



CLASSROOM ASSESSMENT FOR DESCRIPTIVE PARAGRAPH WRITING: A STUDY ON TENTH-GRADE VOCATIONAL STUDENTS

Didik Rinan Sumekto

English Education Department, Directorate of Graduate in Education, Universitas Sarjanawiyata Tamansiswa, Jalan Batikan UH. III/ 1043 Tahunan, Yogyakarta 55167, Indonesia

Corresponding author's email: didikrinan@ustjogja.ac.id

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Abstract: Classroom assessment enormously represents a teacher-feedback designed that collects on-going evidence of students' learning experience and achievement. This study examined the effectiveness of classroom assessment with teacher feedback in promoting descriptive paragraph writing among tenth-grade vocational high school students in Yogyakarta, Indonesia. Twenty-four students ($n = 24$) completed two descriptive paragraph writing tasks on family background themes over two sessions. Data were analyzed using descriptive statistics, paired t-tests, chi-square goodness-of-fit tests, and principal components analysis (PCA) for learning attitudes (honesty, collaboration, respectfulness, communication, social relationships). Results showed mean scores of 65.63 ($SD = 6.63$) for the first test and 68.17 ($SD = 8.50$) for the second test; neither met the teacher's minimum passing grade of 72.00. The difference between tests was not statistically significant. The PCA revealed a Kaiser-Meyer-Olkin value of .269, indicating poor factorability of learning attitude items. Bartlett's test of sphericity was significant ($\chi^2 = 23.249$, $df = 3$, $p = .046$). The study concludes that while teacher feedback contributed to modest writing improvement, whilst the learning attitudes did not demonstrate coherent factorial structure since the small sample size ($n = 24$) is below PCA's minimal recommendation and single-site design also limits generalizability.

Keywords: *Classroom assessment; descriptive paragraph; learning attitudes; teacher feedback; vocational high school*

INTRODUCTION

For years till the recent period, writing becomes one of the fundamental skills for novice and experienced writers, notwithstanding both processes and results still depict on the unsatisfactory. One of the fundamental genres in writing is descriptive paragraph. It syntactically refers to a particular enrolment of explaining, depicting, and describing people, animals, and places. This written description simply engages writers in imaging the subjects or objects through the paragraphs' comprehension. The objectives of dealing with the descriptive paragraphs remain to sharpen students' writing skills sophisticatedly since some relevant genre-based writings are introduced at the vocational high school curriculum. Nevertheless, Liu, Kitto, and Shum (2021) claim that students' writing individually

still accumulates with doubts and setback, depicting writers' emotions and feelings thoroughly familiar or unfamiliar genre-based writing. A part from students' shortcomings in writing, they are fundamentally acknowledged how to write good and poor paragraphs descriptively. Facing this reality, the English teacher may address the agentic roles in the classroom assessment concentrating what matters are going on during the monitoring agenda among students' descriptive paragraphs writing improvement. The actions drive pedagogical decision-making based on the assessment for learning orientation (Willis, McGraw, & Graham, 2019; EL Hosayny, Razkane, & Yeou, 2025), and increase students' interaction and performance (Lee & Jeon, 2024). So far, students often aim at writing the theme, drafting the content, and editing

and refining the draft before finalizing the final paragraphs. They usually assign their writing stages variously since portrayed as the L2 writers, then they become heterogeneous writers, where target language proficiency also indicates their heterogeneity (Choi & Deane, 2020). Accordingly, developing writers tend to indicate movements towards using more sophisticated vocabulary and syntactical structures (Fleckenstein et al., 2020).

The vocational high school assessment context of this present study becomes the intended Indonesian EFL's descriptive paragraph writing. Two meeting sessions with the theme of family background are designed to drive the descriptive paragraph writing including the first and second tests at the end of the class. The presence of teacher's feedback with the ratio scale measure for tenth-graders' descriptive paragraph performance and a 5-point rubric of the Likert scale for assessing tenth-graders' learning attitudes extend this present study. Therefore, to find out the research gap upon this study, the classroom assessment will be driven into the assessment for learning handling with the English teacher's feedback to promote tenth-graders' descriptive paragraph writing. According to Lewkowicz and Leung (2020), classroom assessment principally facilitates all activities found in the classroom and takes into account students' learning experience and knowledge where teacher's syllabus including assessment necessities are implementable. Teacher's feedback focuses on the frequency and cohesive restraints appropriateness that can derive students' metacognitive awareness and self-regulated writing (Agustini, Ramendra, & Adnyani, 2025). However, the test conceptually measures students' writing skills, so that the assessment fairness results can be validated (Shirazi, 2019) and reliable under the rater's or teacher's feedback decision (Huang et al., 2023), and more challenging skills to assess fairly and reliably (Hopfenbeck, 2019; Park, 2025).

The classroom assessment in EFL requires a more context-sensitive study accordingly relating to non-native English students' writing repertoires (Schissel et al., 2019) and derives a systematic process among students' academic and non-academic performance since as if being collected and analyzed in order to increase their processes and results. Inside the classroom, the major principles of undertaking the classroom assessment relies on teacher's roles in bridging the teaching syllabus on writing, available references, and teaching approaches (Gu & Lam, 2023). It involves teacher's learning objectives clarification and

feedback elicitation towards students' writing evidence, although their learning autonomy promote a participation empowerment in both assessment of learning and assessment of learning. Students' writing conformity predetermined in teacher's syllabus (Wang, Lee, & Park, 2020) which measured tenth-graders' enrollment at the vocational high school level.

The concept of classroom assessment at the socio-cultural perspectives becomes an important matter of requiring teachers to acknowledge students' writing engagement autonomously in terms of the quality assessment usefulness (Ataie-Tabar et al., 2019; Putri & Hafizh, 2025). Classroom assessment involves the evidence elicitation and interpretation, students' writing draft, teacher's feedback consequence. The interactive classroom assessment enumerates all activities and interactions through the teacher's subjects (Gu & Yu, 2020). The classroom instruction needs to highlight the dynamic use of multiple strategies over applicable stages of the cyclical composition, so that a better support for students' L2 writing skills understanding and development can be obtainable (Zhao & Liao, 2021). The classroom assessment may effectively migrate from theory to practice, is undertaken in the implementable L2 contexts, although the teacher sometimes faces a more complex challenges related to students' writing. (Yan, Zhang, & Cheng, 2021). In some practices, teacher's dialogic classroom assessment contextually relies on students' writing processes with the focus of students' paragraph construction and teacher and students' mutual construction on the content and structure of the growing sentences (Jones & Beck, 2020; Fadhy et al., 2023).

