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Language Learning Assessment in EFL Classroom: Freedom Curriculum into Practices

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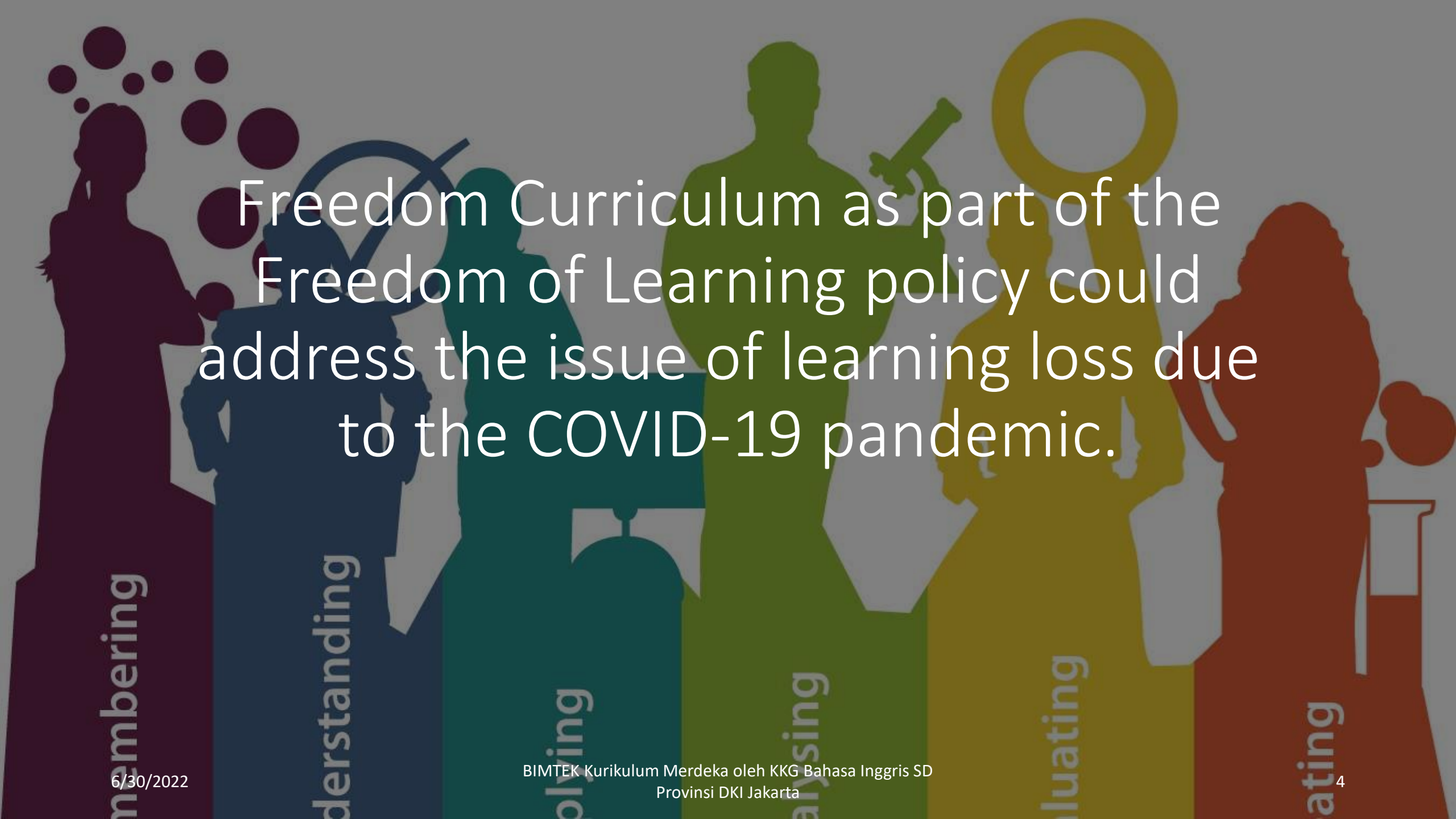luh.angelianawati@uki.ac.id
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Recent Global Issues

COVID-19

PSBB
PEMBATASAN SOSIAL BERSKALA BESAR

LOCKDOWN
STOP CORONAVIRUS

ONL...

Educational Policies

→ **Learning Loss**

Freedom Curriculum as part of the Freedom of Learning policy could address the issue of learning loss due to the COVID-19 pandemic.

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Brainstorming

Please join:

https://www.menti.com/71mqx4pi6g

Go to www.menti.com and enter the voting code **9584 6632**

The objectives

By the end of the workshop you should   be able to:

- **Create a test**
- **Develop a rubric**

Assessment is an integral component of the teaching process. It can provide information that both enhances instructions and promote learning.
(Raynolds, Livingstone, & Wilson, 2009)

Assessment is a critical component of the classroom. It provides students with an idea of their progress in a course, identifies individual strengths and weaknesses, and ultimately serves as the measure of whether students achieve the course's learning objectives.

→ serves a valuable instructional or pedagogical function, BUT it's also important that assessments engage students and prepare them with the skills they'll need in future courses, practicums, and even their careers.

Language Assessment

MEASUREMENT, EVALUATION, ASSESSMENT, TESTS

DEFINITION

What do we mean by **Test**, **Assessment** and **Evaluation**?

Measure of:

•**How much of** the assigned materials the learners are mastering

•**How well learners** are learning the and/or from the materials

•**How well learners** are meeting the stated goals and objectives

MEASUREMENT — refers to the process by which the attributes or dimensions of something are determined.

