CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter reviews the literature related to the topic of the research. It is about developing assessment rubric. This chapter also presents several similar studies taken before.

A. Review of Related Literature

1. Curriculum as the Basis of Learning Assessment

a. Definition of Curriculum

The word curriculum defines from the Latin *currere*, and the meaning is to run. It means that a curriculum offers "a template or design" which allows learning to take place¹.

A curriculum is the plan that focuses and guides classroom instruction and assessment.² In designing curriculum, classroom instruction and assessment are important factors that should be thought out carefully by curriculum designers.

Curriculum designers should also consider "the main teaching, learning, and assessment method" in order to maintain the lesson's valuable

¹ Judy McKimm, *Curriculum Design and Development* (London: Imperial College Centre for Educational Development, 2007), 2.

² Curriculum, Instruction, Assessment, and Standard, 4.

delivery³. In addition, curriculum designers should also decide the outcomes of the learning process so that the teacher knows the content objectives and the aims of the curriculum. From the aims and the content objectives of the curriculum, the teacher can be assisted to make effective classroom instruction (main teaching and learning) and assessment strategies.

b. The Characteristics of Curriculum

A curriculum has some characteristics, they are⁴:

1) It covers the learning experiences of students in a particular school

It is concluded from the definition stated by Tanner and Tanner that a curriculum is a "plan or program of all experiences which the learner encounters under the direction of a school"⁵. It can be inferred that a curriculum is a course, program or plan of all experienced under the authority of a school which should be attended by the students.

2) It has substance

According to Gatawa, curriculum is "the totality of the experiences of children for which schools are responsible". In this area, the schools include the content of the subject into all the activities done by the

³ Judy McKimm, Curriculum Design and Development... 2

⁴Tichafa J. Chikumbu - Rhodreck Makamure, *Module 13 Curriculum theory, Design and Assessment* (Canada: The Commonwealth of Learning, 2000), 8.

⁵ As cited in Tichafa J. Chikumbu - Rhodreck Makamure, *Module 13 Curriculum theory, Design and Assessment...* 7

⁶ As cited in Tichafa J. Chikumbu - Rhodreck Makamure, *Module 13 Curriculum theory, Design and Assessment...* 7

children through the power and accountability of the school so that the outcomes of the learning can be achieved.

3) It is well-organized

Beach and Reinhatz stated that "a curriculum outlines a prescribed series of courses to take"⁷. It indicates that the lessons in curriculum should have good planning in order to reflect what the schools want from the curriculum implemented, and see the abilities of the students.

4) It is a lessons' sequence taken by students.

Sergiovanni and Starrat argue that "curriculum is that which a student is supposed to encounter, study, practice and master... what the students learns". The students should go through all the cycles of the course in order to experience, learn, apply and master what they have studied in school.

c. Factors That Influence Curriculum Implementation

There are some factors that influence the implementation of curriculum, they are 9:

⁷ As cited in Tichafa J. Chikumbu - Rhodreck Makamure, *Module 13 Curriculum theory, Design and Assessment...* 7

⁸ As cited in Tichafa J. Chikumbu - Rhodreck Makamure, *Module 13 Curriculum theory, Design and Assessment...* 7

⁹ Tichafa J. Chikumbu - Rhodreck Makamure, *Module 13 Curriculum theory, Design and Assessment...* 51

1) The teacher

The role of the teacher in the implementation of curriculum is self-directed because he or she is the one who choose the materials from the available curriculum or syllabus. The teacher is the one who knows the needs of the students because he or she always accompanies students during the learning process

2) The learners

The learners also have essential role in implementation of the curriculum. They hold the key of what exactly a curriculum wants to achieve because the teacher should select and pick the best materials which covers the curriculum and are based on the learners' characteristics.

3) Resource materials and facilities

Chikumbu and Makamure stated that "the availability and quality of resource material and the availability of appropriate facilities have a great influence on curriculum implementation" To make teachers and learners feel comfortable to play their role in the curriculum implementation, resource materials and facilities should be provided.

4) Interest group

Interest group in this area consists of parents, association of parentsteachers, association and committees of school development, religious

¹⁰ Tichafa J. Chikumbu - Rhodreck Makamure, *Module 13 Curriculum theory, Design and Assessment...* 52

organizations, and other people or organization which have significant roles at curriculum planning steps. According to Chikumbu and Makamure, these groups can influence implementation in the following ways¹¹:

- a) Provide schools with financial resources to purchase required materials
- b) Demand the inclusion of certain subjects in the curriculum
- c) Influence learners to reject courses they consider detrimental to the interests of the group.