Some studies empirically proved that classroom assessment in EFL writing had developed along four trajectories, as follows: First, studies on teacher feedback practices have demonstrated positive effects on writing quality. Beck and Jones (2023) found that dialogic assessment in writing classrooms fostered student agency and improved writing outcomes. Similarly, Kong and Pan (2023) reported that diagnostic writing assessment promoted Chinese EFL students' learning autonomy, though effect sizes were moderate. Second, research on genre-based writing assessment has focused on descriptive and narrative texts. Acar (2023) examined genre pedagogy in L2 writing instruction, concluding that classroom writing assessment literacy and feedback literacy are mutually reinforcing. Fadhy et al. (2026) developed a Delphi-based framework

for academic writing pedagogy, emphasizing disciplinary conventions and rhetorical structures. Third, studies on writing assessment instruments have addressed reliability and validity concerns. Huang et al. (2023) examined reliability in standardized writing assessment, while Wind (2020) analyzed rating scale consistency across analytic rubric domains. Ghanbari and Barati (2020) developed and validated a rating scale for Iranian EFL academic writing assessment. Fourth, research on learning attitudes in writing classrooms has produced inconsistent findings. Sumekto and Setyawati (2019) found that peer feedback supported writing improvement through collaboration and honesty. However, Taufiquilloh et al. (2025) reported that metacognitive strategies were stronger predictors of writing performance than attitudes alone.

Across these four trajectories, three patterns emerge: (1) teacher feedback consistently improves writing outcomes, though effect magnitudes vary; (2) genre-based approaches are effective but require context-sensitive implementation; (3) the relationships between learning attitudes and writing performance remain under-specified, with conflicting evidence.

The factual studies on the classroom assessment and writing instruction also concern with the research gaps that focus on the respondents profile. Almost classroom assessment studies have focused on adult learners fundamental necessities as proven by Wang, Lee, and Park, (2020; Li & Gu, 2023). Herein, vocational high school students who represent the distinct respondents with various learning needs of target-oriented writing requirements remained to be properly understudied. Meanwhile, the descriptive paragraph writing particularly becomes one of foundational genres in Indonesian vocational school curricula still insufficiently derive the significant increases as the academic essays (Uludag et al., 2019; Fleckenstein et al., 2020).

Further, learning attitudes integration previously examined learning attitudes and writing performance separately. Although, there was no publication crucially integrated with the learning dimensions, such as honesty, collaboration, respectfulness, communication, and social relationships into a classroom assessment framework for descriptive paragraph writing. On the other hand, despite Indonesia's proportionally vocational education sector in the EFL writing contexts, the classroom assessment studies is still confined. Existing Indonesian studies (Sumekto & Setyawati, 2018, 2019) have focused on the pre-

service English teachers rather than dealing with the vocational secondary issues.

This study addresses two research questions, as follows: (1) Does the use of classroom assessment promote the tenth-graders' descriptive paragraph writing? (2) What is the impact of addressing the learning attitudes whilst engaging the tenth-graders' participation in the descriptive paragraph writing class? Hence, the objectives of this study aim at assessing tenth-graders' descriptive paragraph writing with their learning attitudes through the classroom assessment promotion.

METHOD

This study quantitatively used the descriptive statistics generating and corroborating the classroom assessment of tenth-graders' descriptive paragraphs writing through the English teacher's feedback during the process of pre-, whilst, and post-writing production with their learning attitudes promotion. The assessment stages accordingly accomplished the individual works of tenth-graders' first and second descriptive paragraphs writing found during the learning processes set in the classroom. The descriptive paragraphs assessment design measured tenth-graders' vocabulary, grammar, ideas and content, and writing mechanics. It employed one-group pre-test and post-test design. They completed a first descriptive paragraph (pre-test), received teacher feedback, and completed a second descriptive paragraph (post-test) one week later. However, there was no control group included. The English teacher and I, as the researcher had flexibly discussed on the substance of contents and finally acknowledged her to use these components in the classroom assessment.

Twenty-four tenth-graders ($n = 24$) in one class of the vocational high school in Yogyakarta city, Indonesia was voluntarily involved in this study through their classroom assessment design. They provided relevant age ranges in between 16 to 17 years old, non-native English students, learning experience levels, and gender breakdowns naturally.

The tenth-graders' descriptive paragraphs were assessed through independently English teacher's feedback with the categories, rank order, equal spacing, and true zero of the ratio scale measure. Teacher feedback protocol addressed four components, as follows: vocabulary [precise adjectives, nouns, verbs], grammar [simple present tense, subject-verb agreement], ideas or content [identification-to-description structure], and mechanics [spelling, punctuation, capitalization].

The English teacher practically used the scoring level from 10 to 100 of tenth-graders' descriptive paragraphs writing assessment. The teacher's feedback on tenth-graders' descriptive paragraph covered a key to grading system of percentage grade, namely: 81 to 100 was excellent, 69 to 80 was good, 56 to 68 was moderate, 41 to 55 was less moderate, and below 40 was fail. Meanwhile, teacher's feedback on tenth-graders' learning attitudes relied on a 5-point rubric of the Likert scale, where 5 = excellent, 4 = good, 3 = moderate, 2 = less moderate, and 1 = fail which covered honesty, collaboration, respectfulness, communication, and social relationships. The results of tenth-graders' learning attitudes were not shared and discussed with them, as if the principal components analysis (PCA) to earn the Kaiser Meyer-Olkin (KMO), Bartlett's test of Sphericity, and Chi-square values were meant to report the scientific purpose solely. Nonetheless, since the sample size was below minimal recommendation for the PCA, hence the results merely referred to an exploratory and a hypothesis-generating interpretation rather than confirmatory basis.

The topic of descriptive paragraphs relied on the family backgrounds. Meanwhile, the procedural stages were driven in the following scenario: the first descriptive paragraphs draft was set up and begun to write in the classroom with the initial teacher's instruction within 15 minutes upon this selected genre-based writing. Next, tenth-graders were allocated for about 30 minutes to draft their paragraphs. Then, at the end of completing the draft, students submitted their first descriptive paragraphs. After that, the teacher provided her feedback with three days. The feedback mechanism kept applying for the ratio scale assessment. Finally, the results of paper-based feedback were turned it over to me, as the researcher to analyze. Next week, the writing class started again with the same day and time. The instruction seemed to be similar, but the English teacher only allocated her time shorter, more or less 10 minutes. After following their teacher's advice, the tenth-graders started writing their second descriptive paragraphs again with time allocation of 35 minutes. The writing quality was defined, whether tenth-graders could write clear and correct descriptions of their family backgrounds. The tenth-graders were required to concisely compose the chronological orders within their ideas, used appropriate vocabulary, and linguistic features accurately which meant using vocabulary, grammar, ideas and content, and writing mechanics.