TEST, EVALUATION and ASSESSMENT

Different Terms

Referring to the Process of Figuring Out

how much you know about a given topic

EVALUATION **is making judgments**
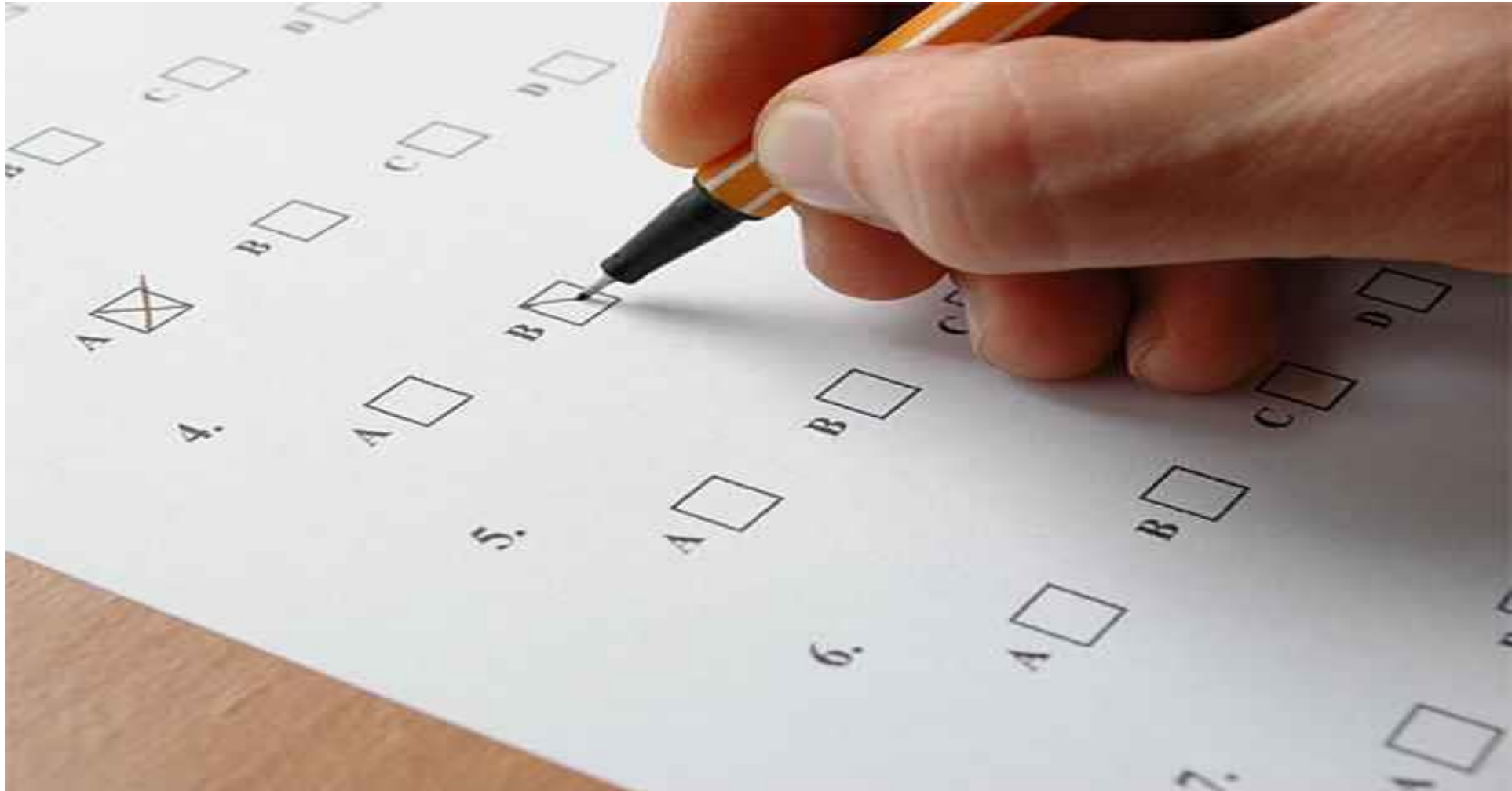
Based on criteria and evidence

ASSESSMENT

is documenting knowledge, skills, attitudes and beliefs

in measurable terms

TEST
or QUIZ

Tool --- examine someone's knowledge of something

Concepts & Terms

- *Test:*
  - *A method—it is an instrument/ a set of techniques, procedures, or items, for measuring a person's ability, knowledge or performance in a given domain (Brown, 2004)*

- *Assessment:*
  - *An ongoing Process and a kind of measurement which encompasses a wider domain than a test and is carried out in direct and indirect ways.*
  - *It refers to any systematic procedure for collecting information that can be used to make inferences about the characteristics of people or objects (AERA et al., 1999)*

- *Measurement:*
  - *Process of <u>quantifying</u> individuals' <u>characteristics</u> according to specific <u>rules & procedure</u>*

- *Evaluation:*
  - *The systematic gathering of information for the purpose of making decisions. Qualitative vs. Quantitative Evaluations*

The Relationship of Teaching, Assessment, and Test

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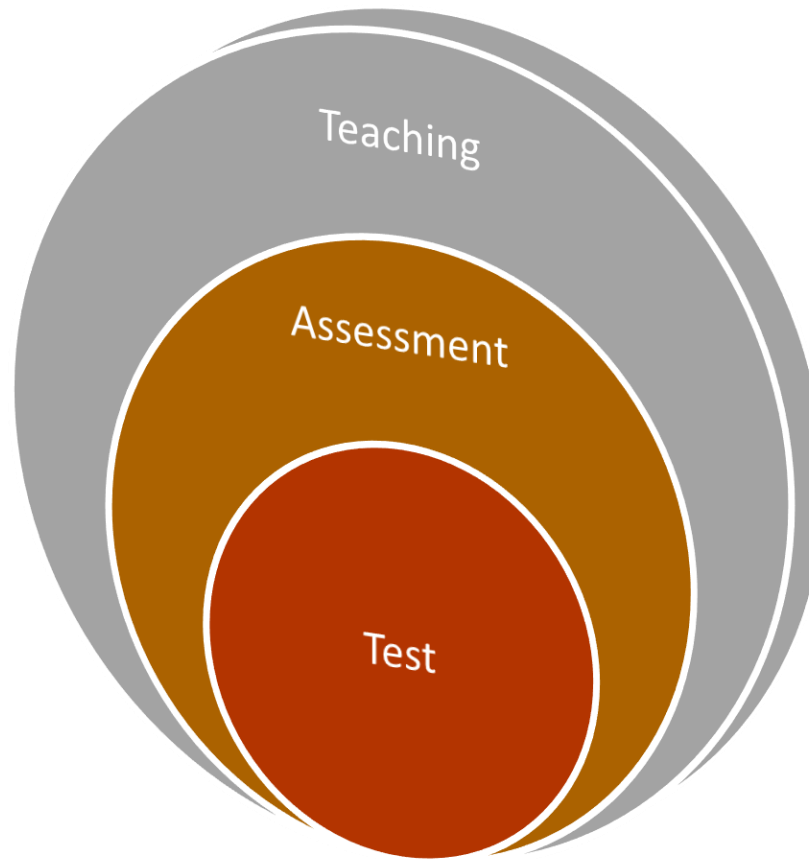
Principles of Language Assessment

- Practicality→ not excessively expensive, stays within appropriate time constraints, is easy to administer, and has a scoring/evaluation procedure that is specific and time-efficient

- Reliability → represents the consistency with which an assessment procedure measures whatever it is measuring. It is consistent and dependable.

- Validity→ measures what to be measured

- Authenticity → the degree of the correspondence of the characteristics of a given language task to the features of the target language task.

- Washback→ the effect of testing on teaching and learning.

