

Assessment Techniques Used in the English Classes Based on Curriculum 2013: A Suggestion

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Abstract

The role of English as an international language has made the Indonesian school provide English as a subject in their curriculum as early as possible. Officially, based on Curriculum 2013, English is included in the subject as early as the fourth grade in the elementary school. Curriculum 2013 is the newest curriculum that has been introduced to all schools in Indonesia. It is interesting to learn the assessment system that should be used in curriculum. Student's achievements should be measured by progress tests rather than summative tests. It means that authentic assessment should be implemented along with the implementation of the curriculum. In this paper, the writer tries to suggest the use of appropriate techniques of authentic assessment in the English classes especially for the Junior High School Student.

Key words: Curriculum 2013, Teaching English, Authentic Assessment, Authentic Assessment Techniques, Junior High School Student

1. Introduction

Since Great Britain occupied many countries long time ago, English has become an international language all over the world. It is used in businesses, literatures, education, and other fields. Mastering English in both oral and written can lead the way to communicate globally. Based on those facts, many schools in Indonesia provide English as a subject as early as possible. Not only providing English as a subject, but also those schools are competing to provide the best English lesson activities based on the curriculum set by the government.

What is curriculum? The Regulation of Republic Indonesia No. 20 Year 2003 about National Education System states curriculum as a set of plans describes about the goals, the contents, and the materials of the

lessons and the techniques used as guidelines for the organization of learning activities to achieve the specific of educational objectives (as cited from The Regulation of Republic Indonesia No. 68 Year 2013 about Framework and The Basic Structure of The Junior High School Curriculum / MTs). That regulation extends the explanation that curriculum is having two dimensions. First, curriculum covers the plans and the arrangements of the goals, and the contents. Second, curriculum is including the materials of the lesson; and the techniques used in learning activities.

Based on that regulation, in the beginning of 2013, The Ministry of National Education of Indonesian Government designed a new curriculum for the elementary until senior high schools named as Curriculum 2013. As the statement of the government, Curriculum 2013 is a modification of the previous curriculum, Curriculum 2006 or KTSP. There are some materials added to Curriculum 2013 which are not presented in Curriculum 2006, and also there are some materials removed from Curriculum 2013 which are presented in Curriculum 2006. As defined in Regulation of Republic Indonesia No. 66 Year 2013 about Education Assessment Standards, Curriculum 2013 is using authentic assessments, self-assessment, portfolio assessment, formative assessment, and summative assessment.

Badger (1992) in Aitken (n.d) defines assessment “as a process of gathering evidence of what a student can do, provides feedback on a student’s learning to encourage further development.” There are 3 types of assessment based on Luongo-Orlando (2003) : 1). Diagnostic assessment and evaluation in the beginning of the school and canbe used to determine the student’s knowledge, abilities, motivation, learning style, etc; 2). Formative assessment and evaluation in the middle of the learning process to determine the student’s progress; 3). Summative assessment and evaluation in the end of a unit study, course or period of time to make a judgment of a student’s work value.

The authentic assessment appears behind the difficulty of Psychometricians (Popham; cited from Burke, 1999, p.82) in determining the skill possessed by the students only by paper-pencil testing where the students only choose one correct answer from multiple choices and give a short answer in essay questions; and the needs of the educators for finding a new method of assessment.

Authentic assessment is actually not a new method of assessment in Indonesia. Many teachers already use this kind of assessment such as asking the students to make a journal or having the students doing a self-reflection, and so on. However, authentic assessment is not fully implemented in the English classes.

What is authentic assessment? Authentic assessment is a method of assessment where students' skill is determined not only by their performances in paper-pencil testing, but also from some aspects in their performances: namely, persistence, effort, attitudes, over a period weeks or months (J.B Heaton, 1997, p.116). Using authentic assessment, the students are not judged only by paper-pencil testing, but also from their hard work and their progress in learning activities (Burke, 1999). Aitken (n.d) adds that authentic assessment should be similar like real-world situation and the tasks should be meaningful and engaging so that the students can apply their knowledge and skills.

There are some types or techniques of authentic assessment based on J. Michael O'Malley and Lorraine Valdez Pierce (1996): oral interviews, story or test retelling, writing samples, project / exhibitions, experiments / demonstrations, constructed – response items, teacher observations, portfolios.

In this paper, the writer focuses on giving suggestion of the techniques of authentic assessment based on curriculum 2013. The writer uses a book titled “Bright” published by Erlangga in 2014. The lesson units in this book are suitable with basic and standard competences of

curriculum 2013 given from the government so this book is suitable with the writer's research paper.

2. Authentic Assessment

For years, the students are only measured and judged by their final product in summative tests using paper-pencil testing. They should choose one right answer from multiple choices appeared in the exam and they should write a composition within the strict limited time. Their progress is only considered as the part of their learning activities but it is not for the evidence showing the students' ability. Since that kind of assessment can't be used for assess a full range of student outcomes (Callison, 1998) and the finding of Popham (1999) about the difficulties of psychometricians to generalize the skill possessed by the students, Burke (1999) states that many educators try to find a method which can be a "videotape" for helping teachers to get the information about the students' skills for instructional planning. In here, authentic assessment appears for fulfilling that role.

2.1 What is Authentic Assessment?

For years, the students are expected for performing well in an assessment which only limited in a pencil, papers, and set of questions in daily tests, weekly tests, monthly tests, even yearly tests. Also, the teachers are expected to determine and to score the students' ability only from pencil-paper testing. Burke (1999) in his book titled *How to Assess Authentic Learning* states that to generalize the students' skill is difficult since the students only do fewer performances than what they do in conventional paper-and-pencil testing. Coming with this problem, a new method of assessment is introduced in teaching. That new method called as authentic assessment, where students' skill is determined not only by their performances in paper-pencil testing, but also from some aspects in their performances over a period weeks or months (J.B Heaton, 1997,

p.116). It is important for students not to be aware that teachers take a note about their performances or ask some questions for assessing them (J.B Heaton, 1997, p.118-120). Heaton also adds that the note taken by teacher can't be used for grading the students, but the note is only use for the information about the student's performances.

Aitken (n.d) emphasizes that learning should moves beyond the rote and the memorization that the students do in the traditional methods and it should be able to construct the student's responses. Aitken (n.d) adds that authentic assessment should be similar like a real-world situation and the tasks should be meaningful and engaging so that the students can apply their knowledge and skills.

Wiggins (1990) proposes some advantages of using authentic assessments:

1. making students successful learners with acquired knowledge
2. providing students with a full range of skills (e.g., research, writing, revising, oral skills, debating, and other critical thinking skills)
3. demonstrating whether the students can generate full and valid answers in relation to the tasks or challenge at hand)
4. providing reliability by offering suitable and standardized criteria for scoring such tasks and challenges
5. giving students the chance to 'rehearse' critical thinking in achieving success in their future adult and professional lives
6. allowing for assessment that meets the needs of the learners by giving authenticity and usefulness to results while allowing students greater potential for improving their learning and teachers more flexibility in instruction.