Because of those interest groups' influence, it is essential to involve them at the curriculum planning stage.

5) The school environment

The school environment is also another factor that takes a role in curriculum implementation. Chikumbu and Makamure explain that:

"Schools located in rich socio-economic environments and those that have adequate human and material resources can implement the curriculum to an extent that would be difficult or impossible for schools in poor economic environments¹².

It means that rich and poor socio-economic environments have different outcomes in curriculum implementation because human and material

¹¹ Tichafa J. Chikumbu - Rhodreck Makamure, *Module 13 Curriculum theory, Design and Assessment...* 52

¹² Tichafa J. Chikumbu - Rhodreck Makamure, *Module 13 Curriculum theory, Design and Assessment...* 53

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resources they have are different too. The richer the school environment, the better outcomes can be obtained.

6) Culture and ideology

Chikumbu and Makamure stated that "some communities may resist a domineering culture or government ideology and hence affect the implementation of the centrally planned curriculum" ¹³. It can also be said that the implementation of curriculum is influenced by culture and ideology which majority culture and ideology usually dominate policies and principles of the curriculum so that a majority culture or government ideology may be opposed by some peoples.

7) Instructional supervision

Curriculum implementation can be achievable if it is completed with "the supervisory function of the school head"¹⁴. The instructional supervision will oversee the implementation of the curriculum so that the result of curriculum evaluation can construct a better curriculum.

8) Assessment

Assessment in the form of examinations influences curriculum implementation tremendously¹⁵. Teacher should pay attention on subject he or she taught because it will influence the success of the curriculum's

¹³ Tichafa J. Chikumbu - Rhodreck Makamure, *Module 13 Curriculum theory, Design and Assessment...* 53

¹⁴ Tichafa J. Chikumbu - Rhodreck Makamure, *Module 13 Curriculum theory, Design and Assessment...* 53

¹⁵ Tichafa J. Chikumbu - Rhodreck Makamure, *Module 13 Curriculum theory, Design and Assessment...* 53

objectives and purposes. The assessment as measurement of students' achievement also should be considered carefully because the objectives of the curriculum can be seen from this field.

The teacher, the learners, resource materials and facilities, interest groups, the school environment, culture and ideology, instructional supervision, and assessment are important things to be considered in implementing curriculum. In this area, the assessment take significant role which determines the success of the objectives and the purposes of the curriculum based on the learning outcomes of the students.

d. Definition of Integrated Curriculum

According to Fogarty, curriculum integration can be described as:

"An approach to teaching and learning that is based on both philosophy and practicality. It can generally be defined as a curriculum approach that purposefully draws together knowledge, skills, attitudes and values from within or across subject areas to develop a more powerful understanding of key ideas. Curriculum integration occurs when components of the curriculum are connected and related in meaningful ways by both the students and teachers¹⁶".

At SMP Muhammadiyah 5 Surabaya in its seventh and eighth grade of the international class, the curriculum used are Curriculum 2013 and Cambridge Curriculum. The two curriculums are implemented in the same time. The

¹⁶ As cited in Alberta Education, *Primary Programs Framework for Teaching and Learning (Kindergarten to Grade 3) Curriculum Integration: Making Connections* (Canada: Alberta, 2007), 2.

components of Curriculum 2013 and Curriculum Cambridge are linked and associated through the subject materials used in the learning process.

2. Learning Assessment

a. The Definition of Learning Assessment

Assessment can be defined as:

"The process of obtaining information that is used to make educational decisions about students, to give feedback to the student about his or her progress, strengths and weaknesses, to judge instructional effectiveness and curricular adequacy and to inform policy¹⁷".

In short, assessment is one of important things in educational life which provide information about students' achievement. It is the ability to measure work with certain criteria to know the outcomes that have been achieved. The achievement uses definite scale and the chance to improve and go over the position at regular period. Assessment can be seen as the practice session where students improve and solidify their learning ¹⁸. It can be inferred, then, that assessment can be done using grading tool.

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¹⁷ AFT, NCME, and NEA as cited in Henry Braun, Anil Kanjee, Eric Bettinger, and Michael Kremer, *Through Assessment, Innovation, and Evaluation* (Cambridge: The American Academy of Arts and Sciences, 2006), 9.

