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Allen states that each criterion of the criteria mentioned in the rubric has to have specific description in each scale; what kind of achievement is targeted or expected. In addition, the description should be referenced based on the criterion. This is the other characteristic showing that analytic rubric is obviously different from holistic rubric. Criterion in every aspect is very important as it will be guidance for the teacher in scoring and giving feedback to students. Considering that the scores given to the students are based on the criteria in every aspect of speaking skill, this rubric is already criterion-referenced.

The analytic rubric should mention the specific description in each scale referenced based on the criterion indicate the differentiation between the analytic rubric and the holistic rubric. This criteria formed as the detail information that used by the teacher for guiding in scoring and giving feedback to students.

**d. Ratings can be done by students to assess their own work or others**

In an analytic rubric, as there are specific definition of the target and expectation, the scales are also clear enough for people who read it, so the assessment is possibly applicable for the students who has their works or even other students to assess their friends. However, although the explanation of the scores are provided, further explanation about the percentage scales are still missing, this can cause students' confusion when they have to do self assessment, pair assessment or group









**i. Adaptable for summative assessment**

As explained above, analytic rubric is created for formative assessment; as consequences, summative assessment can be measured by this rubric when it is adapted. The goal of summative assessment is to evaluate students learning at the end of an instructional unit by comparing it against some standards. It often has a high point value. This rubric indeed is designed to assess the progress of students in their speaking skill during the process of learning in the classroom, in the middle of semester. It is not a final project, but it is aimed to figure out their improvement in the activity designed in the lesson plan. However, this rubric is also expected to help teachers in assessing students' speaking skill in their final examination in form of practical test. So, this rubric can be adapted by giving additional aspects, specifying the criteria and adding explanation about the scales in some criteria mentioned in the rubric by the teacher.

Essentially, analytic rubric Indeed complying with the formative assessment to monitor students' progress in their speaking skills during the learning process in the classroom. otherwise, this rubric is not designed for summative assessment that evaluate students learning at the end of an instructional unit by comparing it against some higher standards. yet, this rubric can be adapted by giving additional aspects, specifying the criteria and adding explanation about the scales in some criteria mentioned in the rubric by the teacher when used for summative assessment.