(as cited in *Aitken*, n.d)

2.2 The Techniques of Authentic Assessment

J. Michael O'Malley together with Lorraine Valdez Pierce (1997) have listed some types of authentic assessment as oral interviews, story or test retelling, writing samples, project / exhibitions, experiments /

demonstrations, teacher observations, and portfolio. In the next paragraph, the writer will try to explain each techniques of authentic assessment.

2.2.1 Oral Interview

The Ministry of Education in British Columbia in a 1991 booklet entitled *Supporting Learning: Understanding and Assessing the Progress of Children in the Primary Program* states an authentic evidence for showing a child's progress could be obtained by watching children in action, looking at their collection of work, and talking with them (as cited in Burke, 1999, p. 165). This means that teachers can't avoid for adopting interviews and conferences as the part of their teaching activities when they should design a suitable learning activities based on the students' needs because conferences and interviews can be a legitimate data to tell about the students' achievement, attitudes, and feelings (Burke, 1999, p. 164).

Burke (1999, p. 164) has listed several types of interviews and conferences. They are:

- a) Book interview with one student or group of students
- b) Discussion about the students' project
- c) Interview about a research paper or project
- d) Reactions to a film or video
- e) Feedback to a field trip
- f) Reactions to assemblies or guest speakers
- g) Discussion of a piece of writing
- h) Interview in a foreign language class in that language to check for fluency and grammar
- i) Feelings about works of art or music composition
- j) Discussion about problem solving
- k) Interview about a scientific experiment
- l) Attitudes about a course or school

- m) Conferences about a portfolio
- n) Discussion about dynamics of cooperative groups
- o) Discussion of students' grades and future goals
- p) Feelings about sportsmanship and ethics
- q) Interview about procedures
- r) Questions about the process in a paper or project
- s) Conversations about meeting standards
- t) Discussion of grades

From the list above, the writer suggests not to use several types which are not suitable to implement in English classes for Junior High School students because those types are more suitable to implement in other lessons such as music, science, PE, and so on. Those types are reactions to assemblies or guest speakers, feelings about works of art or music composition, interview about a scientific experiment, attitudes about a course or school, and feelings about sportsmanship and ethics.

Burke also suggests to secondary teachers for conducting five conferences a day with one student for each time. While teacher is conducting a conference with one student, other students can do a group or individual work.

Above all, as stated by Kallick (1992) in Burke (1999) that the quality of conference is more important the quantity of conferences. Kallick (1992) and Burke (1999) agrees that teachers should conduct the high-order questions where the answers could be provided only by the primary source such as "What was on your mind when.....?" or "Now that you have accomplished your work, what do you think about.....? " rather than low level questions which could be answer in survey or paper-pencil testing such as "Where were you born?" or "How did you die?".

These are the high-order sample questions from Burke (1999):

- a) How did you feel about our unit on poetry?

- b) How do you feel about your writing?
- c) In your opinion, why is it important to keep a portfolio?
- d) Do you think you are meeting the standards?
- e) What are you learning?

(as cited from How to Assess Authentic Learning, p. 167)

2.2.2 Writing Samples

For years, the students are demanded to be a professional writer in their ordinary writing tests. Heaton (1997) also states in *Classroom Testing* that teachers rarely allow the students to edit, re-organize, omit or add some certain parts in their writing tests such as in the summative writing tests. The students are expected to be able to write a composition of narrative, letter, etc within a strict limited time. The process of writing is not considered as the part of assessment writing score. That fact is different from the statement of Sokolik (2003) where writing is both of process and product (as cited in Linse, 2006, p.98). It means that the writing process should be considered as the part of the assessment. It is the reason why the authentic assessment is suitable in writing assessment in English classes.

Linse (2006) mentions 5 writing process as planning, drafting, reviewing, and editing. The process of planning involves the students' thought of what they are going to write such as theme of the story, the characters in the story, etc. While, in the process of drafting, the students make a story's draft such as the amount of the paragraph, and the contain of paragraph 1,2,3, and so on. After making a draft, the students move to review their story. In this process, the students have to check the word choice in the story, the spelling, and structure of the sentences and so on. Next, in the last process: editing, the students can paraphrase the incoherent sentences so that the story can be a good composition.

2.2.3 Teacher Observation

What is the meaning of observation? As stated by Burke (1999), observation is an easy and quick tool to record the information about the students. That information can be students' skill or ability, behaviors, characteristics, and so on. From the data of observation, the teacher can get a lot of information about the students which couldn't be conveyed by words. For example: the teacher will learn about the students' learning styles, learning needs, attitudes, initiative, likes and dislikes, and need for assistance (Ministry of Education, Province of British Columbia, 1991, as cited from Burke, 1999, p. 142)

Not only collecting the information about the students, teacher also can monitor the growth and the lacks of the students so that the teacher can help the students who need help before they fail in the summative exam. Ministry of Education, Province of British Columbia (1991) states about using observation, the teacher can "discover patterns, assess progress, and make plans to help children continue their learning" (cited from Burke, 1999). That means if the teacher wants to design a suitable learning activities for reaching the meeting standard, the observation should be conducted first.

Burke has already listed some checklists which are useful for teacher's observation as:

- a. Name of the student,
- b. Space for four to five targeted areas,
- c. A code or rating to determine the degree of the students has or has not demonstrated the targeted skills (it can be using 3 code: + as frequently, √ as sometimes, and **O** as not yet),
- d. Space for comments or anecdotal notes,
- e. The date of the observation.

(as cited from How to Assess Authentic Learning, p. 140)

As stated by Burke (1999), there are so many settings that teachers can use to observe the students such as in the classrooms, playground, field trips, hallways, gym, individually, in groups, with younger children, with older children, and with adults. Also, Burke (1999, p. 142) suggests that teacher could observe the students through this kind of activities: reading, writing, problem-solving, working, socializing, talking, map making, classifying, listening, sorting, word processing, and playing.

Furthermore, Burke advises that before conducting an observation, the teacher can make a T-Chart for helping the students to understand certain behaviors “look like” and “sound like”, then the teacher should develop the indicators from the T-Charts describing the skills, behaviors, and actions, and the last step is making the specific behaviors into concrete by listing all those kind of behaviors.

An example of checklists for kindergarten by Burke (1999)

Kindergaten Skills Checklist	Not Yet	Yes
Indicators 1. can write the name 2. knows phone number 3. can write address 4. recognizes different colors 5. can count to 25 6. knows alphabet 7. speaks in complete sentences 8. knows directions to school		

Cited from How to Assess Authentic Learning, p. 143

2.2.4 Performance Tasks

The necessity of students to be engaged in real-world situation is making performance task being a suitable method in

learning activities especially in English classes. The example of performance tasks are project, exhibition, experiments, and demonstration like writing a proposal, making a diagram, role playing, making a video, group, etc.