¹⁸The Rubric Builder, "Learning More about Rubrics" *Gateway Software Productions*, (http://www.rubricbuilder.on.ca/, accessed on February 28, 2014), 1.

b. The Purposes of the Learning Assessment

Mansell, James and the Assessment Reform Group cluster the purpose of the learning assessment in broad categories ¹⁹, the two of them are:

1) Help build students' understanding

Within day-to-day lesson, the learning assessment can help building the progress of the students' understanding. From formative assessment, teachers can discover students' understanding so that "the teacher can best decide how to help them to develop that understanding". The teachers help the students to build their understanding and develop their understanding through the learning assessment.

2) Provide information on students' achievements

Learning assessment can be a crucial thing when talking about students' achievement. It provides information on students' achievement to parents, and further and higher education institutions. From the result of the learning assessment, the teachers know the students' achievement and their progress. After knowing these, teachers are expected to help the students move forward.

19 Warwick Mansell - Mary James. & the Assessment Reform Group, Assessment in schools. Fit for

purpose? A Commentary by the Teaching and Learning Research Programme... 9

purpose? A Commentary by the Teaching and Learning Research Programme (London: Economic and Social Research Council, Teaching and Learning Research Programme, 2009), 8.

20 Warwick Mansell - Mary James. & the Assessment Reform Group, Assessment in schools. Fit for

c. The Principles of Learning Assessment

There are some principles of learning assessment which should be considered carefully by the teachers as an assessor. Some of them are:

1) Validity

Gronlund defines validity as "the extent to which inferences made from assessment result are appropriate, meaningful, and useful in terms of the purpose of the assessment"²¹. It indicates that validity measures the degree of suitability, significance, and value of assessment result according to assessment's purpose. In addition, McAlpine stated that "a valid assessment is one which measures that which it is supposed to measure"²². It can be inferred that validity measures accurately what it is intended to measure.

2) Reliability

Downing refers reliability to "the consistency of assessment outcomes"²³. It indicates that reliability of assessment gives similar result for students with similar competence, even the assessment held at different places or time. Then, when teacher produces reliable assessment, students will get feedback and notice about teachers' judgment as a worthy thing so that they can improve their learning outcomes.

²¹ As cited in H. Douglas Brown, *Language Assessment Principles and Classroom Practices* (California: Longman Pearson Education, 2003), 22.

²² Mhairi McAlpine, *Principles of Assessment* (Bedfordshire: CAA Center 2002), 11.

²³ Steven M Downing, "Reliability: on the Reproducibility of Assessment Data". *The Metric of Medical Education Blackwell Publishing Ltd.* Volume 38, 2004. 1006.

3) Fairness

Lam states that "a fair assessment is one in which students are given equitable opportunities to demonstrate what they know"²⁴. Suskie, in addition, states that "equitable assessment means that students are assessed using methods and procedures most appropriate to them"²⁵. In short, the appropriate methods and procedures in assessment should be used based on students' knowledge, learning style, and cultural experience so that a fair assessment can be achieved. The fairness deals with how the teacher handles the students in the learning assessment.

d. The Characteristic of Assessment as Educative Process

Assessment is an important part in educative process. Gullo describes assessment as educative process that has three distinct characteristics: continuity, comprehensiveness, and integration²⁶.

1) Continuous process

Assessment is a continuous process. The assessment should "describe the progress of the students over time"²⁷. In other words, the teachers cannot judge the outcomes of the students' learning only from the end of the

²⁴ As cited in Linda Suskie, Fair Assessment Practices: Giving Students Equitable Opportunities to Demonstrate Learning (Boston: SABES/World Education, 2002), 1.

²⁵ Linda Suskie, Fair Assessment Practices: Giving Students Equitable Opportunities to Demonstrate Learning... 1

²⁶ Dominic F. Gullo, *Understanding Assessment and Evaluation in Early Childhood Education Second Edition* (New York: Teachers Collage Press, 2005), 28.

²⁷ Dominic F. Gullo, *Understanding Assessment and Evaluation in Early Childhood Education Second Edition...* 28

examination. They should examine the students' ability through assessing the students over time because they learn in the sequence of time.

2) Comprehensive process

Assessment as comprehensive process means more complex than it sound. Gullo, dealing with assessment as comprehensive process, states that "not only are there many aspects of learning and development that can be assessed, there are also many contexts within which they can be assessed"²⁸.