Data were collected from twenty-four tenth-graders' descriptive paragraphs in two different meetings of one English class at the vocational high school students in Yogyakarta city, Indonesia through the running second semester of 2025/2026 academic year. The tenth-graders were guided to write the familial topics in their descriptive paragraphs. The feedback criteria of tenth-graders' descriptive paragraph components rated vocabulary [using precise adjectives, nouns, and verbs to describe people, objects, and places, leading to repetitive language features], grammar [using English grammar correctly—simple present tense for description and subject-verb agreement], ideas and content [structuring paragraph logically—starting with the identification and migrating to description, leading to disorganized and confusing paragraphs], and writing mechanics [spelling, punctuation, prevalent capitalization, and description obscureness] as designed in the teaching syllabus. The descriptive paragraphs were individually written, whilst notes-taking, pencil-and-paper practices were directly documented from their hand writing drafts of the familial-based topics. The English teacher's feedback rated tenth-graders' total number of errors and inappropriateness on their vocabulary, grammar, ideas and content, and writing mechanics.

Data analysis used tenth-graders' descriptive paragraphs of familial-based topics that had been produced twice—first and second descriptive paragraphs. Those descriptive paragraphs were quantitatively analyzed with the descriptive statistics, frequencies, one-sample statistics test, chi-square test for goodness of fit, and one-sample of Kolmogorov-Smirnov test. Meanwhile, tenth-graders' five learning attitudes during the descriptive paragraph sessions, such as honesty, collaboration, respectfulness, communication, and social relationships were experientially assigned as their non-academic contribution since they were collectively involved in the descriptive paragraph writing processes with the principal components analysis (PCA) to earn the Kaiser Meyer-Olkin (KMO), Bartlett's test of Sphericity, and Chi-square values.

RESULTS AND DISCUSSION

The frequency distribution verified the frequency of each distinctive value within the dataset (Table 1 and Figure 1) and transformed a structured format to accessibly identify the data distribution, patterns, and trends upon first and second tenth-graders' descriptive paragraph. The variable age among twenty-four tenth-graders of vocational

high school was averagely 16 to 17 years old. Meanwhile, mean of tenth-graders' first descriptive paragraphs test was 65.6250 with standard deviation of 6.62546. The Skewness (1.073) and standard error of Skewness (.472) values provided the symmetry of distribution upon these first descriptive paragraphs test, whilst the Kurtosis (1.310) and standards error of Kurtosis

(.918) value conformed the information about the sharpness distribution. Herein, the positive Skewness indicated the skew positiveness of the score cluster that was beneath its low value, whilst the positive Kurtosis relied on the higher sharpness distribution of the centre cluster with the distinct data distribution, and its value below null (0) indicated a platykurtic distribution.

Table 1. *Frequency distribution of tenth-graders' first descriptive paragraph*

First descriptive texts (N)	Valid	24
	Missing	0
Mean		65.6250
Std. Error of Mean		1.35242
Median		64.5000
Mode		63.00 ^a
Std. Deviation		6.62546
Skewness		1.073
Std. Error of Skewness		.472
Kurtosis		1.310
Std. Error of Kurtosis		.918
Range		27.00
Minimum		56.00
Maximum		83.00
Sum		1575.00

a. Multiple modes existed. The smallest value was shown

The descriptive statistics (Table 2 and Figure 1) analyzed tenth-graders' first descriptive paragraph test that had been performed in the reading class. Based on tenth-graders' performance, the results showed that, M = 65.6250; SD = 6.62545 with the grade of 63.00 (25%) and 66.00 (25%) gained as the dominant grades among twenty-four

participants. The performance level indicated a fair category on the scale of 10 to 100 with a minimum grade of 56.00 and a maximum of 83.00. This indicated that 25% of tenth-graders earned fair category on their descriptive paragraphs. In its representation, two tenth-graders gained 56 (8.3%) as the lowest grade and only one tenth-grader gained 83 (4.2%) as the highest grade.

Table 2. *Descriptive statistics of tenth graders' first descriptive paragraph*

Valid Score	Frequency	Percent	Valid Percent	Cumulative Percent
56.00	2	8.3	8.3	8.3
60.00	4	16.7	16.7	25.00
63.00	6	25.0	25.0	50.0
66.00	6	25.0	25.0	75.0
70.00	2	8.3	8.3	83.3
73.00	2	8.3	8.3	91.7
80.00	1	4.2	4.2	95.8
83.00	1	4.2	4.2	100.0
Total	24	100.0	100.0	

As summarized in Table 2, tenth-graders' grade distribution of the descriptive paragraph was graphically addressed and interpreted through the following density plot for tenth-graders' first descriptive paragraph writing (Figure 1). The density plot estimated a smoothened the histogram version continually that visualized the distribution

of a numerical variance of tenth-graders' grades. This Figure 1 displayed the probability density function of descriptive statistics data with valid score, frequency, valid percent, and cumulative percent without being inclined by the enclosed histogram limitations.

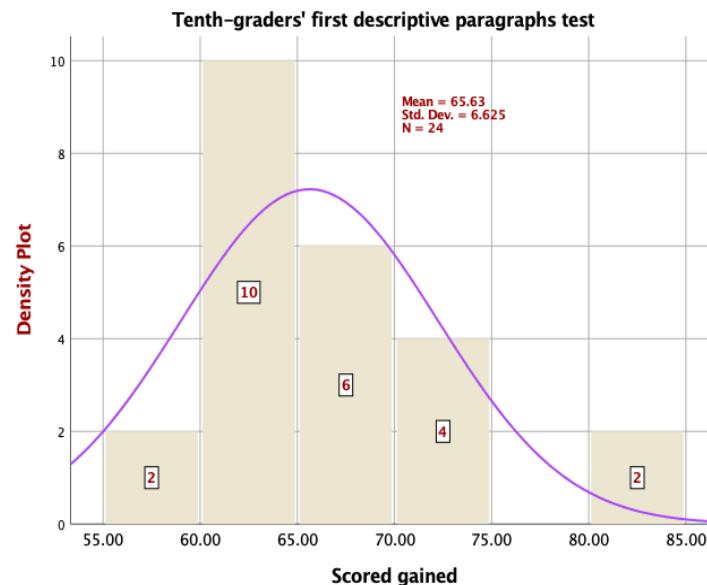


Figure 1. Density plot for tenth-graders' first descriptive paragraph

The one-sample of *t*-test (Table 3) of this study empirically portrayed mean difference, *t* statistics, standard deviation, *p*-value, and confidence interval (CI). Based on tenth-graders' first descriptive texts test, $M = 65.63$, whereas the English teacher's determination upon descriptive paragraph's minimal passing grade was 72.00. The mean score was still on under teacher's target with the grade difference of 6.38. Then, the *t*-value of tenth-graders' first descriptive paragraph showed ($M = 65.63$; $SD = 6.625$). The mean was significantly lower than teacher's target, where $t(23) = 48.524$, $p = (.000) < .05$. Therefore, there was no significantly difference between tenth-graders' first descriptive paragraph and teacher's target upon its achievement. Next, the degree of

freedom (*df*) of twenty-four tenth-graders' first descriptive paragraph showed $n = 24$; $df = 23$. As shown in Table 3, one-sample of *t*-test ($t = 48.524$); $df = 23$ ($24 - 1$) with the significance level of $p = .000$. After that, the *p*-value of one-sample of *t*-test showed tenth-graders' first descriptive paragraph ($M = 65.63$), was empirically lower than teacher's target on its minimal passing grade, 72.00, $t(48.524) = 6.625$; $p = .000 < .05$. Finally, the Confidence Interval (CI) of tenth-graders' first descriptive paragraph ($M = 65.63$; $SD = 6.625$) was empirically lower than teacher's target, 72.00, $t(48.524) = 6.625$, $p = .000 < .05$, 95% CI (62.83, 68.42).