In performance task, the students are giving a chance to choose the task by their own desire and it is requiring the collaboration both of knowledge and the processes (Shoemaker, 1998, as cited from Burke, 1999). There are 4 characteristics of performance tasks should have based on Gronlund (1998, as cited from Burke, 1999). They are:

- a) Greater realism of tasks – the task should be reflected a real-world situation.
- b) Greater complexity of tasks – the task should have multiple solutions and encourage the students to have their originality and thinking skill.
- c) Greater time needed for assessment – the time given for completing the task should be adjusted with the difficulty level of designing tasks, the comprehensive nature of the tasks, and the evaluation time needed for the tasks.
- d) Greater use of judgment in scoring – the judgment in scoring should be based on the complexity of the tasks, the originality of the responses, and the variety of possible solutions.

2.2.5 Portfolio

Teachers need the evidence or “videotape” to make a judgment about the students (Burke, 1999) and the portfolio presents the role of that “videotape”. What is portfolio actually? Tierney, Carter, and Desai, (as cited in Johnson and Rose, 1997, p.6) states that portfolio is one of authentic assessment techniques where student’s works are collected to be the evidence of the student’s progress, effort, and achievement, and so on. By

reviewing the students' portfolio, teachers will be able to see the students' effort and progress in learning. Also, portfolio will provide a space for students to show their achievement. There are several types of portfolio based on Burke (1999).

1. Writing

In this type of portfolio, the writer of the portfolio will give a date in every writing product for showing the process and the product.

2. Process Folios

The first and second drafts of student's assignments collected with final product to be the evidence of student's growth.

3. Literacy

The contents of this type of portfolio are the combination of 4 skills: writing, reading, listening, and speaking.

4. Best-work

For the contents of this type of portfolio, a student together with teacher will select that student's best work to be included in the portfolio.

5. Unit

This portfolio is made after teacher finishes one unit of the study.

6. Integrated

In this portfolio, there is a thematic study collaborated with different disciplines. For example: "Health and Wellness" – Language, arts, science, math, health, and physical education.

7. Year-long

This portfolio is including all the artifacts from entire years to show the student's growth and development.

8. Career

The important letters such as resumes, recommendation, and commendations will be included in this type of portfolio to show the employability.

9. Standards

The contents of this type portfolio will be the evidence of the document meeting standards.

However, not all of those types are suitable to use in English classes because those types are more suitable to implement in other fields such as for a worker. The writer suggests using writing portfolio, process portfolio, literacy portfolio, best-work portfolio, unit portfolio, integrated portfolio, and year-long portfolio in the English classes.

Burke (1999) mentions some items that can be included in portfolio as creative cover to tell the general idea of the portfolio, a letter to reader to welcome the reader, a table of contents for showing the organization of the portfolio, six-seven artifacts or student's works, self-reflection and self-evaluation to show what the students' have learned and how student can evaluate themselves, goal setting page where new short-term and long-term goals of the students are displayed, conference question, reflections or comments from peers, parents, or significant others, and bibliography of sources used.

Based on Burke (1999), the implementation of portfolio has 3 steps: collecting, selecting, and reflecting.

1. Collecting

Collecting is the first step where it is divided into two stages. First, the students can make a working portfolio made by large cardboard boxes, file folders, accordion files, computer disks, video or CD-ROMs, and file cabinet. Working portfolio is a place where the students can keep their collection

before they make a selection for the final showcase (Burke, 1999, p.62).

Second, the students should collect the artifacts such as cassette tapes, videotapes, pictures, projects, performances, rough drafts, journals, logs, artworks, musical work, computer disks and assignment. Those artifacts will distinguish the portfolio from a traditional writing folder (Burke, 1999, p.63)

2. Selecting

Further, he explains that teachers together with the students, parents, and peers can contribute for selecting the items in the portfolio and also, avoid for allowing the students to choose all the items in the portfolio because they probably choose all their best work or favorites so that portfolio can't be a tool for the evidence of students' processes. The items in the portfolio shouldn't more than 12 items so that teacher and the students are able to have in-depth discussion of the students' works (Burke, 1999, p.65). Not only that, he also states that the items which will be included in portfolio are depending on the type of portfolio itself. For example: the students can put their writing products in Writing Portfolio. Just take a note not to put all the "Best-Work" of the students in the portfolio because it can't provide any information about the weaknesses of the students. Burke (1999) states that the timing for the selection also depend in the types and purpose of the portfolio. It can be in the end of the lessons, in the end of the semester, or in the end of the year.

3. Reflecting

"Reflection is the heart and soul of the portfolio, but reflection doesn't just happen" (Burke, 1999, p.67). Based on

Burke (1999), there are several ways for reflecting such as labeling, stem questions, mirror page, and student reflection.

A. Labeling

Teacher can ask the students to label their work with “Best Work”, “Most Difficult”, “Most Creative”, “A Nightmare”, “First Draft-more to come”.

B. Stem Question

When students feel confused to label their works, Burkes (2000) advises the teacher to help them with some reflective stems.

<p>REFLECTIVE STEMS</p> <ol style="list-style-type: none">1. This piece shows I’ve met standard # because2. This piece shows I really understand the content because3. This piece of showcases my intelligence because4. If I could show this piece to anyone – living or dead – I would show it to because5. People who knew me last year would never believe this piece because6. This piece was my greatest challenge because7. My (parents, friend, teacher) liked this piece because8. One thing I have learned about myself is

Cited from Burke (1999, p.69)

C. Mirror Page

Mirror page is the organization structure where the students give the description and the reflection of their work in the opposite side with their work such as a mirror.

Piece of student work	Description of piece
	Reflection of piece

Cited from Burke (1999, p.69)

c. Student Reflection

It can be a journal made by the students or some questions which designed by the teacher.

2.3 Scoring in Authentic Assessment

There are many types of scoring that can be used for assessing the children. However, for fulfilling the demand of authentic assessment, which reflected a real-life situation, the scoring should be subjective and continuously. It means the students can't be judged from only one performance, but they should be assesses over time.

2.3.1 Subjective scoring

In traditional method, the teacher uses two kinds of scoring: 0 and 1; true and false; right and wrong; and so on. The traditional method doesn't provide any multiple judgments – only from a paper-pencil testing where the students should choose one right answer of multiple choices and the students are expected to be a professional in a once short writing composition with limited time (Heaton, 1997). However, psychometricians have some difficulties for generalizing the student's performance ability (Popham, 1999, as cited from Burke, 1999, p. 82) and it affects the teacher in designing the suitable learning activities.