3) Integrative process

Assessment is integrated into the instructional process. Gullo states that "the nature of what is assessed and how assessment procedures are defined should be directly linked to the experiences students have within the curriculum"²⁹. It means that the learning experiences of students can be used as tool to know the students' need so that the teachers can give them the most appropriate instructional strategies in their learning.

²⁸ Dominic F. Gullo, *Understanding Assessment and Evaluation in Early Childhood Education Second Edition...* 29

²⁹ Dominic F. Gullo, Understanding Assessment and Evaluation in Early Childhood Education Second Edition... 29

e. Aspects Relating to Learning Assessment

McKimm presents some aspects relating to learning assessment that teachers should check, they are³⁰:

- The appropriate assessment methods which relate to the assessment of knowledge, skills and attitudes
- 2) The teaching and learning methods that support the assessment strategy
- 3) The reliability and validity of assessment methods
- 4) The assessment methods designed

From the assessment method designed by the teacher, the students can get the minimum performance standards provided in the curriculum and move on to the higher performance standards.

- 5) The sufficiency of students being assessed

 The amount of the assessment being assessed can influence the result of the learning assessment.
- 6) The regulations governing assessment procedures and awards clear and easy to follow and they being applied appropriately and consistently

Those aspects should be considered by the teacher so that the achievement of the students can be measured appropriately.

³⁰ Judy McKimm, *Curriculum Design and Development* (London: Imperial College Centre for Educational Development), 22.

f. National Curriculum 2013 Assessment

National assessment standard in education contains criteria about mechanism, procedure, and assessment instrument of students' learning.

1) Types of Assessment in National Curriculum 2013

In National Curriculum 2013, the assessment that measures the outcomes of the students consists of authentic assessment, self assessment, portfolio assessment, test, daily test, midterm test, final test, competence examination, quality competence examination, national examination, and school examination³¹. The further explanation from Indonesian Ministry of Education and Culture is described below.

- a) Authentic assessment is assessment done comprehensively to measure the input, process, and output of the learning
- b) Self assessment is assessment done by the students reflectively to compare the relative position with the certain criteria
- c) Portfolio assessment is assessment done to measure all the entities of the students' learning process, including individual task and/or group task in and/or out of the classroom especially for their attitude/behavior and skill

³¹ Menteri Pendidikan dan Kebudayaan Republik Indonesia, *Salinan Lampiran Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 66 Tahun 2013 tentang Standar Penilaian Pendidikan* (Jakarta: Mendikbud, 2013), 2.

- d) Test is a process done to measure ongoing achievement of students' competence in their learning process, to monitor the progress and to improve the learning outcomes of the students
- e) Daily test is an activity done periodically to measure the students' competence after learning 1 *Kompetensi Dasar* (Basic Competence) or more
- f) Midterm test is an activity done by the teachers to measure the students' competence after meeting for 8-9 weeks
- g) Final test is an activity done by the teachers to measure the achievement of students' competence in the end of semester
- h) Competence examination (*Ujian Tingkat Kompetesi*/UTK) is an activity to measure the achievement of students' competence. This examination includes some Basic Competences that represent the *Kompetensi Inti*/KI (Core Competence)
- i) Competence quality examination (*Ujian Mutu Tingkat Kompetensi*/UMTK) is an activity done by the government to know the achievement of students' competence
- j) National examination (*Ujian Nasional*) is an activity done nationally to measure certain competence that has been achieved by the students in order to know the achievement of the National Education's standard

- k) School examination is an activity to measure the achievement of students' competence beyond the competence that has been tested in the UN (National examination).
- 2) The Principles of Assessment in the National Curriculum 2013
 There are principles of assessment in the National Curriculum 2013, they are ³²:
 - a) Objectivity: the assessment is based on the standard and factor of subjectivity that does not influence the assessment process
 - b) Coherent: the assessment done according to the plan, unity in learning activity, and continuity
 - c) Economical: the efficiency and effectiveness of assessment in planning, implementing, and reporting
 - d) Transparent: assessment procedure, criteria, and basic of decision making can be accessed by all people
 - e) Accountable: the assessment can be accounted to all the people who deal with the assessment
 - f) Educative: educate and motivate the students and teachers.

