key factors for student engagement and retention (Friðriksdóttir.

The most important element to consider in MOOCs is who can access them. Even though MOOCs promote 'education for all and make education accessible to everyone, research has shown that educated and employed people take courses from developed countries. This means that research, which examines the demographic characteristics of the MOOC participants, clearly demonstrates that the students who take MOOCs come from a particular educational and economic background. This might be since some MOOCs are designed only for educated participants (Ventista, 2018).

Therefore, before taking a MOOC course, the participants should have a reason to do so. The reasons can come from the need for material and content and presentation of the material. But apart from that, a MOOC results from scientific development work that brings many benefits to enrolling in it.

2.2 Online Professional English Network (OPEN) Program

The Online Professional English Network (OPEN) program offers virtual learning opportunities to foreign English language educators, professionals and learners worldwide. OPEN professional development opportunities are developed by U.S. academic institutions and experts in Teaching English to Speakers of Other Languages (TESOL) (OPEN, 2021e). OPEN promotes the mutual exchange of culture and provides free access to teaching and learning materials that can be reused, adapted, and shared with others. OPEN is sponsored by the U.S. Department of State with funding provided by the U.S. government and administered by FHI 360. This program is conducted online through the Learning Management System (LMS) Canvas Network as a Massive Open Online Course (MOOC) (Misnawati, 2021).

The OPEN Program offers free MOOCs open to an unlimited number of participants. Some MOOCs last five weeks, and some are longer (OPEN, n.d.-b).

2.3 Assessment of English Language for L2 Learners

Purposeful assessment is a reference system against which to evaluate whether individual tasks target the specified learning outcomes. Purposeful assessment merely gathers information about students learning, whether formative or summative. The use of assessment evidence distinguishes between formative and summative assessment (Schimmer, 2022). Formative assessment is a type of assessment evaluating the skills and competencies of students to guide them to continue that growth via appropriate teacher feedback. While summative assessment intends to gauge how well students could accomplish objectives in the form of final exams at the end of the course (Kertaeva, 2020. In other words, a meaningful assessment is an assessment that can boost the performance or appearance, and ability of teachers and students, or in other words, encourage them (students) to continue learning and become better learners (Parlindungan, 2020).

In collecting data on students' achievement to use as evidence for formative or summative assessment, teachers can use backward design as a concept for planning with the end in mind. Backward design is a widely-used curriculum development technique that has been shown to enhance student learning (Shah et al., 2018). It ties course objectives to assessment and corresponding learning activities in moving forward by looking backward. Since students possess multiple forms of intelligence, the outcomes from just one type of assessment cannot indicate the multiple intelligence in learners nor project their true capabilities. Assessment for learning has assumed greater importance than an assessment of learning (Van der Kleij et al., 2018).

Assessment of learning comprises techniques that can be integrated into daily teaching/ learning activities, called alternative assessments. Alternative assessment has many types, including performance assessments, self-assessments, portfolios, peer-assessments, diaries, and student-teacher discussions (Singh et al., 2022). Collaborative learning is a teaching theory and strategy system based on the group (Wang, 2020) to facilitate alternative assessment. Collaborative learning is one effective way of providing an inclusive environment in English learning (Ferguson-Patrick, 2022). In collaborative learning, teachers structure students' interactions and prepare them for cooperation so that students work together in small groups supporting each other's learning processes (Abramczyk & Jurkowski, 2020).

3. Method

This paper is descriptive in a sense that describes the author's experience of taking an online course through MOOCs organized by Online Professional English Network (OPEN) from May 3 to July 26, 2021. This paper reviewed and summarized the material obtained during the course to disseminate information and cascade knowledge to readers, especially those who have never taken related courses.

After being an active participant in the course, the steps the author took to review for this research, in which the researcher:

1) Went through the whole series of courses and completed all the modules the organizers gave until the point of receiving a certificate proof of completion.
2) Wrote down keywords, new information, and other important things teachers might find useful in the classroom.
3) Re-read all of the material with the assistance of other related references to critically review the course.
4) Summarising the critical core material for cascading information dissemination.
5) Examining the material's content and commented on the author's personal experiences with the information conveyed.
6) Completing and presenting the review and resume results as a scientific paper.

4. Results

The following sections review and summarize each English language learner's module assessment as a practical assessments guide.