Those problems make the educators create a scoring system which is subjective. It means the scoring system is not only 0 and

1; true and wrong; but also the scoring will be collected with a judgment from the teacher when the students perform in the learning activities.

2.3.2 Instruments

One of scoring instruments that can be used in authentic assessment called rubric. Luongo – Orlando (2003, p.18) states “A rubric places students’ work on a continuum of quality based on narrative descriptions or criteria guidelines that indicate different levels of performances” such as writing samples, oral interview, project / exhibition, demonstration, portfolio, etc. In rubric there is no true-false judgment but how the students are going with the process.

Mueller (n.d) in *Authentic Assessment Toolbox* defines two kinds of rubrics. They are holistic rubric and analytical rubric. In analytic rubric, the scores of levels of performance are separated into each criterion while, in the holistic rubric, the scores of levels of performance are separated into multiple criteria.

These are the example of Analytic and Holistic Rubric :

Analytical Rubric’s Example

Criteria		1	2	3
Number of sources	x1	1-4	5-9	10-12
Historical Accuracy	x3	Lots of historical inaccuracies	Few inaccuracies	No apparent inaccuracies
Organization	x1	Cannot tell from which source information	Can tell with difficulty where information	Can easily tell which sources info was drawn

		came	came from	from
Bibliography	x1	Bibliography contains very little information	Bibliography contains most relevant information	All relevant information is included

Analytical Rubric from Research Rubric as cited from Mueller (n.d)

Holistic Rubric's Example

<p>3- Excellent Researcher</p> <ul style="list-style-type: none"> • included 10-12 sources • no apparent historical inaccuracies • can easily tell which sources information was drawn from • all relevant information is included
<p>2- Good Researcher</p> <ul style="list-style-type: none"> • included 5-9 sources • few historical inaccuracies • can tell with difficulty where information came from • bibliography contains most relevant information
<p>1- Poor Researcher</p> <ul style="list-style-type: none"> • included 1-4 sources • lots of historical inaccuracies • cannot tell from which source information came • bibliography contains very little information

Holistic Rubric from Research Rubric as cited from Mueller (n.d)

In addition, Mueller (n.d) suggests use a Holistic rubric when teacher should make a quick or gross judgment (e.g: scoring homework) or on some tasks which are not easy to determine based on single criteria of performances (e.g: scoring writing).

Luongo – Orlando (2003) defines 8 steps for creating a rubric.

- a. Step 1 : Identify the key points such as specific skills and important concepts which students should demonstrate in their performances.
- b. Step 2 : Determine the evaluative criteria reflected the assessment's goal and represent teachable and observable performance characteristics by examining the student's work samples and discuss the quality of the works with the class.
- c. Step 3 : Create the standards for different levels by discussing the features for each level of performance with the class.
- d. Step 4 : Make a clearly descriptions of each level with the class and those description should reflect the same skill degree's mastery. If possible, provide the examples or models for each standard level.
- e. Step 5 : Choose the option of scoring strategy: analytic or holistic rubric and develop the scoring procedure using that kind of rubric.
- f. Step 6 : Design a template or frame that will be used in the rubrics based on the criterion and scoring strategy that have already chosen before.
- g. Step 7 : Engage the learners for using the criterion in the rubric to assess their progress on project work and performance tasks and engage them to assess the peer progress. However, giving the points, rating scales, letter grades or other symbols should be the responsible of the teacher itself.
- h. Step 8 : Make sure the students are able to understand the rubric and the way of using it by clarifying any terms.

Teacher allows making a modification or revision whenever it is necessary. Share the copy with students, parents, administrators, and other interested audience. Use the final rubric for determining the student's final result.

2.4 Regulation of Republic Indonesia No. 66 Year 2013 about Education Assessment Standards

Curriculum 2013 is the modification of the previous curriculum, Curriculum 2006 or KTSP. Referring to Regulation of Republic Indonesia No. 66 Year 2013, curriculum 2013 has a set of instruments for measuring the students' achievement such as Authentic Assessment, Portfolio Assessment, Formative Assessment, and Summative Assessment. By implementing Curriculum 2013, the teachers should use the new kind of assessment to measure the students' achievement, called Authentic Assessment.

J. Michael O'Malley and Loraine Valdez Pierce (1997) have listed some types of authentic assessment as oral interview, story or test retelling, writing samples, project / exhibitions, experiments / demonstrations, teacher observations, and portfolio while Luongo-Orlando (2003) is proposing the authentic assessment's instrument such as rubric.

However, not all those techniques are able to implement in the English lessons for one time because, in authentic assessment, the teachers also have the right to choose the suitable techniques for their teaching and plan the suitable time for assessing their students. For example, some teachers might feel that using two techniques of authentic assessment and assessing the students in the middle and in the end of the lesson unit are enough, but some others teachers might not feel like that. The choice of the amount of techniques that can be used in one lesson unit and the choice of the assessing's time are adjusted with the teachers' ability.

3 The Implementation of Authentic Assessment in the English classes of the Junior High School

In this paper, the writer uses:

- a. Project – making a mind mapping,
- b. Teacher observation checklist – teacher observes when the students do a group work and for assessing listening
- c. Performance Task – Role Play

All of those techniques are implemented along with using *Bright: An English Course for Junior High School Students for first grade* textbook. *Bright* textbook is composed by NurZaida and published by Erlangga in 2014. There are 12 units lesson in the textbook and all of those units lesson are based on standard and basic competence of curriculum 2013. In this paper, the writer only uses the first unit in *Bright*: unit 1 which is discussing about greeting and leave-taking expressions as the example of suggestion of implementing authentic assessment techniques in the English classes based on curriculum 2013. Those implementations will be explained in lesson plan formats for unit 1.

Lesson Plan Meeting 1

Lesson Plan

Subject : English
Skill : Writing, and Speaking
Components : Vocabulary
Class : Grade 7
Semester : 1
Topic : Introducing Yourself
Text Genre : Descriptive
Meeting : 1
Time Allocated : 1 x (2 x 40) minutes

I. Standard of Competence

Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingintahuny tentang ilmupengetahuan, teknologi, seni, budayaterkaitfenomenadankejadian tampakmata.

II. Basic Competence

Memahami fungsisosial, strukturteks, dan unsurkebahasaan padaungkapan sapaan, pamitan, ucapanterimakasih, dan permintaan maaf, serta responnya, sesuai dengankontekspenggunaannya.

III. Achievement Indicators

A. Writing

- The students are able to make a mind map about themselves in order to write a descriptive text about themselves

B. Speaking

- The students are able to present a mind map containing the elements of the description about themselves (general information, physical appearance, personality, and hobbies)

IV. Learning Objectives

In the end of the lesson, the students are expected:

A. Writing

- to make a mind map about themselves in order to write a descriptive text about themselves

B. Speaking

- to present a mind map containing the elements of the description about themselves (general information, physical appearance, personality, and hobbies)

V. Assessment Techniques

- Writing and Speaking : Performance Task – project of making and presenting a mind map.