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Menteri Pendidikan dan Kebudayaan Republik Indonesia, Salinan Lampiran Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 66 Tahun 2013 tentang Standar Penilaian Pendidikan... 3

3) Assessment Technique and Instrument

According to the National Curriculum 2013, the attitude, knowledge, and skill competences are assessed in variety of ways, they are 33:

a) Assessment of attitude competence

Observation, self-assessment, and peer-assessment are done by the teachers and using journal. The instruments used are checklist or rating scale with rubric, and journal contains note from the teacher

b) Assessment of knowledge competence

The assessment done uses written test, spoken test, and task.

c) Assessment of skill competence

The skill competence is assessed through performance assessment so that the students will demonstrate certain competence using practice test, project, and portfolio assessment. The instrument used is checklist or rating scale with rubric.

Instrument of the assessment should fulfill these requirements³⁴:

- a) Representing the competence that assessed
- b) The construction fulfills technical requirement based on instrument's form that used

³³ Menteri Pendidikan dan Kebudayaan Republik Indonesia, Salinan Lampiran Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 66 Tahun 2013 tentang Standar Penilaian Pendidikan 4

Menteri Pendidikan dan Kebudayaan Republik Indonesia, Salinan Lampiran Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 66 Tahun 2013 tentang Standar Penilaian Pendidikan... 5

c) The right, correct, and communicative language are used according to the level of the students.

g. Cambridge Curriculum Assessment

Cambridge curriculum sees assessment as multipurpose and flexible framework which comprises a comprehensive package of support for teachers and learners³⁵. The learning objectives, resources in supporting teaching and learning, teacher training and teacher professional development are defined clearly. Cambridge Curriculum provides a positive educational experience for all students, controlling assessment as a tool for monitoring progress and adapting teaching to the needs of individuals³⁶.

h. The Characteristics and Standards Used to Develop Learning Assessment Tools

To develop high quality result of assessment tool, there are some principles that focus on "utilizing processes"³⁷. These processes reflect some standards, they are³⁸:

1) Focusing on reliable documentation to gain effective changes of activities, and improve current level of performance.

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³⁵ University of Cambridge International Examination, Cambridge International Curriculum... 1

³⁶University of Cambridge International Examination, *Cambridge International Curriculum* (Cambridge: Cambridge Assessment Group, 2008), 1.

³⁷ The Students Outcomes Assessment Committee, Assessment An Institution-Wide Process to Improve and Support Student Learning (IL: Collage of DuPage, 2000), 17.

³⁸ The Students Outcomes Assessment Committee, *Assessment An Institution-Wide Process to Improve and Support Student Learning...* 17

- Using multiple measures of outcomes to assure reliability and validity of the assessment.
- 3) Addressing students' outcomes at all levels of the learning process; cognitive, behavioral, and affective
- 4) At the institutional level, the assessment outcomes focus in broader area; program effectiveness, students' reports and evaluations, and management and administrative effectiveness
- 5) Focusing on finding authentic, performance based measures of the objectives, and avoiding indirect indicators.

In short, the tool in assessing students' outcomes should be thought carefully by the teachers. In this case, the researcher examines one of the tools called assessment rubric.

3. Assessment Rubric

a. The Definition of Assessment Rubric

According to Linse, rubrics are "assessment instruments that help instructors communicate their expectations to students and focus on important criteria as they grade"³⁹. It indicates that assessment rubrics are tools for the teacher to define the learning outcomes for the students and make grading standard for them based on the teachers' desire.

³⁹ Angela R. Linse, *Creating Rubrics: Establishing Standards* (Temple University: Teaching and Learning Center), 1. http://www.temple.edu/tlc.

Mertler defines rubrics as "rating scales—as opposed to checklists—that are specifically used with performance assessments", 40. It can be inferred that assessment rubrics are one of assessment tools, especially for assessing students' performance that consist of scales to rate the assessment result.

Besides, Korycinski stated that "a rubric is a tool that is used as an assessment and scoring device to judge the quality of student work". In short, using assessment rubric, teachers can appraise and recognize the quality of students' task.

Brophy, in addition, defines a rubric as "a measurement tool that describes the criteria against which a performance, behavior, or product is compared and measures". It can be concluded that assessment rubric is a measurement instrument which has a big role in assessment process, and also take an important function in learning process. Using assessment rubric in assessing students' performance, behavior, or product give clear information about students' achievement.

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⁴⁰ As cited in Craig A. Mertler, "Designing Scoring Rubrics for Your Classroom". *Practical Assessment, Research & Evaluation.* Volume 7 Number 25, 2001. 1. Available online: http://www.pareonline.net/getvn.asp?v=7&n=25

⁴¹ Donna K. Korycinski, Master Teacher Program, "Using Rubrics" (New York: a 2-year Faculty Professional Development Program, Center for Teaching Excellence, United States Military Academy), 2011, 1.