4.1 Purposeful assessment

The first module in this course was themed "Purposeful Assessment." This module described meaningful assessments and a range of ideas that can be adapted to suit different types of students. Therefore, the results of this module led the author as a participant to know 1) what an assessment is and why it is essential; 2) how educators ensure that assessments are well designed; 3) what considerations are needed to determine the appropriate test alternative.

The first module offered three ideas initiated by Norris (2000) in choosing the proper alternative test. First, a teacher should focus on assessment in general, not just on tests, using language tests as a tool to manage to learn in language classes and programs. Second, teachers should have clear goals for the use of the test, thinking carefully about how the test will be used in the classroom and program. Third, teachers can evaluate (measure) the assessment results by asking themselves, do we know the true identities of all test users? Do testing tools give us the information we need about learners? Can we use that information to improve class, curriculum, and program goals? And what are the positives and negatives of using a language test?

These three ideas are essential considering that many alternative assessments/tests can be used to measure the level of students' understanding of the material being taught, such as quizzes, homework, worksheets, journals, and games. Therefore, this module helped focus on creating and designing meaningful assessments in the English classroom.

This module examined what makes an assessment meaningful by closely examining the various considerations in assessment design. The assessment model must consider several elements of the assessment from a large and small scale. This module then offered five indicators adapted from Brown's (2004) book Language assessment: Classroom principles and practice. They were 1) practicality, which refers to the ease of design and use for teachers and learners; 2) validity, focusing on whether the test accurately measures what it is intended to measure; 3) reliability, by looking at the consistency and dependence between tests; 4) authenticity, seeing the realistic nature of assessment and encouraging the integration of teaching, learning, and assessment; and 5) washback, evaluation for teachers about how much influence the assessment has on the students' teaching and learning process (OPEN, 2021a).

4.2 Backward Design

Module two taught backward design through the collection and use of classroom data to help students achieve learning outcomes in courses. This module helped teachers think about design and backward planning with an end in mind. It included summative and formative assessment as two essential types of assessment that can be used in a classroom context. The results of this module led participants to find out 1) the relationship between the learning objectives

set and the assessments used to measure students? 2) how to better align goals with classroom assessments? And 3) what is the difference between summative and formative assessment?

This module reinforced that educators must know where they are taking their students and ensure that they stay on track to get there. This module also guided participants to work backward to set lesson objectives. Backward design is the formulation of the learning objectives of the activities to be given. So, the Backward design should start with (1) needs, then proceed to (2) learning outcomes based on those needs, followed by (3) test assignments based on results, and finally, (4) content based on the language skills need to complete the tasks. Summative assessments fully support this backward design activity to measure the ultimate learning objectives. Also, formative assessments provide information about what and how students learn so that teachers can adjust instructions accordingly.

This module provided example scenarios for aligning summative assessments with lesson objectives. The scenario was:

Teacher A teaches students about the water cycle in an English medium science class. At the end of the unit, the teacher wants students to demonstrate an understanding of the five steps of the water cycle. How will she/he know that students have learned this content? We may look at some possible ways of assessing what they learned.

(As an instruction, remember the goal and decide which summative assessment does the best job of measuring whether students have met the goal)

1) Draw an example of part of the water cycle you see in your life. Write a few sentences to tell what is happening and which part of the cycle it is
2) Label the steps of the water cycle on a worksheet with illustrations.
3) Write a paragraph about why the water cycle is important and at least five different ways you use water in your life.
4) Arrange illustrations of each step of the water cycle correctly on a poster and label all of them. Write a paragraph to explain the cycle, telling what happens in each step.

Look back at the goal "Demonstrate understanding of the five steps of the water cycle"!

Figure 1. The concept of a backward design through assessments

The backward design concept described that:

1) The word "demonstrate" meant that the student must produce or do something.

2) The word "understanding" implied that students must do more than memorize the steps; they must demonstrate that they know what happens during each of the five steps. While activity A encouraged students to recognize the water cycle in their own lives, it did not ask them to remember the five steps or show that they knew what happened during each step.

3) The labeling exercise showed 1) activity B only measured whether students remember vocabulary, not what happens in the steps of the water cycle; 2) activity C asked students to list how they use water and why the cycle is important, which did not indicate that they know the steps or how the cycle works; 3) activity D required students to arrange the cycle correctly, labeled it with vocabulary and then explained, in writing, what happened in the cycle.