Types of Assessment

Types of Assessment

Formative – Summative Assessment

Informal – Formal Assessment

Diagnostic Test

Placement Test

Progress Test

Achievement Test

Proficiency Test

Norm-referenced & Criterion Reference Tests

Types of Items

Test items and questions can be either direct or indirect

- Direct Test Items → ask the test takers to perform the skills which are being tested (oral presentation, blog entry/reporting, making visual organizer, etc.)
- Indirect Test Items → examine the test takers' knowledge of individual items of knowledge

Gap fills	Jumbled sentences/sentence reordering
Cloze texts	Sentence Transformation
Multiple Choice items	Proofreading (error analysis)
True/False Items	Matching Tasks
Dictation	

How to assess?

Redisign Intructional Models
· activity
· Student-centered instruction
· Variety of content presentation
and learning activities
· psycologialy student comfort
· Positive and constructive feedback

Virtual Classroom

TRADITIONAL ASSESSMENT??

AUTHENTIC ASSESMENT?!

Assessment is the process of measuring knowledge, skills, abilities and attitudes and documenting at the same time.

→TRADITIONAL ASSESSMENT & ALTERNATIVE ASSESSMENT
(Adapted from Brown, 2004)

Traditional Assessment	Alternative Assessment
One-shot, standardized exams	Continuous long-term assessment
Timed, multiple-choice format	Untimed, free-response format
Decontextualized test items	Contextualized communication tasks
Scores suffice for feedback	Individualized feedback and washback
Norm references scores	Criterion-references scores
Focus on the right answers	Open-ended, creative answers
Summative	Formative
Oriented to product	Oriented to process
Non-interactive performance	Interactive performance
Fosters extrinsic motivation	Fosters intrinsic motivation
Requires students to demonstrate knowledge by selecting a response/giving correct answers; usually tests students' proficiency through paper and pencil tests	Requires students to demonstrate proficiency by performing relevant tasks showing application of what has been learned.
Students are asked to choose an answer from a set of questions (True or False; multiple choice) to test knowledge of what has been taught.	

ASSESSMENTS

Traditional Assessment

Objective Tests:

multiple-choice, completion, true-false, matching

Subjective Tests:

Short answers, essay

Alternative Assessments

- Performance Assessment
- Portfolios
- Journals
- Conferences and Interviews
- Observation
- Self-Peer Assessment
- Example: demonstrations, hands-on experiments, computer simulations, projects, multi-media presentations, role plays, recitals, stage plays, exhibits

Authentic Assessment

Multiple forms of assessment that reflect student's learning, achievement, motivation, and attitudes on instructionally-relevant classroom activities –representing real-life settings (O'Mally & Pierce, 1996)

'authentic' in the sense that they are personally meaningful and can be activated throughout a lifetime of learning and living in the wider community (Kohonen, 2001, 2012).

Kinds of Authentic Assessments

Portfolio Assessment

Performance Assessment

Self-Assessment

A systematic collection of student's work, self-assessment, and clearly stated criteria

(O'Mally & Pierce, 1996)

- Oral interviews
- Story/Text Retelling
- Writing Essay/Reference Paper/journal, etc.
- Projects/Exhibitions
- Experiments/ Demonstrations
- Constructed-response items
- Teacher observation

Peer Assessment

Transparent Assessment

*Ensure that your assessment scheme is visible to your students, from the **criteria** to the **actual tools** you use to apply them.* (Bergin, etc., 2017)

Assessment Tools for Scoring

Checklists, rating scales and rubrics are tools that state specific criteria and allow teachers and students to gather information and to make judgements about what students know and can do in relation to the outcomes. They offer systematic ways of collecting data about specific behaviours, knowledge and skills.
(Alberta Education, 2008)

a yes/no format in relation to student demonstration of specific criteria.
CHECKLIST

the degree or frequency of the behaviours, skills and strategies displayed by the learner. → describe the quality or frequency of student work
RATING SCALE
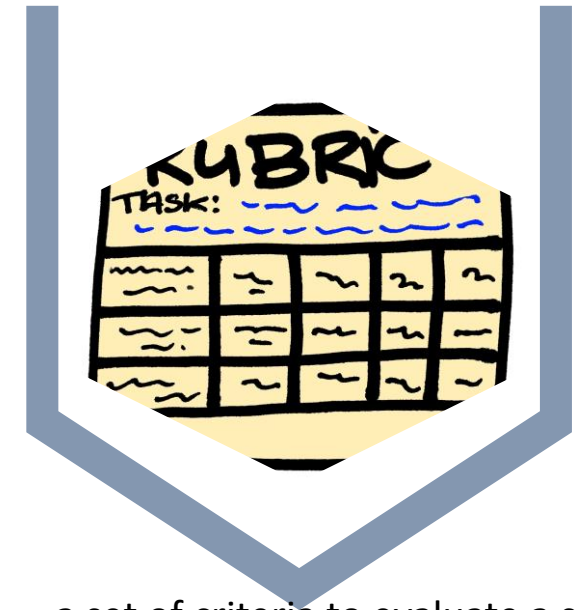
a set of criteria to evaluate a student's performance, consisting of a fixed measurement scale and detailed description of the characteristics for each level of performance
RUBRIC

Scoring System
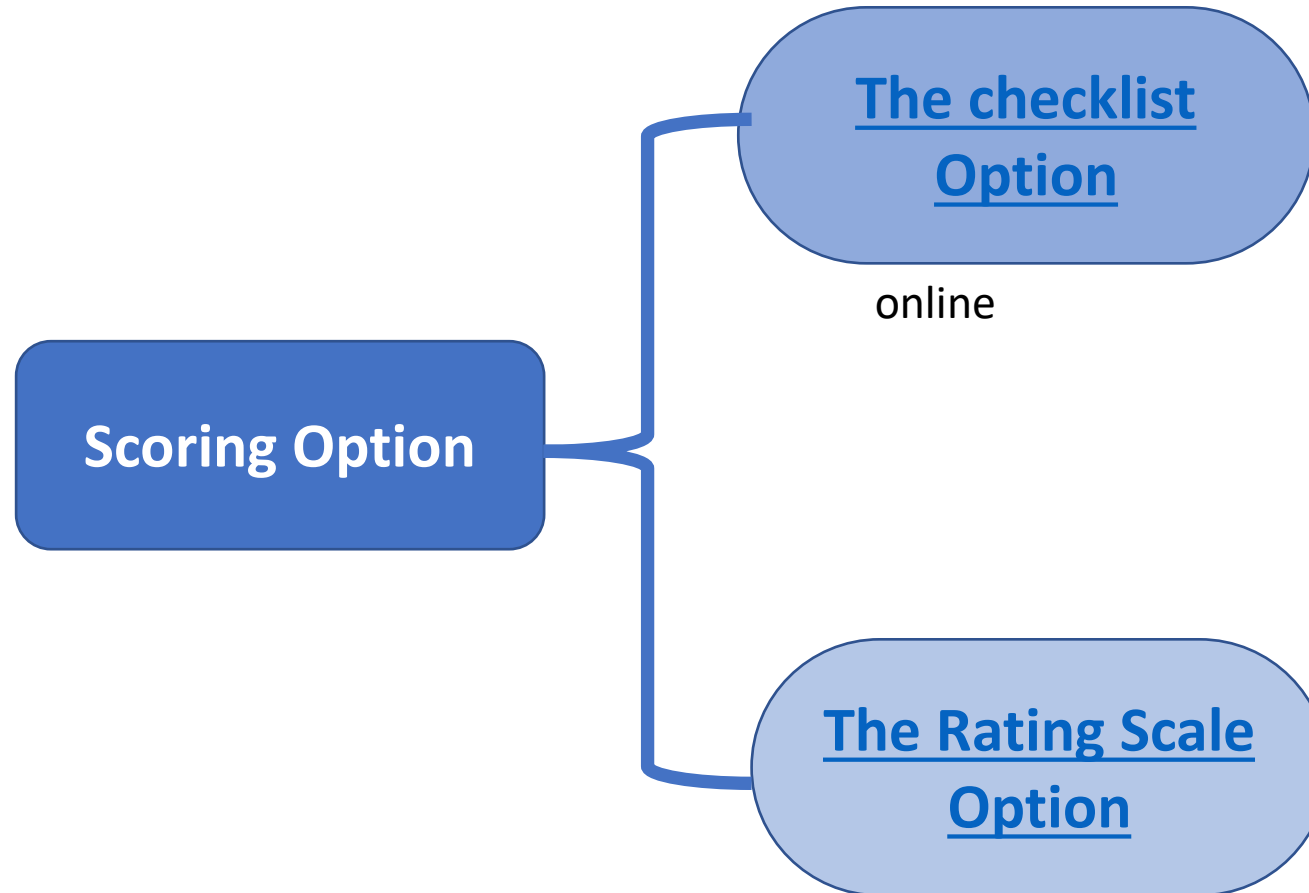
O'Malley and Pierce (1995)