⁴² Timothy S. Brophy, *Writing Effective Rubrics* (Florida: University of Florida Institutional Assessment), 3.

b. Types of Assessment Rubric

Assessment rubrics can be divided into four types. They are:

- 1) Holistic rubrics: have one general descriptor for each level of performance as a whole.
- 2) Analytic rubrics: have descriptors for each level of performance for multiple criteria that are delineated⁴³.
- 3) General rubrics: contain criteria that are general across tasks
- 4) Task specific rubrics: unique to a specific task⁴⁴.

Every type of assessment rubrics has its own use based on the purpose of the designer⁴⁵.

- 1) Holistic rubric is used to get a fast snapshot of achievement. Here, a single dimension is used to define quality.
- 2) Analytic rubric is used to see strengths and weaknesses of the students, give detailed feedback, assess complicated skills or performance, and self-assess of students' understanding or performance.
- 3) General rubric is used in assessing reasoning, skills, products, and assessing different task of all students.
- 4) Task-specific rubric is used in assessing knowledge. It is also used to identify the consistency of scoring.

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⁴³ Raymond W – Donny Lee Jr., *Rubric and Scoring Criteria* (2007), 1. D:\plt\ASSESSMENT\Rubricsguide.doc.

⁴⁴ Schreyer Institute for Teaching Excellence, *The Basics of Rubrics* (Penn State: University Park, PA, 2007), 1.

⁴⁵ Schreyer Institute for Teaching Excellence, *The Basics of Rubrics*... 1

In developing assessment rubric, the teacher should know the purpose of each rubric because the assessment rubric is one of tools to measure students' achievement and progress. When the measurement tool is used effectively and purposefully, the target and the outcomes of learning process can be achieved.

c. Steps in Developing Assessment Rubric

To make an appropriate assessment rubric for the needs of the students, developing assessment rubric also has an important role. There are some steps in developing a rubric: 46

Step 1: considering models of the performance or product. The characteristics of each model should be though carefully. The teachers should choose the best one to be developed based on the learning aims and goals.

Step 2: constructing the criteria. In constructing the criteria, the teachers should discuss it with the students.

Step 3: determining the number of levels. Three levels are usually used for younger students. For older ones, the literature recommends to use four or five levels.

⁴⁶ Cheryl Erlandson, *Rubrics: When? Why? How? Connecting the Pieces*. (Saskatchewan Professional Development Unit), 13

Step 4: developing descriptions of quality for each level of the criteria. To comprehend the description of quality, the teachers should examine provided rubrics so that the suitability of each level can be accomplished. Establishing from the highest and lowest levels, then filling the rest of the levels is the easiest way to develop the description of quality. The use of parallel language, unambiguous words selection and descriptions also should be considered among the levels to avoid the lowest level sound bad.

Step 5: using the assessment rubric. To practice using the assessment rubric, the teachers give copies of the assessment rubric to the students.

Step 6: revising the assessment rubric as needed. In revising the assessment rubric, the teachers can do and discuss together with students. This helps students to recognize the desire of the teachers.

Brophy also gives tips for developing an assessment rubric, they are 47:

- Finding and adapting an existing rubric. Adapting an existing rubric can be a consideration because it is hard and time consuming to get a suitable assessment rubric for every situation and condition.
- 2) Evaluating the assessment rubric. The rubric should communicate to the outcomes of subject being assessed, be feasible, functional, practical, and manageable. The deletion can be done for unrelated outcomes.

⁴⁷ Timothy S. Brophy, Writing Effective Rubrics... 8

- 3) Benchmarking gathering some of student duties that represent each point on the level. It is done to make the assessment rubric more essential.
- 4) Expecting to revise the assessment rubric. Revising the assessment rubric can be done together with students.
- 5) Sharing effective assessment rubrics with other teachers. The assessment rubric will be developed better if seen from different perceptions.

The teachers can use the tips above to improve the important value of assessment rubric since the assessment rubric is one of tools to measure the students' achievement and progress.

4. The Role of Teacher in Learning Assessment

In learning assessment, teachers as assessor take significant role. They do not only assess the students' performances, but also deal with some aspects relating to learning assessment. There are some roles of teacher as assessor related to learning assessment, they are:

a. Making best use of different assessment methods⁴⁸

According to Garavalia, Marken, and Sommi, "assessment methods should be viewed along a continuum of less to more performance-oriented,

⁴⁸ As cited in Ann Gravells, *Principles and Practice of Assessment in the Lifelong Learning Sector* (Glasgow: Learning Matters, 2009), 11.