Table 3. One-sample of *t*-test of tenth graders' first descriptive paragraph

First descriptive paragraph	Test Value = 0							95% Confidence Interval of the Difference		
	N	Mean	Std. Dev.	Std. Error	t	df	Sig. (2-tailed)	Mean Difference	Lower	Upper
	24	65.6	6.62546	Mean	48.524	23	.000	65.62500	62.82	68.4227
		250		1.35242					73	

The chi-square test for goodness of fit–tenth-graders' first descriptive paragraph (Table 4) addressed the test result. The chi-square's tenth-graders' descriptive paragraph showed $\chi^2 = 10.000$ (7, $n = 24$), $p (.000) < .05$ for the whole achievement. Therefore, the chi-square test for goodness of fit showed that there was insignificantly different from the English teacher's target through the minimum passing grade, 72.00 of twenty-four tenth-graders ($n = 24$). The remarks of 8 cells (100.0%) had expected frequencies less

than 5, whilst the minimum expected cell frequency was 3.0.

Table 4. Chi-square test for goodness of fit–tenth-graders' first descriptive paragraph

Tenth-graders' first descriptive paragraphs	
Chi-square	10.000 ^a
df	7
Asymp. Sig.	.189

a. 8 cells (100.0%) had expected frequencies less 5.

The minimum expected cell frequency was 3.0.

The one-sample of Kolmogorov-Smirnov test of tenth-graders' first descriptive paragraph obtained the test statistic (Table 5), where $D = .227$ and $p\text{-value} = .002$ ($K - S = .227$; $p > .002$). As confirmed that .227 was greater than .002, hence it

could be remarkably determined that tenth-graders' first descriptive paragraph was normally distributed and the normality assumption of this study was executable.

Table 5. *One-sample of Kolmogorov-Smirnov of tenth graders' first descriptive paragraph*

N	Normal Parameters ^{a, b}		Most Extreme Differences			Test Statistic	Asymp. Sig. (2-tailed)
	Mean	Std. Dev.	Absolute	Positive	Negative		
24	65.6250	6.62546	.227	.227	-.115	.227	.002 ^c

- a. Test distribution was Normal
- b. Calculated from data
- c. Lilliefors Significance Correction

This frequency distribution summarized the statistical results based on tenth-graders' second descriptive paragraph test. The distribution verified the frequency of each distinctive value within the dataset (Table 6 and Figure 2) and transformed a structured format to accessibly identify the data distribution, patterns, and trends. Mean of tenth-graders' second paragraph test was 68.17 with standard deviation of 8.49893. The Skewness (-1.366) and standard error of Skewness (.472) values provided the symmetry of

distribution upon this second paragraph test, whilst the Kurtosis (2.715) and standards error of Kurtosis (.918) value verified the information about the sharpness distribution. Herein, the negative Skewness indicated the skew negative of the score cluster that was beneath its low value, whilst the positive Kurtosis relied on the higher sharpness distribution of the centre cluster with the distinct data distribution, and its value below null (0) indicated a leptokurtic distribution.

Table 6. *Descriptive statistics of tenth grader' second descriptive paragraph*

Second descriptive paragraph (N)	Valid	24
	Missing	0
Mean		1.73484
Std. Error of Mean		1.73484
Median		70.0000
Mode		70.00
Std. Deviation		8.49893
Skewness		-1.366
Std. Error of Skewness		.472
Kurtosis		2.715
Std. Error of Kurtosis		.918
Range		37.00
Minimum		43.00
Maximum		80.00
Sum		1636.00

The descriptive statistics (Table 6 and Figure 2) analyzed tenth-graders' second descriptive paragraph that had been performed in the writing class. Based on tenth-graders' performance, the results showed that, $M = 68.17$; $SD = 8.499$ with the grade of 43.00 (4.2%) and 80.00 (25%) gained as the dominant grades among twenty-four participants. The performance level indicated a fair category on the scale of 10 to 100 with a minimum grade of 43.00 and a maximum of 80.00. This indicated that 70 (25%) tenth-graders earned good category on their descriptive paragraph. In its

representation, two tenth-graders gained 544 (8.3%) as the lowest grade and only one tenth-grader gained 83 (4.2%) as the highest grade.

Table 7. *Frequency of tenth-graders' descriptive paragraph gain*

Valid Score	Frequency	Percent	Valid Percent	Cumulative Percent
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43.00	1	4.2	4.2	4.2
50.00	1	4.2	4.2	8.3
60.00	1	4.2	4.2	12.5
63.00	2	8.3	8.3	20.8
66.00	5	20.8	20.8	41.7
70.00	6	25.0	25.0	66.7
73.00	3	12.5	12.5	79.2
76.00	3	12.5	12.5	91.7
80.00	2	8.3	8.3	100.0
Total	24	100.0	100.0	

As summarized in Table 7, the grade distribution on tenth-graders' descriptive

paragraph was graphically addressed and interpreted through the following density plot for tenth-graders' second descriptive paragraph (Figure 2). The density plot estimated a smoothened the histogram version continually that visualized the distribution of a numerical variance of tenth-graders' grades. This Figure 2 displayed the probability density function of descriptive statistics data with valid score, frequency, valid percent, and cumulative percent without being inclined by the enclosed histogram limitations.