4) If students can complete activity D, it will prove that they have studied the material and understand what happens in the five steps of the water cycle. Because it was aligned with the objectives, the activity was the best summative assessment task to determine if students have learned the content because it aligns with the goals (OPEN, 2021b).

Many schools, curriculum publishers, or education departments also make summative assessments, such as tests. At the same time, tests can provide valuable numerical data about student learning or areas for improvement. However, some of the more authentic assignments also allow students to demonstrate their knowledge, not in numerical terms but in context. This is an example of a summative assessment activity exemplified in this module according to a particular teaching scenario.

4.3 Alternative Assessment

In this third module, OPEN MOOC explored alternative types of assessment. This module taught how teachers could use collaborative learning, a learning strategy that utilizes group work, to facilitate alternative assessments in EFL classrooms. Also, the benefits of using portfolios to alternatively assess students and explore how to use self-assessments for evaluation purposes. Therefore, the results of this module led participants to be able to find out 1) how alternative assessments can be best utilized in context; 2) what cooperative learning activities can be used to assess students; 3) what are the ways to be able to use a portfolio as an assessment tool?

One example of an alternative assessment offered in this module was peer feedback. For peer feedback to be effective, teachers must provide clear guidelines to students. Students should know what they are looking for and how to provide feedback. Teachers must know the instructions, media, and tools, what will be used, and how students work together based on expected learning outcomes. Teachers can also ask themselves their role in this activity and what is each student's role?

The guidance for feedback offered in this module was when preparing students for peer assessment activities; Do students work in pairs or groups? Teachers must also set clear parameters, clearly explaining to students what they are expected to do. Then, tell students that a teacher is always on hand to answer questions if they have one. The teacher must

also be a timekeeper and resource person if students need it. The teacher can walk quietly around the room while students work to ensure that students are responsible for doing assignments with their partners or groups.

Another example of the alternative assessment offered in this module was the portfolio. A portfolio is a compelling collection of student work for bringing some or all student work together in one place. Students are responsible for placing items in the portfolio; the teacher and their parents can also view the student's progress through the portfolio. Portfolios can be used for classes of any size, age, or language level. Portfolios can be stored in class using notebooks or large binders and closed at the end of each semester as the student travels for the period. Portfolios can also be a reference for students for future work.

This module only referred to peer feedback activities and portfolios of the many types of alternative assessments. Peer feedback allows students to take more responsibility for their learning, while portfolios encourage them to show others direct evidence of their learning progress. And this did not limit educators from seeking and using alternative assessments effectively.

4.4 Students Engagement

The fourth module taught about fostering student motivation and engagement through assessment. This module helped explore how to motivate students by modifying the evaluation method. This module presented a fun and exciting idea called Individual Assessment Cards (IAC) that can be used in the classroom to help train students to adopt efficient learning strategies. Therefore, the results of this module brought participants to know 1) how to motivate students by changing the type of assessment used? And 2) why might it be valuable and beneficial for students to have time to reflect on their learning deliberately? And 3) how well does the Individual Scorecard work in listening and speaking lessons? And how can they work on other tasks?

Motivating Students by modifying the evaluation methods presented in this course discussed two techniques teachers could use to provide adequate assessment while creating an environment of trust, confidence, and fairness in which students feel safe to take risks. This module provided two techniques for modifying teacher evaluation procedures and increasing student motivation.

First, focus on success and achievement. Instead of seeing it with the critical eye of an authoritarian, the teachers should examine how their students got lucky. Using progressive I-Can statements to promote student confidence in writing increases the confidence of students who were unsure of their abilities. I-Can statements create opportunities for students to state what they think they can do. Like "I can write food names in English" or "I can write about daily activities in English." This approach is most

effective when students are given targets, so they know what they are expected to achieve before they even start.

Figure 2. "I Can" Checklist Example (OPEN, 2021c)

Second, focus on student achievement where they are ranked from best to worst to show contrast, ranking, and competition. Individual Assessment Cards (IAC) as instant feedback for student training introduces students to learning strategies to support classroom management. The focus is mainly on behavior and learning English rather than products. The card lets students see how well they are progressing in any course. Students collect their cards at the start of each lesson, store them during class, and return them at the end. One side of the card records absences or late arrivals, assignments and test scores, and teacher comments. The other side of the card is used for continuous encouragement and reinforcement of appropriate learning strategies in the classroom.