holistic — uses a variety of criteria to produce a single score

primary trait — A variation on holistic scoring

analytical — separate the features of a composition into components

Holistic
- Relatively fast and easy more economical

Primary Trait
- focusing on specific aspects of instruction

Analytical
- time-consuming; expensive
- provides more information about the strengths and weaknesses of students

Maintaining Transparent Authentic Assessment

- Authentic assessments should always align with the course's learning objective(s).

- The instrument used to measure is based on the assessments/assignments designed for the students, e.g. observation sheet, checklist, rating scale, or scoring rubrics.

- it is clear to students how they will be assessed and based on what criteria. the manner in which assignments need to be submitted, deadlines, the assessment procedure and how the final mark will be calculated.

- Transparency also includes accessibility to example questions and clarifying the appraisal criteria by making appraisal forms and rubrics available.

Maintaining Transparent Authentic Assessment cont.

- Self and Peer assessments should be optimized, beside teacher's assessment. Instruct learners to self- and peer-assess their work, and encourage them to debug them, i.e. point out any ambiguities or inconsistencies.

- Grading is accessible to the student personally.

- Feedback and discussion about the students' works are a must.

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Workshop on assessment

SOURCES:

HARRIS (1969);

SUNARTI & RAHMAWATI (2014);

DARYANTO & DWICAHYONO (2014)

by
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ASPECTS TO BE TESTED → TAKEN FROM SYLLABUS

- 3.1 Topic :

  - Language Functions:
  - Language Components: Vocabulary (synonym...); Grammar (...); Pronunciation (...)

4.1 Skills : Spoken or Writen

Assessment:

Test: Multiple Choice/ true false/ matching/ filling the gaps/ closing procedure

Non-test: Performance (simulation/roleplay) : Introducing oneself to others

HALF SEMESTER

SUMMARY → next page

SOURCE: SYLLABUS

TOPIC	Language Function	Vocabulary	Grammar	Reading	Writing	Speaking	Listening
3.1 My Self	Introducing onesefl						
3.2							
3.3							

TESTING LANGUAGE SKILLS

- Components → Indicators?
- E.g.
- Writing : Content, Form (Organization), Grammar, Style, Mechanics
- Speaking (Oral Production): Pronunciation, Grammar, Vocabulary, Fluency, Comprehension (Harris, 1969)

TEST OUTLINE

Part	Item types	Number of Items	Minutes
1. Listening	Multiple Choice	40	20
2. Structure	Short answer	70	45
3. Vocabulary	Short answer	40	45
		150 items	110 minutes
Administration			10 minutes
			120 minutes

SYLLABUS – ASSESSMENT (COGNITIVE)

NO	Learning Outcome	Indicators (see Bloom's Taxonomy revised edition)	Assessment Techniques/Instruments
1	Remembering	Mention	Test/Non-test (performance/project/portfolio)
2	Understanding	Explain Define	
3	Applying		
4	Analysing		
5	Evaluating		
6	Creating		

MULTIPLE-CHOICE

- **STEM**   **OPTION**
- Statement   Answer Key & Distractors
- Questions

Topic/Indicators	STEM	OPTION	Jenjang Kemampuan (C1, C2, C3, C4-6)
Introduction - Greeting	Text? (1-4) 1. How are you doing?	a. I'm Nisa b. I'm fine, thank you c. See you soon d. That's very kind of you	C2 - Mudah C1: proses belajar ingatan C2 : Proses berpikir pemahaman C3 : proses berpikir penerapan C4,5,6 : Proses berpikir analisis, sintesis dan evaluasi Mudah, sedang, sukar adalah tingkat kesukaran butir soal yang diinginkan Menentukan tingkat kesukaran ini didasarkan pada pertimbangan pembuat soal
- Introducing name ..... - Parting - Vocabulary - Grammar	2. May I know your name, please?		C2 - Sukar

BLUEPRINT FOR PSYCHOMOTOR OR AFFECTIVE DOMAINS

No	Aspects	Indicator	Question/Statement	Scale
1	Honesty	No cheating	I don't cheat while doing the exam.	Likert Scale 1-4/1-5 Strongly Agree-disagree Always-never Excellent – poor Extremely positive - negative
			I keep my answer for my self.	
			I refuse to give any answer when my friends ask me during exam	

BLUEPRINT FOR RUBRICS/RATING SCALE (PRESENTATION…)

No	Aspects	Indicator	Descriptor	Scale
1	Speaking	Fluency	…. …. …. …. ….	5 4 3 2 1
		Grammar		

Rating Scale – Presentation

Aspects ➔ seen from theories about the skills/ performances to be assessed.