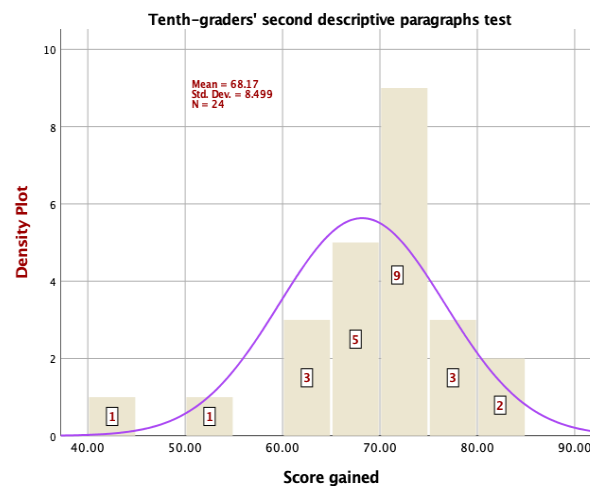


Figure 2. Density plot for tenth-graders' second descriptive paragraph

The one-sample of *t*-test (Table 9) of this study empirically portrayed mean difference, *t* statistics, standard deviation, *p*-value, and confidence interval (CI). Based on tenth-graders' second descriptive paragraph test, $M = 68.17$, whereas the English teacher's determination upon descriptive paragraph's minimal passing grade was 72.00. The mean score was still on under teacher's target with the grade difference of 3.83. Then, the *t*-value of tenth-graders' second descriptive paragraph showed ($M = 68.17$; $SD = 8.499$). This grade was empirically lower than teacher's target, where $t(23) = 39.293$, $p = (.000) < .05$. Therefore, there was insignificantly difference between tenth-graders' second descriptive paragraph and teacher's target upon its achievement. Next, the degree of freedom (*df*) of twenty-four tenth-graders' second descriptive paragraph showed $n = 24$; $df = 23$. As shown in Table 9, one-sample of *t*-test ($t = 39.293$); $df = 23$ ($24 - 1$) with the insignificance level of $p = .000$. After that, the *p*-value of one-sample of *t*-test showed tenth-graders' second descriptive paragraph ($M = 68.17$), was empirically lower than teacher's target on its minimal passing grade, 72.00, $t(39.293) = 8.499$; $p = .000 < .05$. Finally,

the Confidence Interval (CI) of tenth-graders' second descriptive paragraph ($M = 68.17$; $SD = 8.499$) was empirically lower than teacher's target, 72.00, $t(39.293) = 8.499$, $p = .000 < .05$, 95% CI (64.58, 71.76). The tenth-graders' first and second tests on descriptive paragraph did not meet the English teacher's target of earning for 72.00, where Table 8 displayed tenth-graders' first descriptive paragraph ($M = 65.63$; $t = -4.71$; $df = 23$; $p < .001$), whilst second descriptive paragraph ($M = 68.17$; $t = -2.21$; $df = 23$; $p = .037$).

Table 8. The below target of tenth-graders' first and second tests on descriptive paragraph

Catego ry	Mea n	Teache r's target	t	d f	p	Decisi on
First test	65.6 3	72.00 72.00	- 4.7	2 3	<.00 1	Below target
Secon d test	68.1 7		1 - 2.2 1	2 3	.037	Below target

Table 9. One-sample of *t*-test of tenth graders' second descriptive paragraph

Second descriptive paragraph	Test Value = 0							95% Confidence Interval of the Difference	
	N	Mean	Std. Dev.	Std. Error Mean	t	df	Sig. (2-tailed)	Lower	Upper
	24	1.73484	8.49893	1.73484	39.293	23	.000	64.5779	71.7555

The chi-square test for goodness of fit–tenth-graders’ second descriptive paragraph (Table 10) conveyed the test result. The chi-square’s tenth-graders’ descriptive paragraph showed $\chi^2 = 9.750$ (8, $n = 24$), $p (.000) < .05$ for the whole achievement. Therefore, the chi-square test for goodness of fit showed that there was insignificantly different from the English teacher’s target through the minimum passing grade, 72.00 of twenty-four tenth-graders ($n = 24$). The remarks of 9 cells (100.0%) had expected frequencies less than 5, whilst the minimum expected cell frequency was 2.7.

Table 10. *Chi-square test for goodness of fit–tenth-graders’ second descriptive paragraph*
Tenth-graders’ second descriptive paragraph

Chi-square	9.750 ^a
df	8
Asymp. Sig.	.283

a. 9 cells (100.0%) had expected frequencies less 5.

The minimum expected cell frequency was 2.7.

The one-sample of Kolmogorov-Smirnov test of tenth-graders’ second descriptive paragraph obtained the test statistic (Table 11), where $D = .095$ and p -value = .024 ($K - S = .095$; $p > .024$). As confirmed that .095 was greater than .024, hence it could be remarkably determined that tenth-graders’ second descriptive paragraph was normally distributed and the normality assumption of this study was executable.

Table 11. *One-sample of Kolmogorov-Smirnov of tenth graders’ second descriptive paragraph*

N	Normal Parameters ^{a, b}		Most Extreme Differences			Test Statistic	Asymp. Sig. (2-tailed)
	Mean	Std. Dev.	Absolute	Positive	Negative		
24	68.1667	8.49893	.191	.095	-.191	.191	.024 ^c

- a. Test distribution was Normal
- b. Calculated from data
- c. Lilliefors Significance Correction

This study also analyzed five indicators of the descriptive paragraph class in accordance with tenth-graders’ learning attitudes either through the principal components analysis (PCA). This factorial analysis closely worked with the value of tenth-graders’ honesty, collaboration, respectfulness, communication, and social relationships. The scrutiny of correlation matrix marked the proximity of coefficients availability [.107 and above]. The Kaiser Meyer-Olkin (KMO) value obtained .269, Bartlett’s test of Sphericity proved ($df = 3$; $p = .046$), and Approximate Chi-square was 23.249. Unfortunately the KMO did not derive the significance of statistics, explored, and interpreted the hypothesis generalization since the KMO merely measured sampling adequacy. Based on the result, the PCA was not derivable inferable of how to accomplish the inspection of tenth-graders’ honesty, collaboration, respectfulness, communication, and social relationships through the Eigenvalue exceeding 1, namely: 31%, 27.9%, 22.9%, 13%, and 4.9% of the discordances accordingly (Table 12). Meanwhile, the scree plot

addressed the narrow section behind promoting five indicators of descriptive paragraphs class. The scree plot was determined to disengage two axes for the following study (Figure 3) and determined by the continual analyses. It connected two axes with the Eigenvalue that exceeded applicable advocacy of the criterion values for randomly undertaking the value of affordable matrix data proportion of honesty, collaboration, respectfulness, communication, and social relationships with 24 participants.

Table 12. *The Kaiser Meyer-Olkin (KMO) and Bartlett’s Sphericity test*

Sampling measure–KMO	.269		
Bartlett’s Sphericity test	Approximate Chi-square	23.249	
	df	3	
	Sig.	.046	

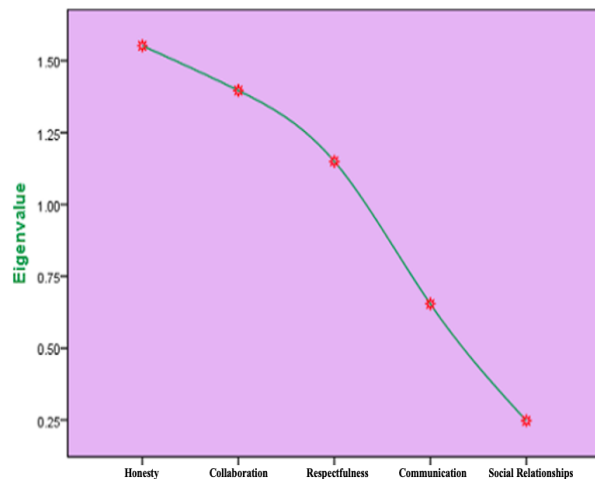


Figure 3. Scree plot of tenth-graders' learning attitudes on writing

The tenth-graders' five learning attitudes—honesty, collaboration, respectfulness, communication, and social relationships aimed at promoting tenth-graders' descriptive paragraph writing, dealt with both positive output on the partial scales that underlined the PCA's pattern and structure matrix with the descriptive paragraph cues on the oblimin rotation or deduced datasets measurement and improved the data interpretability.