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lower to higher order thinking, and less to more authentic", ⁴⁹. In addition, they also stated that identifying "the assessment process elements (nature of the task, level of cognitive processing, and context)" is important thing in order to choose the most suitable assessment tools to show desired learning outcomes ⁵⁰. The assessment methods can be used in assessing students' performances depend on the learning targets, the purpose of the assessment, and the special characteristics of the students. If teachers can recognize the purpose of the assessment, identify the target, and choose suitable methods in assessment, the assessment outcomes can be easily achieved.

b. Providing valid and fair assessments⁵¹

Harlen stated that "assessment has two main purposes - to help learning and to summarize what has been learned" and "assessment needs to be valid for whichever purposes it is used" It indicates that the validity of assessment is an important thing. In addition, fairness should also be

⁴⁹ Linda S. Garavalia – Patricia A. Marken and Roger W. Sommi, "Selecting Appropriate Assessment Methods: Asking the Right Questions". *American Journal of Pharmaceutical Education*. Vol. 66, Summer 2003. 108

⁵⁰ Linda S. Garavalia – Patricia A. Marken and Roger W. Sommi, "Selecting Appropriate Assessment Methods: Asking the Right Questions". *American Journal of Pharmaceutical Education*. Vol. 66, Summer 2003. 108

⁵¹ The Skill Organisation, Registered Workplace Assessor Information Guide (Skills), 14. skills.org.nz ⁵² As cited in Valid Assessment (Office of Learning and Teaching, DE&T), 2. http://www.sofweb.vic.edu.au/blueprint/fs1/assessment.asp

^{.....} Valid Assessment (Office of Learning and Teaching, DE&T), 2. http://www.sofweb.vic.edu.au/blueprint/fs1/assessment.asp

considered in assessment. Designing "assessment task and rubric" can be ways to ensure the validity and fairness of assessment⁵⁴.

c. Making judgments towards the assessment criteria⁵⁵

According to McAdam, in assessing students' performance, teachers should give clear criteria on the learning outcomes that they want so that the judgment can be emphasized from the evidence ⁵⁶. It means that the criteria used in making judgments will give obvious result and avoid irrelevant evidence. Sluijman, in addition, stated that "setting criteria and making them explicit and transparent to learners' before-hand is important" ⁵⁷.

d. Grading students in various ways

According to Harmer, "students need to know how and for what they are being assessed"⁵⁸. As an assessor, the teacher should tell the students what she/he wants and the outcomes that students should achieve so that the students have clear goal to gain. Here, the teachers can grade the students based on the desire and learning outcomes that have been informed by the teachers.

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^{54} Valid Assessment (Office of Learning and Teaching, DE&T), 2. http://www.sofweb.vic.edu.au/blueprint/fs1/assessment.asp

⁵⁵ Ann Gravells, Principles and Practice of Assessment in the Lifelong Learning Sector..... 11

⁵⁶ Gary McAdam, Assessment Policy (ABC Safety Training, 2013), 4.

⁵⁷ Judith T. M. Gulikers, Theo J. Bastiaens, and Paul A. Kirschner, "A Five-Dimensional Framework for Authentic Assessment". *Educational Technology Research and Development*. Vol. 52, No. 3, 2004. 75. http://www.jstor.org/stable/30220391

Jeremy Harmer, *The Practice of English Language Teaching Third Edition Completely Revised and Updated* (Cambridge: Longman), 60.

e. Giving constructive and developmental feedback to the students (offering feedback)

Harmer stated that "feedback encompasses not only correcting students, but also offering them an assessment of how well they have done, whether during a drill or after a longer language production exercise" In short, the teachers cannot only criticize about mistakes that students done, but they also should give them positive feedback. The constructive and developmental feedback is important for the students. Teachers should give their attention for all the students through giving them constructive and developmental feedback because it can motivate them. Giving constructive and developmental feedback is not only for students that have good progress, but also for all students. It should be done because all the students need support and feedback from the teacher.

f. Inspiring and motivating the students

Gravells stated that the role of teacher in learning assessment will also be "to inspire and motivate the students" 60. It can be inferred that teacher as assessor can encourage and motivate the students in learning process. It happens if the teachers are passionate and wholehearted in conveying their subject. Every student may already have "intrinsic and

⁵⁹ Jeremy Harmer, The Practice of English Language Teaching Third Edition Completely Revised and Undated

⁶⁰ Ann Gravells, Principles and Practice of Assessment in the Lifelong Learning Sector... 13

extrinsic motivation"⁶¹. The intrinsic motivation can be seen from the desire of students to show their best performance. Besides, the extrinsic motivation can be noticed from the need to learn, and from the need to gain good grade. From the desires and the needs of the students, teacher as assessor can motivate and ensure the assessment experiences of the students to be meaningful and interesting. The teacher should take care of the students as individuals so that the bad assessment experiences that may influence the students' motivation can be decreased.