Descriptors --> clear descriptions of qualifications per column

indicators ➔ see the theories regarding to the aspects to be assessed

READ relevant books ➔ theories
Complete all columns

No	Aspects	Indicator	Descriptor					Score
			5 (Excellent)	4s	3	2	1 (poor)	
1	Speaking	Fluency	The students ………	….				
		Grammar						
		….						
		….						
		….						
2	Body Language	Gestures						
		Facial Expression						
3								

Constructing a Test
(Multiple Choice)

Creating • The student can put elements together to form a functional whole, create a new product or point of view : **assemble, generate, construct, design, develop, formulate, rearrange, rewrite, organize, devise.**

Evaluating • The student can make judgments and justify decisions: **appraise, argue, defend, judge, select, support, evaluate, debate, measure, select, test, verify**

Analyzing • The student can distinguish between parts, how they relate to each other, and to the overall structure and purpose: **compare, contract, criticize, differentiate, discriminate, question, classify, distinguish, experiment**

Applying • The student can use information in a new way: **demonstrate, dramatize, interpret, solve, use, illustrate, convert, discover, discuss, prepare**

Understanding • The Student can construct meaning from oral, written and graphic messages: **interpret, exemplify, classify, summarize, infer, compare, explain, paraphrase, discuss**

Remembering • The student can recognize and recall relevant knowledge from long-term memory: **define, duplicate, list, memorize, repeat, reproduce**

Bloom's Taxonomy – Revised edition →

A taxonomy which divides cognitive objectives into a hierarchy of subdivisions from the easiest to the most complex.

Planning the Test

Preparing the test items and direction

Reviewing the items

Pretesting the materials and analyzing the result

Assembling the final form

Reproducing the test

Planning the Test

1. **Determining the General Course Objectives**

   The course content :

   - Textbook lessons : short reading selection, dialogue, pronunciation drill, grammar drill, word study

   - Labratory practice, drill on dialogue and pronunciation

   - Compositions on topics related to textbook readings

   - **Consult the syllabus – develop critical thinking considering Bloom's Taxonomy**

   - **Design test blueprint**

- To increase skill in listening
- To increase skill in oral production
- To develop skill in reading
- To develop skill in writing

The basic objectives are to measure the extent to which students have acquired or improved their control of these skills.

2. Dividing the general course objectives into their components

- Phonology / orthography
- Grammatical structure
- Vocabulary
- Rate and general fluency

(Based on theories of language learning)

3. Establishing the general design of the test

- Two important factors must be considered : the time to be provided for testing and the degree of speededness one wish to built into the test.

Time total : 120 minutes
Reserved : 10 minutes   →   Administrative procedure

Left : 110 minutes

- **Structure test (fill-in type)**
  Assumption : Students can answer 1.5 per minute
  Test Items : 70
  Time : 45 minutes

- **Vocabulary test (supply type)**
  Assumption : Students can answer each at about 1 min
  Test Items : 40
  Time : 45 minutes

- **Sounds discrimination and general auditory comprehension**
  Sound discrimination. Examinee hears a set of words and indicate which two are the same (20 items)
  Auditory comprehension. Hears a series of questions and indicate which of four printed choices would make logical answer (20 items). Total of 40 items can be administered easily in 20 minutes.

4. Construction of test of the specific problem

- Which phonemic contrasts presented major difficulties to our students ?
- Which grammatical structures received the most emphasis in the course and required continued review ?
- Which vocabulary items would seem to have the greatest utility value to our students ?

Preparing the test items and direction

It is necessary to write more items than will be needed in the final form of the test.

1. A careful review can disclose flaws, therefore have to be discarded.

2. Some items may be found inappropriate or defective, therefore reduction is necessary.

Multiple Choice Questions

A multiple choice question contains three elements:

- **Item stem** : this is the problem statement. It contains all the information necessary to answer the multiple choice question.
- **Correct option** : this is the correct answer to the multiple choice question.
- **Distractors** : these are the incorrect answers presented as alternatives to the correct answer in a multiple choice question.

(see [multiple-choice guidance](#))

Anatomy of a multiple choice item

How many inches are in a foot?

item stem

D. 12   **keyed or correct option**

E. 20

F. 24   **distracters or foils**

G. 100

options, alternatives or choices

- Test Identity and Writing Test Directions

  Test identity must be clear, covering subject of the test, time allocation, date, etc.

  Test directions should be brief, simple to understand, and free from possible ambiguities. Advisable to indicate the length of time for the test.

Reviewing the items

- The material should be submitted to at least one colleague with experience in the subject-matter field, a teacher of English as a second language.

Remembering

- This is the lowest level of learning. These are the easiest types of MCQs to create.

- Learning objectives at this level

    – Know common terms, Know specific facts

    – Know methods and procedures, Know basic concepts

    – Know principles

- **Question verbs: define, list, state, identify, label, name, who? when? where? what?**

Example:
1. What is the cat's name?
    a. V
    b. X
    c. W
    d. Z

Practice

Creating QUESTIONS BASED ON BLOOM'S TAXONOMY

Create four MCQs covering remembering, understanding, applying, and analyzing!

Pretesting the materials and analyzing the result

All items have first been tried out on a large number of subjects of the same kind as those for who the test is designed.

Items are said to be statistically satisfactory if they meet two requirements:

1. If they are suitable on level of difficulty, neither too hard nor too easy (Item Difficulty)

2. If they discriminate between those examinee who have the abilities being tested and those who do not. (Item Discrimination)

Analyzing the Pretest Result

- Determining Item Difficulty (Difficulty Factor) → Proportion of respondents selecting the right answer to that item

$$D = \frac{c}{n}$$

    D = difficulty factor

    c = number of correct answers

    n = number of respondents

- Range 0 -1
- The HIGHER the difficulty factor – the **easier** the question is, so a value of 1 would mean all the students got the question correct and it may be too easy
- Optimal Level is 0.5
- To be able to discriminate between different levels of achievement, the difficulty factor should be between 0.3 - 0.7
- If you want the students to master the topic area, high difficulty values should be expected.

Practice

Guided Practice

What is the D for Items 1-3?

Student	Raw score	Item 1	Item 2	Item 3	Item 4	Item 5
A	8	a	b	a	d	e
B	6	c	b	e	c	e
C	6	a	c	e	c	b
D	4	a	b	e	a	c
E	2	c	a	b	d	c
F	8	a	b	c	c	e
G	10	a	b	a	c	e
H	6	a	b	c	d	e
I	8	a	c	a	c	e
J	4	a	c	a	d	b

Difficulty Factor

- Item # 1 = 0.8
- Item # 2 = 0.6
- Item # 3 = 0.4

What does it mean?
- Item # 1 = 0.8 may be too easy
- Item # 2 = 0.6 good
- Item # 3 = 0.4 good

Individual Practice

What is the D for Items 4-5?

Student	Raw score	Item 1	Item 2	Item 3	Item 4	Item 5
A	8	a	b	a	d	e
B	6	c	b	e	c	e
C	6	a	c	e	c	b
D	4	a	b	e	a	c
E	2	c	a	b	d	c
F	8	a	b	c	c	e
G	10	a	b	a	c	e
H	6	a	b	c	d	e
I	8	a	c	a	c	e
J	4	a	c	a	d	b

Difficulty Factor

- Item # 4 = 0.5
- Item # 5 = 0.6

What does it mean?