Conversely, the pattern and structure matrix revealed current uncorrelated factors sequentially increasing the variances, and achievable stableness for the obtainable sample sizes, since honesty, collaboration, respectfulness, communication, and social relationships recalled the English teacher's adorable communication putting into eligible benefits together with tenth-graders' descriptive paragraphs session.

Further, this study discussed on the descriptive paragraph that mainly used adjectives and adverbs to describe the object that has been. Adjectives functioned to explain pronouns and or nouns that were still commonly connected. In the case of descriptive paragraph, adjectives were used to describe the person and or object shapes, from which the English teacher and tenth-graders had discussed. Herein, the adjectives samples were commonly used, such as small, big, generous, kind, smart, familiar, warm, short, long, etc. Meanwhile, adverbs became the auxiliary words that functioned to supply more information about the verb, adjective, or emphasize the adverb either. When dealing with the descriptive paragraph, adverbs were used to describe the object and or person actions who was being discussed. Herein, the adjectives samples were commonly used, such as last year, house, there, almost, enough, softly, gently, always, sometimes, etc. Being able to

produce good descriptive paragraph, this tenth-graders should first select and choose a topic that represented their ideas, and then their final topic needed to discuss. This view point was to decide the focus on comprehending the chosen descriptive paragraph into the following discussion.

The focused-topic intended to anticipate tenth-graders' descriptive paragraph from rambling and needed to concentrate. They started to describe the persons or objects with the special terms, such as shape, laugh, voice, texture, trait, etc. The tenth-graders created sentences as the introduction, subsequent description of the people or object, and emphasized the final statement for a conclusion. As a suggestion to have the standard descriptive paragraphs, tenth-graders were required to prioritize with their continual practices. Syntactically, the descriptive paragraph's structure began with an introduction and was followed by the objects conveyed in the sentences. This part should have been clearly stated in the first paragraph. Then, the next paragraph moved onto the described parts containing the objects description completely. Next, tenth-graders' descriptive paragraph could be written in an academically precise format, started with the intentional characteristics, behaviors, habits, or anything relating to the writing objects. Zhu, Fung, and Yang (2021) emphasize that the precise format can start with a rate of appropriate band assignment, significant commentaries on vocabulary or grammar respectively, as long as its performance naturally suits with teacher's guided description, for example, a two-score can be graded as inappropriate result and a three-score can rely on moderate result. However, students with restricted vocabulary experientially influences their appropriate dictions for constructing the sentences. They used to write with the unnecessary repetitiveness that fail their writing quality (Ippun, Patanduk, & Sirande, 2023). Ghanbari and Barati (2020) continue to focus on wordings and matters of the vague writing components. They suggest some can be rephrased and merged together including inconsistencies of the measured language usage.

Effective descriptive paragraph used various styles to pursue and engage the readers, in the following characteristics, namely: detailed writing, figurative language, appropriate words, and effective structure. Detailed writing considered reader's perspective when producing descriptive paragraph, attempting to initiate an impression of sensory toughness to inspire sense of tenth-graders' descriptive paragraph production. So far,

the English teacher may strengthen students in agentively deliverance and acceptance upon their writing feedback. This feedback might contribute to students' writing experience and improvement (Beck & Jones, 2023). Then, using appropriate words would consist of common adjectives, nouns, and passive verbs applied for words appropriateness usage in order to produce the descriptive paragraph more meaningful. Next, effective structure addressed any importantly chronological time, order, location that assisted tenth-graders' descriptive paragraph writing regarding physical descriptions to attract the readers' perspectives. In accordance with tenth-graders' descriptive paragraph, there must be a positive association between source ideas and band scores at the end of their writing products after driving teacher's task instructions that made explicit towards the selected topics to generate original contents (Uludag et al., 2019).

The tenth-graders' classroom assessment theoretically and practically was supported with the proper pre-descriptive texts' samples. This condition may reach tenth-graders' descriptive paragraph objectives that attunes their writing syntax accordingly. However, an intersubjectivity among these students becomes the consequences in teacher's teaching and assessment equities (Beck et al., 2020). It initiatively promoted writing skills, behaviors and peer discussion, when the descriptive paragraph was well-facilitated, since an English teacher can become the agentive action in relevance with writing assessment formatively (Beck & Jones, 2023; Sari & Nurhikmawati, 2025). The tenth-graders achieved a suitable prevalence alteration including naturally initiating collaboration working on their texts. They were realizingly aware of the structure [topic sentence, supporting sentences or body, and concluding sentence], core contents [sensory details, expressive adjective and verb, and spatial organization], and key characteristics [focus on one topic, subjectivity or objectivity, and figurative language] with teacher's feedback collectively during the process. Liu, Kitto, and Shum (2021) reflect writing to be a widespread drill or practice to students in terms of extending experience through teacher's genre-based writing instruction and assessment. Being teacher's practical feedback, she intervenes students' awareness of writing practices, determines students' writing feedback, formulates lesson plans, monitors learning processes, and evaluates learning outputs (Kong & Pan, 2023). Herein, teacher's feedback targeted tenth-graders' limited vocabulary [finding

precise adjectives, nouns, and verbs to describe people, objects, and places, leading to repetitive language features], grammatical errors [using English grammar correctly—simple present tense for description and subject-verb agreement], ideas and content creation [structuring the paragraph logically—starting with the identification and migrating to description, leading to disorganized and confusing paragraphs], and writing mechanics [spelling, punctuation, and prevalent capitalization, and meaning obscureness of the description]. But, on the other hand, the English teacher realizes to be neglected without a means of facing substantial instruction professionally if the students exhibit few or stagnant writing migration to earn their progress when being suspended timely (Wilson, Myers, & Potter, 2022). In practice, the rating system identifies the distinguished matters in which teacher's feedback exhibits the idiosyncratically chronological analyses with minimal deficiencies of its objectiveness (Wind, 2020). The tenth-graders' descriptive paragraph writing deal with one of genre-based writing themes in the assessment for learning syntax functioning as a pre-writing scaffolding of providing students' genre-based knowledge, leading to a mutual understanding of the genre, and facilitating students' metalanguage about genre-based writing whilst classroom discussions (Acar 2023).