VI. Assessment Instrument

- Teacher Observation Checklist
- Oral Presentation Rubric

VII. Assessment Procedure

A. The teacher:

1. shows a text of “My Personal Life”
2. asks some students to read aloud

3. breaks down each paragraph by asking some questions to the students related to that text such as “what kind of information do you find in the first paragraph?” and so on
4. explains to the students about how to make a mind map used “My Personal Life” as the example
5. gives a mind map template and a different descriptive text to the students
6. while the students make their own mind map based on the students’ personal information, the teacher assess the students used a teacher observation checklists
7. while the students present their mind map, the teacher assess them used an oral presentation rubric

B. The students:

1. makes a mind map based on a handout of a descriptive text given by the teacher
2. makes a mind map based on their personal information
3. presents their mind map in front of the class

VIII. Learning Materials

- Video of “The Greeting Song”
- Story of “My Personal Life”
- Handout of a descriptive text about Ellen Wahono

IX. Learning Methods

- Song
- Mind – Mapping

X. Learning Medias

- Computer

	<p>b. How about the second paragraph? What is it about?</p> <p>c. Can you tell me what the third paragraph is about?</p> <p>d. And how about the last paragraph? What is it about?</p> <p>3. Exploring The teacher explains about mind-mapping (the form, the use, and how to make it) used PPT and text “My Personal Life” as the example of a mind map.</p> <p>4. Associating</p> <p>a. The teacher asks the students to make a group consists of 4</p> <p>b. The teacher gives a different text and a mind map template then asks the students to make a</p>	<p>10”</p> <p>15”</p>	
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	<p>mind map based on a descriptive text about a person named Ellen Wahono.</p> <p>c. The teacher tells the students that the teacher will assess their (criteria)</p> <p>5. Communicating</p> <p>a. The teacher asks the students to make a mind-mapping about their own personal information such as name, birthday, place of birth, author's parents, physical appearance, and characteristics.</p> <p>b. The teacher asks the students to present their mind-mapping.</p>	30''	<p>The teacher assesses the students used a teacher observation checklist.</p> <p>The teacher assesses the students used an oral presentation</p>
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			rubric
Post – Instructional Activities 6”	a. Teacher reviews the material by asking to the students about mind mapping such as “what is the function of mind-mapping?”; “can you tell me the steps of making mind-mapping?” and so on.	5”	
	b. Teacher says good bye.	1”	

XII. Reference

- www.youtube.com
- Bright’s students book 1: unit 1: Greeting and Leave-Taking
- Look Ahead’s students book: unit 5: What Does It Look Like?
- Authentic Assessment by Luongo-Orlando, 2003

Mind Map Observation Checklist

Name of Members:

.....

Assignment:

.....

Date:

.....

Observed by: Teacher

Marked Skills / Behaviors:

√ Observed

X Not observed

R Requires assistance

Criteria	Marked Skill / Behavior		
	√	X	R
Title appears neatly			
Labels represent the complete parts of a description			
Information is complete (nothing significant is missing)			
The students actively involved in group discussion (no domination)			
Using language properly (e.g., asking help, asking opinion, etc)			

Comments:

.....

Adapted from Authentic Assessment by Luongo – Orlando, 2003

Oral Presentation Rubric

Criteria	Levels of Achievement			
	Level 1	Level 2	Level 3	Level 4
Communication of Knowledge / Concept	Shares limited or irrelevant information, provides incomplete or no explanations, demonstrates limited understanding of concepts	Shares general or partially relevant information, provides partially complete explanations, demonstrates general understanding of concepts	Shares relevant information, provides complete explanations, demonstrates solid understanding of concepts	Shares comprehensive and interesting information, provides complete and accurate explanations, demonstrates thorough understanding of concepts
Clarity of Voice	Expresses little content clearly and precisely	Expresses some content clearly and precisely	Expresses most content clearly and precisely	Expresses all content clearly and precisely
Vocabulary and Language Usage (e.g., conventions, grammar)	Rarely uses appropriate vocabulary and proper language conventions	Occasionally uses appropriate vocabulary and proper language conventions	Usually uses appropriate vocabulary and proper language conventions	Consistently uses appropriate vocabulary and proper language conventions
Audience Awareness	Rarely maintains eye contact with listeners / audience	Occasionally maintains eye contact with listeners / audience	Usually maintains eye contact with listeners / audience	Consistently maintains eye contact with listeners / audience
Attitude / Disposition	Seems to lack confidence, appears nervous, remains unfocused, does not have proper postures	Displays some confidence, appears somewhat calm and focused in beginning to maintain proper postures	Displays confidence most of the time, appears quite calm and focused, maintain proper posture most of the time	Demonstrates confidence, appears calm, remains focused, maintains proper posture consistently
Organization	Rarely presents content / ideas in a logical sequence	Occasionally presents content / ideas in a logical sequence	Usually presents content / ideas in a logical sequence	Always presents content / ideas in a logical sequence

Adapted from Authentic Assessment by Luongo-Orlando, 2003

Notes of The Implementation of Authentic Assessment in the English Classes of the Junior High School

In the lesson plan for meeting 1, the writer uses the following techniques and instruments:

- Performance Task - project of making and presenting a mind map
- Teacher Observation Checklist as the instrument for assessing the students' writing skill and it will be used in the communicating cycle.
- Oral Presentation Rubric as the instrument for assessing the students' speaking skill and it will be used in the communicating cycle.

All of those techniques are suitable with the techniques of authentic assessment suggested by O'Malley and Valdez (1997) and the task (making and presenting a mind map) is suitable with the criteria of authentic assessment suggested by Aitken (n.d) that the task should be engage the students to apply their knowledge and skill in a real world situation.

Lesson Plan Unit 6

Lesson Plan

Subject : English
Skill : Speaking and Listening
Class : Grade 7
Semester : 1
Topic : Introducing Yourself, Greeting, and Leave-Taking
Meeting : 6
Time Allocated : 1 x (2 x 40) minutes

XIII. Standard of Competence

Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingintahuny tentang ilmupengetahuan, teknologi, seni, budayaterkaitfenomenadankejadiantampakmata

XIV. Basic Competence

Memahami fungsisosial, strukturteks, dan unsurkebahasaanpadaungkapan sapaan, pamitan, ucapanterimakasih, dan permintaan maaf, serta responnya, sesuaidengankontekspenggunaannya.

XV. Achievement Indicators

A. Speaking

- The students are able to introduce themselves and use the expressions of greetings, leave-takings, and how to response in a role play.

B. Listening

- The students are able to answer the questions about the expressions of greetings, leave-takings, and introducing yourself based on the performance of each group.