- Item # 4 = .5 optimal
- Item # 5 = .6 good

Overall, you can say that only item #1 may be too easy

- Determining Item Discrimination

  Discrimination much below 30% should be revised or discarded.

- **The Discrimination Index**
  - DI = (a-b) / n
  - a=response frequency of the High group
  - b=response frequency of the Low group
  - n-number of respondents

Statistical technique for calculating item discrimination :

1. Separate the highest and lowest 25% of the papers

2. Subtract the number of lows who answered the item correctly fro the number of highs who answered correctly

3. Divide the result of step 2 by number in each groups to obtain the "item discrimination index"

SPSS - **Point- Biserial Correlation**

- Determining The Effectiveness of Distracters

  If an item contais distracter which attracted no one (even the poorest examinee) it is a nonfuctioning choice which will increase the chance that some examinees get the item right by guessing the remaining choices. Therefore, should be replaced or revised.

- Each distracter should be chosen by at least 5% of the examinees but not more than the key answer.
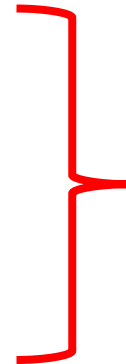
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E. 20

F. 24   **distracters or foils**

G.100

options, alternatives or choices

Distracter Analysis

Answer Choices	Number who selected choice (out of 50)
Choice A	2
Choice B	26
Choice C	7
Choice D	**p = 15/50 or 0.30**

Recording Item Analysis Data

Convenient to record data on "item analysis slip" which contains:

1. The item
2. Identification of the pretest
3. The position of the item in the pretest
4. The item difficulty and discrimination indices
5. Tabulation of how the "highs" and "lows" respond

Assembling the final form

In assembling the multiple-choice items , the test maker must care not only to order the item in increasing level of difficulty, but also :

1. Each answer position is used the same number of times

2. the answer form do not form observable pattern

Reproducing the test

- Large-scale testing, photo-offset or letter press printing is customary
- Test materials should be spaced to provide maximum readability
- No multiple-choice item should be begun on one page
- Sufficient length of guidelines for completion or shor-answer items
- Advisable to indicate at the bottom of each page whether the examinee is to continue on to the next page
- The use of cover sheet will prevent examinees from looking at the test material before the time begins

Developing a Rubric for Assessment

What is a rubric?

- A scoring tool that lays out specific expectations for an assignment.
- Divides assignments into component parts .
- Provides a detailed description of what constitutes acceptable levels of performance for each part
- Can be used for grading variety of assignments.
- Used to get consistent scores across all students.
- Allows students to be more aware of the expectations for performance and consequently improve their performance.
- Focus on the **quality** of the product or performance

What are the Parts of a Good Rubric?

Good rubrics tend to have four basic parts:

The ASSIGNMENT or TASK DESCRIPTION

A SCALE or LEVELS of achievement and/or points

The DIMENSIONS of the assignment- skills involved

DESCRIPTIONS of what constitutes each level of performance

Step 1: Clearly define the assignment

- Consider the topic , the process that the students will work through + the product they are expected to produce.

Step 2:
Consider what learning outcomes (criteria) will be assessed

- Often with a project, students are expected to demonstrate several course outcomes.

- For example, outcomes related to writing + critical thinking may be assessed, as well as more discipline-specific outcomes.

Step 3:
Establish clear + detailed descriptions for each performance level for each criteria

- Determine what the different levels of performance look like within each criteria

- Give examples of high, mid and low performers

- Begin by describing the highest level of performance

- Use specific language for performance level descriptors

Step 4: Test drive your new rubric

- TRY OUT your rubric to see if the rubric yields a consistent score.

Using rubrics for assessment

- Share your rubric with students before they complete an assignment. This will help them understand theperformance standards.

- Rubrics provide both a grade (summative) + detailed feedback to improve future performance (formative).

- Rubrics promote student self-assessment- making them more responsible for their learning + performance.

Scales

	Below Expectation	Meets Expectation	Exceeds Expectation
Citations		X	

Scales vs. *Rubrics*

	Below Expectation	Meets Expectation	Exceeds Expectation
Citations	The paper fails to cite sources using consistent, formal, Citation style.	Mostfollowa consistentstyle, althoughsomecontain minorerrorsor incomplete information.	Allcitationsare complete,accurate, andconsistently conformtoaformal style.

Assessment *Scale*

Criteria	Poor	Marginal	Fair	Good	Excellent
Introduction: Adequate literature review; sound rationale; clear statement of hypothesis/hypotheses	1	2	3	4	5
Method: Appropriate for hypothesis/hypotheses; adequate descriptions of participants, design, materials, and procedure.	1	2	3	4	5
Results: Appropriate use of statistics; adequate description of analyses	1	2	3	4	5
Discussion: Clear evaluation of hypothesis/hypotheses; connect to literature review/theory/appropriate discussion of limitations, implications, and recommendations	1	2	3	4	5
Poster Style and Format: Well-organized; visually appealing, appropriate information density; readable font size and graphics; effective use of figures and illustrations	1	2	3	4	5

	Beginning	Developing	Accomplished	Exemplary
Content	The written work is unsupported by evidence and/or the topic is incompletely covered. The written work displays no discernable thesis to direct or organize content	The written work contains assertions that are weakly supported by the evidence and provides minimal coverage of the topic. The student author tends to rehash the topic rather than provide insight. The written work has a recognizable thesis though it may be broad or unfocused. Main points may appear in the written work itself though not necessarily be given by the thesis	The written work contains assertions that are supported by evidence, insights of the student author and is sufficient to cover the topic. The written work displays a good thesis which makes clear the work's main points as well as gives a sense of direction	The written work contains assertions that are supported by a synthesis of evidence, original insights of the student author and covers the topic in fresh ways. The written work displays an excellent, focused thesis which forecasts content and synthesizes main points
Audience	The written work shows a lack of awareness of purpose, content, style, word choice, references, and structures that reflect audience expectations. The audience's questions are left unanswered; more information is needed	The written work shows partial awareness of purpose, content, style, word choice, references, and structures that reflect audience expectations. Many of the audience's questions are left unanswered; more information is needed	The written work shows an awareness of purpose, content, style, word choice, references, and structures that reflect audience expectations. The audience's common questions are anticipated and addressed	The written work successfully integrates purpose, content, style, word choice, references, and structures to meet audience expectations. The audience's questions are anticipated and answered in a compelling fashion
Developed and organized material	Organizational structure and paragraphing have serious and persistent errors	Written work has a weak beginning, development and conclusion. Paragraphing and transitions are also deficient	Written work has an adequate beginning, development and conclusion. Paragraphing and transitions are also adequate	Written work has a clear and appropriate beginning, development and conclusion. Paragraphing and transitions are also clear and appropriate
Sentence fluency	Sentences are choppy and/or awkward, including fragments, comma splices, and run-ons that impede the ability to read the written work	Sentences are generally constructed correctly but may include fragments, comma splices, run-ons and awkward constructions. Little or no sentence variety	Sentences are constructed correctly especially lacking unnecessary fragments, comma splices and run-ons. Some sentence variety is demonstrated	Sentences are constructed correctly especially lacking unnecessary fragments, comma splices and run-ons. Sentences vary in length as well as structure. Sentences are constructed in a way that enhances meaning
Standard grammar and mechanics	Written work has serious and persistent errors in word selection and use, spelling, punctuation, and capitalization. Inadequate use of the conventions of edited standard written English	Written work contains several major errors in word selection and use, spelling, punctuation, and capitalization. Attempted use of the conventions of edited standard written English	Written work is relatively free of errors in word selection and use, spelling, punctuation, and capitalization. Adequate use of the conventions of edited standard written English	Written work has no major errors in word selection and use, spelling, punctuation, and capitalization. Exceptional use of the conventions of edited standard written English
References	The written work has no citations or references	The written work has a limited number of citations or references. Some, but not all, non-original ideas are cited and referenced	The written work demonstrates consistent use of citations and references. All non-original ideas are appropriately cited and referenced	The written work demonstrates a sophisticated use of multiple resources with appropriate citations. All non-original ideas are appropriately cited and referenced. Synthesis is evident, well cited, and well referenced