Some core problems in tenth-graders' descriptive paragraph writing embedded their limited vocabulary. Inside tenth-graders' descriptive problem on vocabulary, they still faced inappropriately previous writing styles that set back its routine memorization towards contextual words engagement. The tenth-graders' descriptive paragraph also faced the grammatical errors or inappropriateness. This regulated part of speech use and sentence formation or morphological process. For example: agreement errors [subject-predicate and pronoun reference], homophones, sentence structure errors [sentence fragments, run-on sentences or comma splices], and modification and punctuation mark errors [misplaced modifiers, possessive apostrophe]. Further, tenth-graders' organizationally descriptive paragraph matters covered rigorous writing topics and text structure comprehension that still dominantly indicated misplaced, neglected information, and ineffective descriptive paragraph writing. Being realized to all these problems, Sumekto and Setyawati (2018) extend their idea that the analytic rubric for classroom assessment can reasonably support students' descriptive paragraph performance and

maturation as long as they practice continuously, whilst students' language features remain to affect teachers' assessment adjustment to reconcile their language acquisition and writing skills development (Shan, Yang, & Xu, 2023).

However, English teacher's strategies could be effective when building sensory details involvement, visual aids display, and synonym use initiation of replacing overused words were flexibly facilitated. The teacher might work with the interactive word walls that attributed verbs, nouns, and adjectives contributing to the themes of familial backgrounds, e.g.: introducing family members, informing parents' professional jobs, and working with daily routine. She could utilize pictures usage, flashcards, or other real objects to drive tenth-graders' ideas and contextualize concrete portraits for description strengths within more concise and functional words. Shan, Yang, and Xu (2023) strengthen that the L2 writing assessment teacher can be employed in different concepts as driven by the contextual teaching matters like teaching syllabus configuration and the assessment is not the only way undertaken to reveal students' writing skills. In this context, a teacher can accommodate and platform students' trajectories in the exploration steps with the distinctive formats and grammatical complexities highlighting their descriptive paragraph themes (Qin, Li, & Zheng, 2023). She concedes the classroom assessment of the descriptive paragraph writing which was more likely to address the knowledges to students, and the one who constructs more positive attitudes about conducting the feedback (Weng, 2023) through the selected genre-based writing syntax. Meanwhile, Taufiqulloh, et al. (2025) capture the relevant writing aspects of vocabulary, grammar, coherence, content, and organization shall be consequently fulfilled with the eligible ChatGPT writing acceptance (Syamsi et al., 2025).

To promote tenth-graders' contextual writing skills experientially embedded learning attitudes with honesty, collaboration, respectfulness, communication, and social relationships values. The tenth-graders' contextual writing skills promotion, on the other side can stay stronger with the maturation, creativity, participation, idea contribution, punctuation, honesty, and maturation commitment (Sumekto & Setyawati, 2019). Hence, the criteria of each value could be derived into the following description accordingly. Some point of views addressed tenth-graders' learning honesty when they were able to build a trust. Firstly, honesty and mindfulness states connected

sense of friendships and relationships to engage a secure of peers in the writing class, beside showing the courage strengthened tenth-graders' responsibility and braveness. The important thing also recalled tenth-graders' problem-solving in the descriptive paragraph involvement. To accommodate friendships and relationships among the tenth-graders, Butler and Sakurai (2020; Tiang, Mohamad, & Sanmugam, 2026) runs with the dialogic assessment system, where teacher's feedback takes main role within the assessment for learning, and she or he enrolls an important part of validating the assessment rubric.

Next, writing skills comprehension of the descriptive paragraph approach experientially rooted tenth-graders' work together in small groups or pairs to complete tasks, deepen descriptive knowledge and experience, and solve problems. Tenth-graders' collaboration addressed shared-intellectual efforts with active learning engagement. They regularly promoted significantly higher improvement and stimulated critical thinking skills including retentions. Therefore, Yang et al. (2020) reveal students' structural integrity and linguistic expressiveness are enhanced by their writing behavior engagement. If the students earned high behavior engagement, the better structural integrity and linguistic expression are beneath upon their writing skills. The tenth-graders' collaboration in the descriptive paragraph involvement elaborated their joint intellectual efforts, to captivate writing skills and perspectives. Herein, collaboration experientially required mutual searches for comprehending, sharing responsibility either in input, process, or output of descriptive paragraphs issues. Accordingly, students' assessment involvement may support their learning behaviors and paradigms, even though the surroundings cannot assure to be conducive, but the process can be self-governing with a sense of meaningful interactions and the existing weaknesses (Sumekto & Setyawati, 2019; Atmoko, Murti, & Subekti, 2026).

Then, tenth-graders' respectfulness demonstrated both students and the English teacher with dignity and kindness that acknowledged the inherent values found in the classroom. Respectfulness conveyed beyond politeness, showing as the pillar for a constructive English language learning culture with diverse circumstance. Therefore, tenth-graders were advised to deal with showing participative attention when others spoke up and explained some issues or problems in the descriptive paragraph,

whilst keeping away from interruptions patiently. Sense of respectfulness also addressed the polite expression or oral usage, such as expressing 'I am sorry', 'thank you', and 'please', as well as avoiding verbal, non-verbal, and psychological bullying among others. What found in the descriptive paragraph session attempted in valuing diverse opinions and beliefs which conveyed all outlooks had deserved among tenth-graders' well-being. The tenth-graders' respectfulness became matters in the descriptive paragraph involvement in terms of assuring safe circumstance, healthy relationships, and inclusion for their reading comprehension activity.

After that, communication for classroom assessment involved a transparent, continuous, and two-way dialogue between tenth-graders and English teachers in the descriptive paragraph class. It focused on participating the learning expectations and providing descriptive feedback to improve their reading comprehension. Effective communication in the classroom triggered successful writing comprehension focus, approximately required a stability level of 50% for knowledge versus 50% for communication skills in accordance with verbal [speaking, discussion, instruction], non-verbal [articulation, gesture, facial expression, voice loudness, lip shape], and written [whiteboard work, lesson notes, quizzes to learning reinforcement] cues to facilitate messages, feedback, and discussion which directly and indirectly impacted academic and non-academic success. Xu, Zheng, and Braund (2023) conform sense of awareness of the assessment processes regulates students' enhancement to align their tasks. They respond teacher's feedback about what matters shall be improved. Further, Li and Gu (2023; Cheng et al., 2026) support that the objectives of classroom instruction, learning, and assessment contextually promote students' core competences in writing. Therefore, the classroom assessment aims at assisting students' learning gaps closely and increase their objectives.