XVI. Learning Objectives

In the end of the lesson, the students are expected:

A. Speaking

- to introduce themselves and use the expressions of greetings, leave-takings, and how to respond in a role play.

B. Listening

- to answer the questions about the expressions of greetings, leave-takings, and introducing yourself based on the performance of each group.

XVII. Assessment Technique

- Speaking: Performance Task – role play
- Listening: Answering Questions

XVIII. Assessment Instrument

- Rubric
- An Observation Checklist

XIX. Assessment Procedure

A. The teacher:

1. reviews the material
2. gives time for preparation
3. assesses the students with a rubric while the students are doing their role play

B. The students:

1. practice with the group
2. perform a role play (each group only has 5 minutes)
3. while one group do a role play, other group assess their friends with a rubric given by the teacher

XX. Learning Materials

- Bright's students book: unit 1: Greeting and Leave-Taking

XXI. Learning Methods

- Communicative Language Teaching – Role Play

XXII. Learning Medias

- Whiteboard

XXIII. Learning Activities

Activities	Description of Activities	Time Allocation	Assessment
Pre-Instructional Activities 4”	a. The teacher greets the students b. The teacher asks the students to sing along “The Greeting Song”.	1” 3”	
Whilst Instructional Activities 68”	1. Observing The teacher reviews all the material given before by showing all the greetings and leave-takings expressions and how to reply them.	7”	

	<p>2. Questioning</p> <p>The teacher gives some triggering questions about the material presented in the previous meetings such as “what will you say to your parents before you sleep?”; “how can you greet your teacher in the morning?”; “how can you reply how do you do?” and so on.</p> <p>3. Exploring</p> <p>a. The teacher asks the students to stay with their group and take a look at their dialogue.</p> <p>b. The teacher asks them to review again of the expressions they used in the dialogue</p> <p>4. Associating</p> <p>a. The teacher gives the students chance</p>	<p>10”</p> <p>10”</p> <p>11”</p>	
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	<p>to prepare their role play.</p> <p>b. The teacher asks the students to assess their friends' performance through a rubric given by the teacher.</p>	30''	
	<p>5. Communicating</p> <p>a. Each group should present their role play.</p> <p>b. After one group finishes performing a role play, the teacher will choose one group and ask some questions about the expressions of greetings, leave-takings, and introducing yourself used in the role play</p>	30''	<p>The teacher used a role play rubric for assessing the students.</p> <p>The teacher uses a checklist for assessing the students.</p>
Post-Instructional	a. The teacher reviews all	6''	

<p>Activities</p> <p>8”</p>	<p>the material for introducing yourself, greetings, and leave-takings</p> <p>b. The teacher asks the students to fill the reflection’s form in the last page of the unit.</p> <p>c. The teacher says goodbye</p>	<p>1”</p> <p>1”</p>	
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XXIV. Reference

- Bright’s students book: unit 1: Greeting and Leave-Taking
- [https://education.alberta.ca/pdf/>\(Q\)As](https://education.alberta.ca/pdf/>(Q)As)
- www.google.com

Role Play Rubric

Group:

Levels of Quality

Criteria	4 Excellent	3 Proficient	2 Adequate	1 Limited
Participation in Preparation and Presentation	Always Willing and focused during group work and presentation <input type="checkbox"/>	Usually willing and focused during group work and presentation <input type="checkbox"/>	Sometimes willing and focused during group work and presentation <input type="checkbox"/>	Rarely willing and focused during group work and presentation <input type="checkbox"/>
Presentation of Character	Convincing communication of character's feelings, situation and motives <input type="checkbox"/>	Competent communication of character's feelings, situations and motives <input type="checkbox"/>	Adequate communication of character's feelings, situation and motives <input type="checkbox"/>	Limited communication of character's feelings, situation and motives <input type="checkbox"/>
Achievement of Purpose	Purpose is clearly established and effectively sustained <input type="checkbox"/>	Purpose is clearly established and generally sustained <input type="checkbox"/>	Purpose is established but may not be sustained <input type="checkbox"/>	Purpose is vaguely established and may not be sustained <input type="checkbox"/>
Use of Non-Verbal Cues (voice, gestures, eye contact, props, costumes)	Impressive variety of non-verbal cues are used in an exemplary way <input type="checkbox"/>	Good variety of non-verbal cues are used in a competent way <input type="checkbox"/>	Satisfactory variety of non-verbal cues are used in an acceptable way <input type="checkbox"/>	Limited variety of non-verbal cues are used in a developing way <input type="checkbox"/>
Imagination and Creativity	Choices demonstrate insight and powerfully enhance role play <input type="checkbox"/>	Choices demonstrate thoughtfulness and completely enhance role play <input type="checkbox"/>	Choices demonstrate awareness and developing acceptably enhance role play <input type="checkbox"/>	Choices demonstrates little awareness and do little to enhance role play <input type="checkbox"/>

Specific Criteria:

.....
.....
.....

*Taken from **Our Schools in Action**-an integrated teacher resources; retrieved from <https://education.alberta.ca>>pdf>(Q)As*

A Checklist

Name of Group:

Listening Checklist	Not Yet	Yes
Indicators: 1. can give the expressions of greetings used in the role play		
2. can give the expressions of leave-takings used in the role play		
3. can give the expressions of introducing yourself		

Adapted from How to Assess Authentic Learning, Burke, 1999, p.143

Comments:

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Notes of The Implementation of Authentic Assessment in the English Classes of the Junior High School

In the lesson plan for meeting 6, the writer uses the following techniques and instruments:

- Performance Task – role playing
- Answering Questions
- Teacher Observation Checklist as the instrument for assessing the students' listening skill and it will be used in the communicating cycle.
- Role Playing Rubric as the instrument for assessing the students' speaking skill and it will be used in the communicating cycle.

All of those techniques are suitable with the techniques of authentic assessment suggested by O'Malley and Valdez (1997) and the task (making and presenting a mind map) is suitable with the criteria of authentic assessment suggested by Aitken (n.d) that the task should be engage the students to apply their knowledge and skill in a real world situation.

4. Conclusion

In this paper, the writer suggests the techniques of authentic assessment used in the English classes based on curriculum 2013. Considering from J. Michael O'Malley together with Lorraine Valdez Pierce (1997), there are several techniques of authentic assessment such as oral interviews, story or test retelling, writing samples, project / exhibitions, experiments / demonstrations, constructed – response items, teacher observations, and portfolio while Luongo – Orlando (2003) proposed a rubric as the assessment's instrument for rating a student's performances.

In this paper, the writer tries to give suggestion of implementing authentic assessment techniques in English classes based on curriculum 2013 along with using *Bright: An English Course for Junior High School Students for first grade* textbook. For this paper, the writer only uses 1 unit from Bright with several authentic assessment techniques.