Writing Rubric

Date: _____

Rater: _____ Course: _____ Student: _____

What are the criteria based onto?

CRITERIA	Unacceptable	Acceptable	Target	Exemplary	Score
Logic & Organization	Does not develop ideas cogently, uneven and ineffective overall organization, unclear introduction or conclusion	Develops and organizes ideas in paragraphs that are not necessarily connected. Some overall organization, but some ideas seem illogical and/or unrelated, unfocused introduction or conclusions	Develops unified and coherent ideas within paragraphs with generally adequate transitions; clear overall organization relating most ideas together, good introduction and conclusion.	Develops ideas cogently, organizes them logically with paragraphs and connects them with effective transitions. Clear and specific introduction and conclusion.	
Language	Employs words that are unclear, sentence structures inadequate for clarity, errors are seriously distracting	Word forms and sentence structures are adequate to convey basic meaning. Errors cause noticeable distraction	Word forms are correct, sentence structure is effective. Presence of a few errors is not distracting.	Employs words with fluency, develops concise standard English sentences, balances a variety of sentence structures effectively.	
Spelling and Grammar	Writing contains numerous errors in spelling and grammar which interfere with comprehension	Frequent errors in spelling and grammar distract the reader	While there may be minor errors, the writing follows normal conventions of spelling and grammar throughout and has been carefully proofread	The writing is essential error-free in terms of spelling and grammar	
Development of Ideas	Most ideas unsupported, confusion between personal and external evidence, reasoning flawed	Presents ideas in general terms, support for ideas is inconsistent, some distinctions need clarification, reasoning unclear	Supports most ideas with effective examples, references, and details, makes key distinctions	Explores ideas vigorously, supports points fully using a balance of subjective and objective evidence, reasons effectively making useful distinctions	
Purpose	The purpose and focus of the writing are not clear to the reader	The writer's decisions about focus, organization, style, and content sometimes interfere with the purpose of the writing.	The writer has made good decisions about focus, organization, style, and content so as to achieve the purpose of the writing.	The writer's decision about focus, organization, style, and content fully elucidate the purpose and keep the purpose at the center of the piece	

Practice

'Select' a rubric that is currently being used

- ☐ Is it a rubric or a (rating) scale?

- ☐ Are there multiple descriptions of the criteria (at least 3)?

- ☐ Are the descriptions clear and easy to use?

- ☐ Are the descriptions based on theories?

IS this CHECKLIST?

Reading Skills Checklist	Circle 1 - 9	Notes on Progress
1. I can skim and scan the text easily to find the relevant information.	1 2 3 4 5 6 7 8 9	
2. I can answer each question in roughly one and a half minutes.	1 2 3 4 5 6 7 8 9	
3. I can predict as I skim and scan.	1 2 3 4 5 6 7 8 9	
4. I can answer questions quickly and accurately.	1 2 3 4 5 6 7 8 9	
5. I can move around text with ease.	1 2 3 4 5 6 7 8 9	
6. I can easily recognize connecting words and phrases.	1 2 3 4 5 6 7 8 9	
7. I know the difference between a noun, verb, adjective, and adverb.	1 2 3 4 5 6 7 8 9	
8. I can quickly get the general idea of the text.		
9. I do not get caught up in the detail of the text.	1 2 3 4 5 6 7 8 9	
10. I can provide my answers within the word limit.	1 2 3 4 5 6 7 8 9	
11. I am comfortable at answering fill in the blank style questions.	1 2 3 4 5 6 7 8 9	
12. I can complete the questions calmly.	1 2 3 4 5 6 7 8 9	
13. I can ignore words that I do not know.	1 2 3 4 5 6 7 8 9	

Checklist

Name:_____

Opinion: The Many Faces of Genius

	No	Sometimes	Yes
The paragraph starts with a topic sentence that states an opinion.			
The paragraph includes adequate details supporting the opinion.			
The paragraph ends with a concluding sentence that states the opinion in different words.			
Linking words are used to show how the ideas connect.			
All of the sentences have a subject and a verb.			
Most words are spelled correctly.			

Comments: _____

_____

_____

_____

21ST CENTURY SKILLS CHECKLIST

	NAME:	Seldom	Sometimes	Always
1	I attempt to expand the possibilities of a given situation.			
2	I enjoy 'thoughtful playfulness' – learning through experimental 'play'. This is 'serious play' (conjuring up, exploring and developing possibilities.)			
3	I produce innovative ideas spontaneously and fearlessly.			
4	I combine or connect unusual ideas or reinterpret relationships in unexpected ways.			
5	I work to turn creative ideas into useful products.			
6	I am willing to draft, experiment and 'play with ideas', and am not discouraged by failure.			
7	I think independently... showing a high level of curiosity and imagination.			
8	I find meaning and significance in things independently.			
9	I add the personal touch to assigned tasks.			
10	I am willing to reflect on and evaluate the products of my creativity honestly.			
11	I can argue my point of view clearly and logically.			
12	I am able to identify bias and logical inconsistencies independently.			
13	I am able to see the 'bigger picture' (think holistically).			
14	I have the ability to see beyond bare / superficial facts.			
15	I am able to provide alternatives to the conventional or the routine.			
16	I am able to appreciate opposing points of view.			
17	I am able to work well as a member of a team			
18	I am able to communicate clearly (verbally and in writing)			
19	I can empathise with other people who are going through a tough time.			
20	I want to make the world a better place.			

