Title: Assessment through E-Portfolio in Bangladeshi Tertiary-level Writing Class

Abstract:

Assessment of English as a Foreign Language (EFL) writing skills, particularly formative assessment, requires concentration to meet the increasing need of blended platforms, to fulfill the practicality as well as validity of an assessment tool and to maintain the ethical reliability of students' works at this era of digital tools and artificial intelligence (AI). This experimental study discusses if e-portfolio, as a formative assessment tool, improves learners' academic composition writing skills, if it scaffolds self-regulatory learning and if it stimulates life-long learning capabilities. This study both quantitatively and qualitatively investigates if technology-integrated writing experience improves students' writing skills for academic purposes with better future implications. An experimental research design has been chosen to identify the differences between two homogenous groups of students. The data has been collected in three stages: one, students' continuous rubric-based performance and feedback on their attainments as well as mistakes in the essay drafts; two, self-reflective journals written by students immediately after submitting each draft; three, a mixed structured questionnaire survey. The experimental group intervenes with their practice with an electronic portfolio (e-portfolio) and, as a result, had access to other available online platforms and AI tools unlike the controlled group's paper-based one. The quantitative data related to students' attainments and mistakes on essay drafts are explained through an unpaired t-test using R-statistical computing software after measuring the homogeneity and normality of the two groups. The study draws attention of both classroom instructors and policy makers to enhance the use of technology in writing pedagogy which has potential to encourage self-regulatory and life-long learning.