The writer uses unit 1: Greeting and Leave-Taking. In the lesson plan for the first meeting, the writer uses a mind map completion of a descriptive text for writing and a performance tasks (making and presenting a mind map) for speaking. For the instruments, the writer uses a teacher observation checklist for assessing writing, and an oral presentation rubric for speaking. While in the lesson plan for meeting 6, the writer uses a performance tasks (role play) for assessing speaking and answering questions for assessing listening. For the instruments, the writer uses a role play rubric for assessing speaking and a checklist for assessing listening.

All of those techniques are suitable with the authentic assessment techniques suggested by O'Malley and Valdez (1997). Also, those techniques are suitable with the important criteria of authentic assessment stated by Aitken (n.d) that the task in authentic assessment should be engage the students for applying their knowledge and skill in a real world situation

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APPENDIXES

Material for Lesson Plan Meeting 1

Lyric of The Greeting Song

Good morning, good morning,
good afternoon.

Good evening, good evening,
good night, good night.

Nice to meet you, nice to meet you, too.

Goodbye, goodbye, see you.

'repeat 3x.

See you later

(sources: Bright textbook)

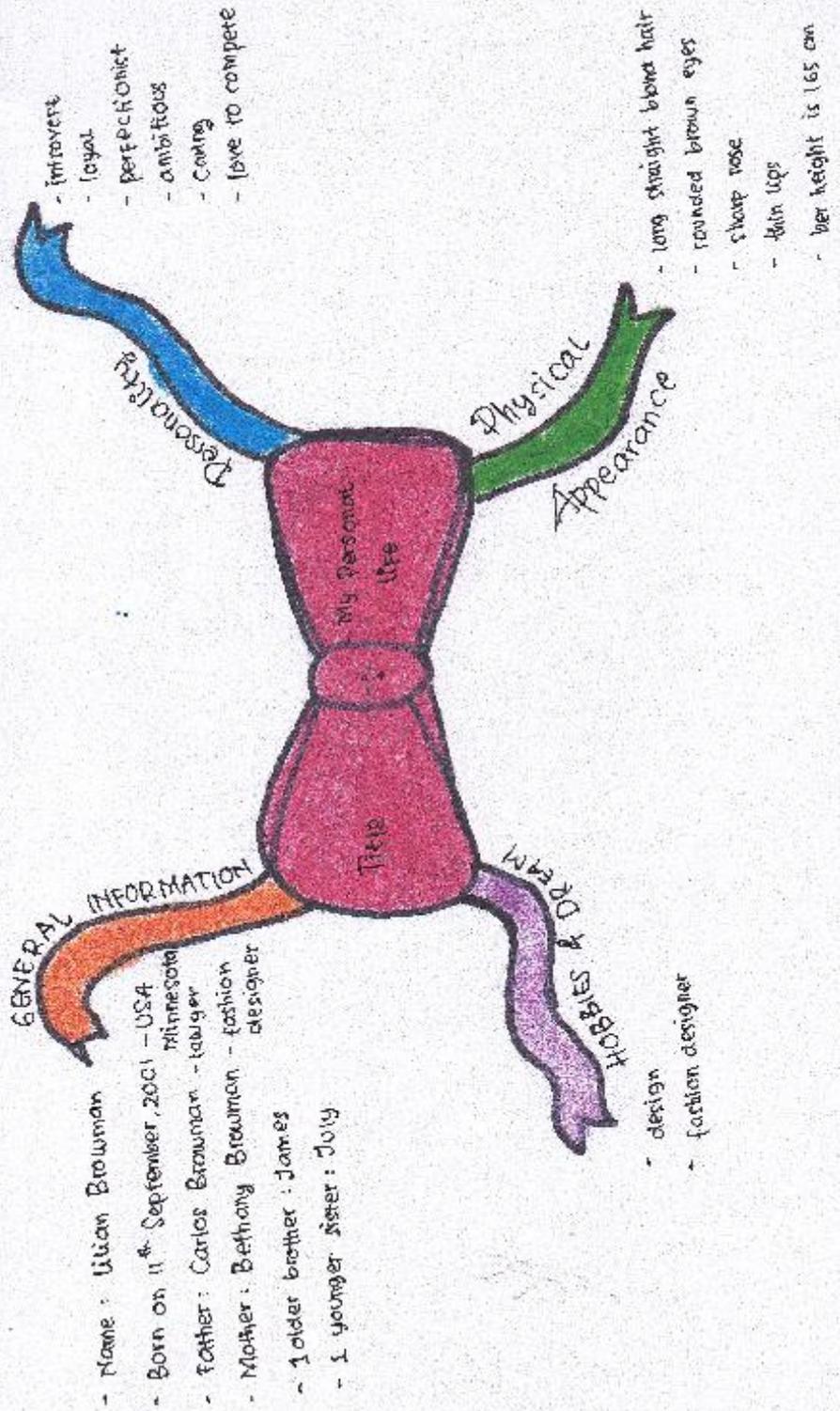
My Personal Life

Hello! My name is LilianBrowman and I was born on 11th September 2001. I live in America with my family. My father, Carlos Browman, is a Mexican-American man while my mother, BethanyBrowman, is an American woman. I have one older brother, James, and one younger sister, July. My father works as a lawyer. He owns a big lawyer office in our city, Minnesota, while my mother is working as a fashion designer.

Many people say that I am my mother's duplicate. When I saw the picture of my teen-age mother, I felt shock. That teenager is like me. We both have a long straight blond hair with a rounded brown eyes and sharp nose. Even, we both have thin lips. However, I inherit my height from my father. Among my friends, I am taller than all of them. Now, my height is 165 cm.

Unfortunately, I am not as cheerful as my mother. I am a little bit introverts. Differently with James and Lucy who can blend with new people easily, I need time to know those people first before I can talk with them. My father said that I am like an eagle. I like to observe the situation and the people first. However, I am very loyal to my friends. Once you entered my life, you will always be my friend forever. That's my principal. My other characteristics are perfectionist and ambitious. I can't slip any details in my works so that I re-check my works for a hundred times before I collecting them. I am a bit ambitious in everything in my life. I love competing with others because it can keep me to learn. However, I am caring too, especially for my family members and my closest friends.

My most favorite hobby is designing. I love helping my mother to make a new dress or gown. Since I was a small girl, I loved watching my mother when she made a new dress. Then, my mother introduced me with her world. All my dresses are coming from my own design. My greatest dream is being a fashion designer like my mother.