Page 1

Assignment!

Principles ➜

1. Holistic
2. Contextual
3. Student-centred
4. Explorative

Strengthening Project of Pancasila-Learner Profile
6 Dimensions:

1. Having faith, piety in the Almighty God and a noble character
2. Global Diversity
3. Mutual Cooperation
4. Independence
5. Critical Reasoning
6. Creativity

Designing an instrument

- **Please develop an instrument to measure a particular element for a certain Phase on English lesson in your school in accordance with Pancasila Learner Profile**

- **Choose one of the following:**

  test/ questionnaire/ checklist/ scoring rubrics/observation

Due date July 3, 2022

Please submit BLUEPRINT & RUBRIC DRAFT upload to:

https://bit.ly/KKGAssessment

CRITICAL, CREATIVE, COLLABORATIVE, COMMUNICATIVE TEACHERS are NEEDED

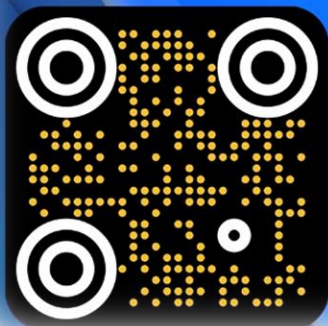If your students don't know where you want them to go, how will they get there?

BIMTEK Kurikulum Merdeka oleh KKG Bahasa Inggris SD
Provinsi DKI Jakarta

Nomor : 159/ KKG/DKI/V/2022   Jakarta, 10 Mei 2022
Lampiran : -
Hal : Permohonan

K e p a d a Yth
Kepala Ibu Luh Angelianawati
di Tempat

Assalamu'alaikum Wr.Wb.

    Teriring do'a kami, semoga Ibu dalam keadaan sehat wal'afiat dan senantiasa dalam lindungan Allah SWT.

    Sehubungan dengan kegiatan peningkatan kompetensi guru Bahasa Inggris Sekolah Dasar, kami Kelompok Kerja Guru Bahasa Inggris SD Provinsi DKI Jakarta mohon dengan hormat kepada Ibu untuk berkenan memberikan Materi dalam kegiatan Bimbingan Teknis bagi guru-guru Bahasa Inggris SD Provinsi DKI Jakarta, insyaAllah akan dilaksanakan pada:

Hari/Tanggal   : Selasa-Rabu, 28-29 Juni 2022
Pukul   : 08.00 s/d 15.00 wib
Kegiatan   : Bimbingan Teknis II
                    " Pembelajaran Bahasa Inggris Sekolah Dasar Dalam Kurikulum Merdeka"
Tempat   : Gedung Guru Provinsi DKI Jakarta
                    Jl. TB Simatupang No. 48 Tanjung Barat, Jagakarsa - Jakarta Selatan

    Demikian surat permohonan ini kami sampaikan, atas perhatian dan kerjasamnya kami ucapakan terima kasih.
Wallahul Muwaffik Ila Aqwamit Thoriq
Wassalamu'alaikum Wr.Wb

Ketua Panitia

Hartono, S.Pd, MM

SURAT PENUGASAN
Nomor: 37a/UKI.F2.PPBI/SDM.01.01/2022

Ketua Program Studi Pendidikan Bahasa Inggris, Fakultas Sastra dan Bahasa, Universitas Kristen Indonesia:

Yang bertanda tangan dibawah ini:
Nama   : Hendrikus Male, S.Pd., M.Hum.
NIP/NIDN   : 101737/0303077901
Jabatan   : Ketua Program Studi
Unit Kerja   : Fakultas Sastra dan Bahasa

menugaskan:
Nama   : L. Angelianawati, S.Pd., M.Pd.
NIP   : 141102/ 0321128402
Unit Kerja   : Prodi Pendidikan Bahasa Inggris
                       Fakultas Sastra dan Bahasa

untuk menjadi Ketua Panitia kegiatan Online Webinar Kurikulum Merdeka Prodi Pendidikan Bahasa Inggris, berkolaborasi dengan Kelompok Kerja Guru (KKG) Bahasa Inggris Sekolah Dasar Provinsi DKI Jakarta, yang diselenggarakan pada 4-5 Juli 2022, di ruang 3205 Gedung AB, Universitas Kristen Indonesia, dengan susunan kepanitian terlampir.

Demikian surat penugasan ini dibuat untuk dilaksanakan oleh yang bersangkutan dengan penuh tanggung jawab.

Jakarta, 01 Juni 2022
Kaprodi Pendidikan Bahasa Inggris,

Hendrikus Male, S.Pd., M.Hum.
NIP: 10 17 37

Susunan Kepanitian
Online Webinar Kurikulum Merdeka
Prodi Pendidikan Bahasa Inggris
4-5 Juli 2022

Pelindung	Susanne A.H. Sitohang, S.S., M.A.
	Dekan Fakultas Sastra dan Bahasa
Penanggung Jawab	Hendrikus Male, M. Hum.
	(Kaprodi Pendidikan Bahasa Inggris)
Ketua	L. Angelianawati, S.Pd., M.Pd.
Anggota	1.Jordan Giovani
	2. Wira Diw Silitonga
	3. Andreas Yobel H
	4. Esaf Amanit
	5. Priska Sintia
	6. Petra Alexander Wuisan
	7. Hevan Artur
	8. Pinsensius Richard Zeno
	9.Thereza Melani Timu

CERTIFICATE

NO : 04/BIMTEK/IV/2022

This Certificate Is Proudly Presented To

Luh Angelianawati, M.Pd

**as keynote speaker of Merdeka curriculum technical guidance II
with theme " Language assesment"**

Jakarta, July 4th – 5th 2022

Leader of KKG DKI JAKARTA

chairman of the committee

RITA HERLINA, S.Pd

HARTONO, M.Pd

No	Materi	Bobot
1.	**Memahami dan menganalisis assesmen Pembelajran Bahasa Inggris pada kurikulum Merdeka**	4 JP
2.	**Menentukan Bentuk Assesmen sesuai dengan Capaian Pembelajaran**	4 JP
3.	**Merancang Authentic Assesment (Blueprint and Instrument)**	6 JP
4.	**Memahami dan menganlisis Capaian Pembelajaran**	4 JP
5.	**Merumuskan Tujuan Pembelajaran, dan Menyusun Alur Tujuan Pembelajran**	6 JP
6.	**Merumuskan Tujuan Pembelajaran, dan Menyusun Alur Tujuan Pembelajran**	4 JP
7.	**Merancang Rencana Pelaksanaan Pembelajaran dan Modul Ajar**	8 JP
	total	**36 JP**

Chairman of the commitee

HARTONO, M.Pd