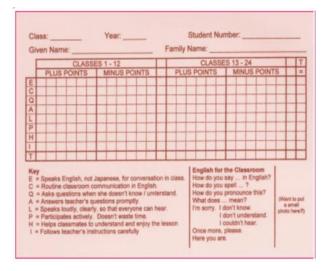**Figure 3.** Example of The First Page of Individual Assessment Cards (OPEN, 2021c)

Figure 4. Example of The Second Page of Individual Assessment Cards (OPEN, 2021c)

4.5 Making Assessment Fun

The final module in this course offered several unique and exciting alternative methods for review and assessment that will turn them into a learning experience. This module invited ESL/EFL teachers to have fun with students in class and to ensure that the estimates used were also helpful for assessing their knowledge. In this module, participants were taught an example of how to make exam preparation fun by turning it into a game format and will briefly discuss using feedback and peer feedback to help each other. Therefore, the results of this module led participants to know how they can make assessment fun through the use of games or "gamification" activities.

First, this module guided participants in conducting an effective test review while making it enjoyable for students; it was a test review by Aron David Mermelstein's (2016) research about "Give or Take?". "Give it or take it?" is a fun game teacher can use to review vocabulary. This game is easy to set up and is a fun and efficient way to check quizzes, larger midterms, or finals. It can be adapted to almost any grade level or ESL/EFL class as long as plenty of vocabulary items are reviewed. The game takes about five minutes to prepare and lasts about 30 to 40 minutes. Teachers will need a blackboard and pens, a chalkboard and chalk, or a piece of paper large enough for all players in the game to see and a pen to write on. They also need one bell or sound maker for each team. Teachers then can replace an old dry marker and instruct students to tap it on the table to make a sound. In resource-limited environments, recycled paper can be used, and students can raise their hands instead of making noises.

	A	B	C	D	E	Extra Round	Bonus Round	Final Round	Secret Round
1	300+	100+	100+	200+	400+	500+	700+	900+	1,000+
2	100-	200+	100+	300+	400-	500+	700+	800+	1,000+
3	200-	200-	400-	200+	500+	500-	800+	800-	N/A
4	500-	100+	300+	500+	100+	600-	800-	N/A	N/A
5	300+	100-	600-	100-	600+	600-	N/A	N/A	N/A

Figure 5. Sample Answer Key Grid, Including Extra Rounds and Scores (OPEN, 2021d)

Second, it guided teachers to use Written Peer Responses (WPR) to make assessments enjoyable. Written peer responses in L2 writing are made as a method of evaluation. Students read each other's work and provide feedback to the author, usually by answering specific questions set by the teacher. Peer responses can: 1. provide an attractive audience for student work; 2. provide immediate feedback and meaningful negotiations; 3. make each student give and receive peer responses; 4. monitor peer responses with written feedback on the fly; 5. assess student writing is more accessible with written responses; 6. save time, especially in large classes; 7. provide review material; 8. be good practice for future teachers.

5. Discussion

This course strengthened the position of educator as teacher and assessor in understanding the extent to which students capture what was learned from the material provided. However, no single assessment could provide sufficient information to plan teaching and learning; conditions and needs are always the leading indicators in determining the evaluation most suitable for students. The purposeful assessment made it clear where teachers and students have been, where they are, and where they are going. Thus, using different types of assessments as part of instruction yield helpful information about student understanding and progress. This purposeful assessment was referred to as meaningful assessment in this module.

As a participant, the author found that this module provided educators with basic knowledge of constructing a meaningful assessment considering several indicators, practicality, validity, reliability, and evaluation quoted from Brown's book. It is crucial considering that the assessment model is not only used to score students' learning achievements but how the assessment provides opportunities for students to improve their final scores. Meaningful assessment can boost performance, appearance, and abilities or encourage students to continue learning and become better learners (Parlindungan, 2020). It was also reinforced by Norris's idea that assessment should be focused, have a clear purpose, and can be evaluated. In fact, in my opinion, the use of a warmer and filler must also go through these considerations. The same thing, assessment should start from the grading cycle with the question "What do I want to know about my students?" and then move on to planning "How will I gather information to answer this question?" (Barrett,

2019). The data from the assessment cycle can rely on what assessment is suitable to evaluate ourselves and our students in the learning process.