Finally, social relationships encompassed interactions between peer-to-peer and teacher-student, and became fundamental to the environment creation of the descriptive paragraph class into production and engagement. The relationships experientially impacted tenth-graders' academic processes and outputs along with the kinships toughness associated with tenth-graders' descriptive paragraph grades, classroom's behavioral misconducts, and collective communication failures. Acar (2023) strengthens that classroom's social relationships when found in

the descriptive paragraph class experientially managed the building-trust, respectfulness, and empathy besides peer acceptance and friendships positiveness improvement that linked to conducive academic accomplishment. The relationships influence students' sociocultural activity of the classroom assessment dynamics, teacher's feedback, assessment for learning-oriented strategies, and classroom assessment effectiveness. These social relationships also cultivated collaborative descriptive paragraph class fostering sense of comfortableness and participation towards the classroom climate. All these matters had impacted tenth-graders' descriptive paragraph class on motivation and engagement, anxiety decrease, and behavior improvement. Herein, Wang, Lee, and Park (2020) point out that students' writing skills, motivation, language proficiency, motivation, and involvement can control teacher's assessment priority upon non-native English students necessities, although it usually relies on the formative assessment. Puad and Asthon (2020) address a classroom assessment accommodates students' writing skills, knowledge, and attitudes. Students' responsibility is believed to be an effort of engaging their behaviour and attitudes in the factual learning mechanism.

This study was also mindful tenth-graders' descriptive paragraphs relating to limited vocabulary, where tenth-graders frequently struggled with a restricted lexicon in relevance with the overuse of common sentences, and simplistic adjectives and adverbs. Meanwhile, words or sentences' unnecessary repetitions might conditionally weaken tenth-graders' descriptive quality and describe sentences became monotonous. Further, tenth-graders' writing organization was associated with an identification placement of description parts, or they were failed to organize the description appropriately and led to an illogical flow. It also constituted with structure ambiguity, where tenth-graders' difficulties used to distinguish the identifiable objects and detailed description that frequently became to paragraph's ambiguous structure. Moreover, tenth-graders' grammatical and mechanical errors became continual consequences with the consistent simple present tense, subject-verb agreement, and mechanics-spelling, punctuation, and capitalization.

In this respect, teacher's concise attention to her class adores students to elaborate the structural syntax, sentences variance [simple, compound, and complex], and linguistics features (Rao & Liu, 2020). This experience could conditionally

represent the essence of descriptive paragraph topics naturally. So far, Ataie-Tabar et al. (2019) prove that classroom assessment practice drives the substance of sharing expectations and learning objectives that becomes teacher's feedback evidence upon students' writing activities. Meanwhile, the socio-cultural matter of engaging constructive alignment experientially conveys teaching responsibility, learning assistance to students, and students' distinguished learning needs. Wang, Lee, and Park (2020) find out a classroom assessment as the dimensions of unambiguous both assessment for learning (AfL) and of learning (AoL) leading to students' learning autonomy promotion. However, the AfL is practically determined to be more prioritized since the AoL academically enumerate students' performance orientation of writing works through the designed rubric of teacher's analytic feedback. Discussion on writing issues becomes possible when the students redescribe their agentive transformation with teacher's inevitably joint endeavour roles (Jones & Beck, 2020).

Nevertheless, this study also reports some limitations regarding the use of classroom assessment that is conducted by the English teacher. First, a small proportion of the lesson issues associated with the writing assignments among the vocational high school students is revealed. This study solely focuses on a single genre-based writing—descriptive text or paragraph. Therefore, the process and result of this study will refer to tenth-graders' first and second during tenth-graders' descriptive paragraph writing. Second, this study fills the gaps in English teacher's feedback with the rubric of ratio scale, indicating from 10 to 100 of tenth-graders' first and second descriptive paragraph drafts. The process of feedback completely depends on teacher's professionalism with some subjective potentials and inconsistencies during the assessment stages. the potential subjectivity and consistency. Third, tenth-graders' writing practices are only allocated a short time to write their descriptive paragraph writing; thirty to thirty-five minutes is a very limited time to draft—writing, editing, polishing, finalizing, and reading their product. Last but not least, this study provides a relatively small sample size with twenty-four tenth-graders of the vocational high school in Yogyakarta, Indonesia. Indicatively, the caution will concern with a justified decision when clarifying the findings and discussion of this study, as if experientially characteristics and samples with small size potentially restrict findings' generalisability.

This study recommends methods for teacher's feedback in dealing with the classroom assessment of tenth-graders' descriptive paragraph writing in the future. First, the English teacher can apply for the sandwich feedback method. This method corresponds with teacher's initial appreciation to tenth-graders' works. The teacher initiates with a complement, constructive criticism, and motivation during and end of the writing class. This method will be very effective to increase tenth-graders' learning motivation and self-confidence, and guidance for improving their descriptive paragraph writing. The teacher's feedback can also directly go with tenth-graders' writing main problems of this genre, such as generic structure, language features, and writing mechanics. For example, once the grammar are not satisfied, the teacher focuses on basic sentence structure revisions before correcting the writing mechanics or some typos.

CONCLUSION

The classroom assessment promotes tenth-graders' descriptive paragraph writing by providing teacher's critical feedback that may relatively increase their vocabulary, grammar, ideas and content, and writing mechanics as designed by the English teacher. The tenth-graders' descriptive paragraph writing tests empirically records the writing session processes, so-called by assessment for learning and the writing session results, so-called by assessment of learning. The tenth-graders have passed both of them, where their first descriptive paragraph writing gain 65.63, whilst the second ones gain 68.17. Beyond two writing results, the English teacher previously targets her students to perform their descriptive paragraph grades with 72.00 minimally. But, on the other hand, students' grades gain less than teacher's target. Hence, teacher's feedback upon tenth-graders' first and second descriptive paragraph was on the moderate category (56 to 68). Nonetheless, the wholly writing sessions the tenth-graders attended twice, they have experienced with identifying and correcting the mistakes conditionally, having guided assistance from the teacher. The rubric that indicates tenth-graders' vocabulary, grammar, ideas and content, and writing mechanics empirically assists them decrease their shortcomings. Further, organizing texts or paragraphs structure (identification and description) as dealt with one of genre-based writings stimulate their experience and improvement accordingly.

The learning attitudes among tenth-graders, namely: honesty, collaboration, respectfulness, communication, and social relationships aim at promoting their descriptive paragraphs, dealing with both positive output on the partial scales. The achievable stableness for the sample sizes since tenth-graders' honesty, collaboration, respectfulness, communication, and social relationships recalled their English teacher's communication adoration deriving into eligible benefits together with tenth-graders' descriptive paragraphs. In practice, honesty firstly connects sense of friendships and relationships to engage a secure of peers within the writing class, beside showing the courage strengthened tenth-graders' responsibility and braveness. The important thing also recalled tenth-graders' problem-solving in the descriptive paragraph involvement. Secondly, respectfulness conveyed beyond politeness, showing as the pillar for a constructive English language learning culture with diverse circumstance. Thirdly, tenth-graders' collaboration addresses shared-intellectual efforts with active learning engagement. They promote significant increase and stimulate critical thinking skills as well. Fourthly, a two-way dialogue between tenth-graders and English teachers focus on participating the learning expectations and providing descriptive feedback. Effective communication in the classroom triggers successful writing comprehension focus, approximately provides a stability level of 50% for knowledge versus 50% for communication skills. Last but not least, social relationships impact tenth-graders' academic processes and outputs along with the kinships toughness.

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Didik Rinan Sumekto

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