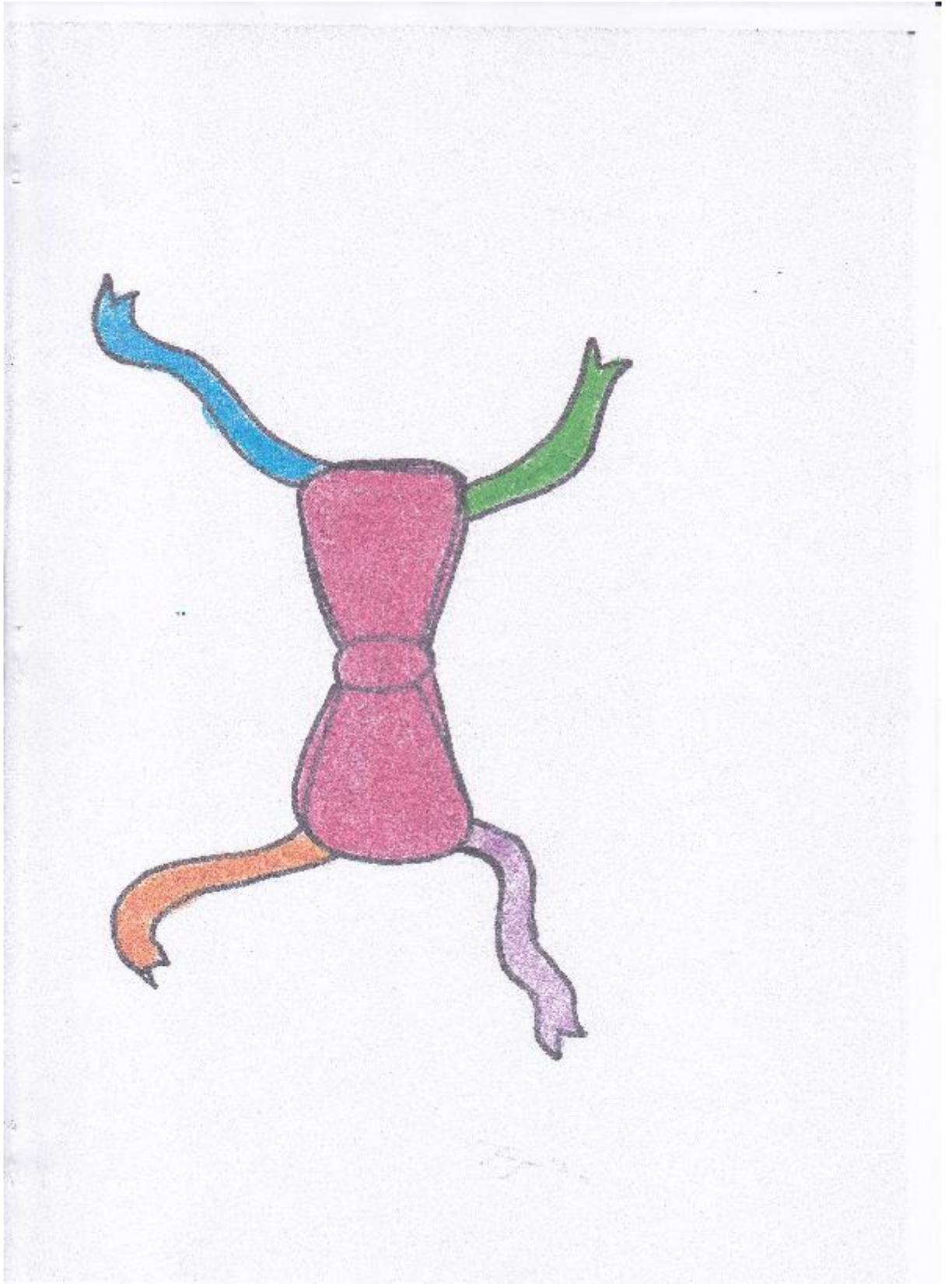


My name is Ellen Wahono. I was born on 5th September 2001 in Surabaya, Indonesia. Yes, I am an Indonesian and I am proud of it. I live with my family in Surabaya. My father, Anthony Wahono works as a businessman, especially for culinary. He has some restaurants around Surabaya while my mother is working as a baker. She opens her own bakery near our house. If you think that you will find a peace in my home, you are totally wrong. I have one 2-years older brother, Jeremy, and 5-years younger twin sisters, Marcella and Marsha. Although my parents are busy, they always spend their time with us in the evening.

If you see me, I am just an ordinary Indonesian with a long straight black hair and rounded black eyes. I am not too tall like Jeremy because my height is only 155 cm. Compares with Marcella and Marsha who seems like my mother's duplicate, I seem like my father with rounded face and chubby cheeks. Fortunately, I have dimples in my both cheeks so many people say that I am cute. The only part that I inherit from my mother is her slender. I still have a slim body although I eat a lot. It likes the food doesn't affect my body's fat.

Every people who have ever met me say that I am a cheerful person. Actually, they have never seen me in my bad mood day. I am moody honestly. When I don't have any spirit for doing something, I can just lay in the bed for a whole day. In another chance, I can be a girl with a full of spirit and can't stop to work. My closest friends say that I am perfectionist. I can re-check my work for a hundred times to make sure the details of my work.

My favorite activity is reading. My father introduced me into reading since I was a little girl. He described a book like a door related to all the places around the world. There are hundreds of books occupied our three big brown wooden bookshelves. I always read a book in my free time and before I am going to sleep. However, I am not a nerd. I still have time for hanging out with my closest friends and go shopping with my mother. My second favorite activity is cooking. I love baking a cake and sharing it with my friends in the school. One day, I want to be a doctor who can help other people. This is my life. How about you?



MIND MAPPING

**A diagram / pictures
which represent
information**

WHAT IS IT ?

Connect all the information using:

- a. Lines
- b. Symbols
- c. Colors
- d. Images
- e. Words

FUNCTION

- a. Read all the whole text first
- b. Underline / highlight the important points / words
- c. Start with a title of your mind map
- d. Draw branches and give them name based on the information
- e. Complete the branches with the information
- f. Decorate your mind map as beautiful as you can

HOW TO MAKE IT ?

Material for Lesson Plan Meeting 6

Introducing Yourself

Expressions	Response
My name is...	
I am...	
Pleased to meet you. I am...	Pleased to meet you.
Let me introduce myself. My name is...	Good to meet you.
I would like to introduce myself. I am...	Happy to meet you.
Nice to meet you. I am...	Nice to meet you.

Greetings

Expressions	Response
Good morning!	Good morning!
Good afternoon!	Good afternoon!
Good evening!	Good evening!
Hello!	Hello!
How are you?	I am fine / not very well
How is everything	Everything is...
How is everything going?	Everything is going...
Hi!	Hi!
What's up?	
Good to see you!	Good to see you too!

Leave Taking

Expression	Response
Good bye	Good bye / take care
Good night	Good night
Good luck	Thank you
Sorry, I have to go now	Yes of course. See you
I will talk to you later	Sure. See you later
It's been nice talking to you	So long
See you	See you
Bye	Bye