The author agreed with most about this module that an essential part of teaching was ensuring students learn what the teacher taught them. Because it is often easy to plan lessons, but learning activities do not go according to design. On the other hand, students may be interested and excited about the class but unable to apply what they have learned. So how do teachers know that their students are learning? The answer is to apply backward design through the collection, and the use of data from classroom learning described in this module could be obtained through summative or formative assessments. Johnson (1992) cited in (Connors, 2021) called this condition "Polarity Management,"; i.e., referred to the final product versus the work done to produce or achieve that product or should we focus on the results made by the students or on the amount of work required for the students to produce the results?. Polarity itself consists of a summative or formative assessment.

The interesting thing was that peer feedback and portfolios were covered in this course as part of the alternative assessment. Of the many types of evaluation, why these two assessments? This module led the author to understand that they are a very effective alternative in fostering a collaborative attitude and confidence in addition to their role as evaluators. Feedback and portfolios provide a better group experience to meet human interaction needs (Hunt et al., 2021). In addition, feedback encouraged student motivation and engagement through assessments and portfolios, allowing students to create trust, confidence, and fairness in themselves. Student engagement is a malleable multidimensional construct that combines three dimensions of behavioral, emotional, and cognitive engagement (Pedler et al., 2020). It is based on the constructivist assumption that understanding is influenced by how an individual participates in learning activities (Garas-York, 2020). Therefore, the author strongly agrees that this assessment course featured peer feedback and portfolios as an effective alternative to evaluation.

Moreover, this module presented other assessment alternatives that could provide students with a unique and fun learning experience through games or "gamification." This was certainly interesting considering that assessment should act as an evaluation tool. However, it must be changed into something fun in the classroom so students can benefit from learning experiences and outcomes. As an educator, the author saw this as a reinforcement needed to restore students' enthusiasm for learning. Of course, playing not only creates noise but generates new knowledge in a way that is different from normal learning conditions. Classroom playing has become increasingly common because of its potential to influence learning positively. Also, learning through games

can motivate students and help them remember the material better (Benton et al., 2021).

Assessment is the most crucial thing in seeing the extent to which student achievement is in the learning process; it must be studied more deeply by educators. The presence of the MOOC organized by the OPEN program is an additional reference for teachers in determining the most appropriate assessment for student needs. This review presents several new models other educators may not have discovered, such as the Progressive I-Can statement and the Individual Assessment Card. Therefore, this paper will have positive implications for teachers in selecting and using an assessment model appropriate to the needs of students and their classes.

6. Conclusion

Assessment as the main indicator in evaluating students' success has various forms that can be applied in English learning classes. This paper summarizes the MOOC course material, consisting of five discussion modules. Including: *First*, to assess a meaningful assessment, teachers must adapt the assessment model to fit the different types of students by recognizing and understanding the components of appropriate assessments. *Second*, teachers need to think about backward design and planning with the end in mind, covering summative and formative assessments as two important kinds of assessment in the classroom context. *Third*, in facilitating students toward cooperative learning, teachers can use alternative assessments, peer feedback, and portfolios to show learners' achievement and ability to use the language. *Fourth*, assessment can foster students' motivation and engagement through reflection components, I-Can Statements, and Individual Assessment Cards. And *fifth*, assessment can be offered a learning experience through unique and engaging alternative methods, like Give or Take? Test Review and Written Peer Response.

Given the lack of literature on the Assessment of English Language Learners, especially in studies on meaningful and purposeful assessment in L2 language classes, this paper is here to fill the existing literature gap. It is about 1) how to determine a meaningful assessment, collect and use data to use the right assessment, 2) types of alternative assessment, 3) assessment in fostering students' motivation and engagement, and 4) how to switch assessments become fun is useful information that can be a reference for English language educators, EFL /ESL teachers, book's compiler, curriculum designer, and so are EFL/ESL learners. Because this paper is only in the form of a review and summary of the material, it is highly recommended that further writers and researchers write and examine the application of some of the assessment models presented in this paper to see to what extent they are effectively applied in L2 language classes.

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