B. Review of Previous Studies

The researcher finds similar cases of the previous studies. Some studies were done dealing with assessment rubric, they are:

1. In 2005, Andrade and Du conducted study under the title "Students Perspectives on Rubric-referenced Assessment". The study was based on self-report data in focus group which included fourteen undergraduate students. The study suggested that students use rubrics to support their own learning and academic performance. The discussion showed the ways in which students use rubrics to plan an approach to an assignment, check their work, and guide or reflect on feedback from others. The students said that using rubrics helped them to focus on their efforts, produce work of higher quality, earn a better grade, and feel less anxious about an assignment. Their comments also revealed

⁶¹ Ann Gravells, *Principles and Practice of Assessment in the Lifelong Learning Sector...* 13

that most of the students tend not to read a rubric in its entirety, and that some may perceive of a rubric as a tool for satisfying a particular teacher's demands rather than as a representation of the criteria and standards of a discipline. The key finding of the study is students told of using rubrics in purposeful ways, some of which suggest that rubrics have the potential to promote self-regulatory behaviors such as goal-setting, self-assessment, and revision.⁶²

- 2. The other similar study was conducted by Unal, Bodur, and Unal in 2012. The study entitled "A Standardized Rubric for Evaluating Webquest Design: Reliability Analysis of ZUNAL Webquest Design Rubric". It was the first study which fully characterized and assessed the reliability of online rubric called ZUNAL. The study concluded that the final version of the ZUNAL webquest rubric holds promise as an assessment tool for evaluating webquests. As a matter of fact, ZUNAL webquest maker has officially adopted the rubric on its web application and it is currently being used officially by thousands of users. The ZUNAL rubric was created to utilize the strengths of the currently available rubrics and improved based on the comments provided in the literature and feedback received from the educators. 63
- 3. Wulan conducted descriptive research in her study under the title "Kemampuan Calon Guru Biologi dalam Menyusun Rubrik Analitis pada Asesmen Kinerja".

⁶² Heidi Andrade – Ying Du, "Student Perspectives on Rubric-referenced Assessment". Practical Assessment, Research and Evaluation. Volume 10 Number 3, April 2005. 1

⁶³ Zafar Unal, et.al., "A Standardized Rubric for Evaluating Webquest Design: Reliability Analysis of ZUNAL Webquest Design Rubric". *Journal of Information Technology Education: Research*. Volume 11, 2012, 180

The study focused on the ability of Biology novice teachers in constructing analytic rubric. The result said that *kemampuan calon guru dalam menyusun rubrik analitis masih sangat kurang*⁶⁴. It means that the ability of novice teachers in designing analytic rubric for Biology subject was low. They still had difficulties in combining the content and biology process into criteria standard and deciding the criteria for analytic rubric.

However, those studies are different from this study. The difference between this study and Andrade and Du study is the subject of the study. The subject of this study is two English teachers of SMP Muhammadiyah 5 Surabaya, while subject of Andrade and Du study is fourteen undergraduate students. In addition, Andrade and Du focused on the perception of students toward rubric-referenced assessment, while the researcher focuses on the English teachers' assessment rubric development and its use in learning process.

Furthermore, Unal, Bodur, and Unal conducted study dealing with rubric in online resources. They examined the reliability of the online rubric called ZUNAL. Meanwhile this study examines the development of the assessment rubrics in the International class and the use of the assessment rubrics in the learning process.

Different from Wulan's research which the subject was Biology novice teachers, in this study, the researcher' subject is English teachers of SMP

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⁶⁴ Ana Ratna Wulan, Undergraduate Thesis: "*Kemampuan Calon Guru Biologi dalam Menyusun Rubrik Analitis pada Asesmen Kinerja*" (Bandung: FPMIPA Universitas Pendidikan Indonesia), 1. e-mail: ana_ratna_upi@yahoo.com

Muhammadiyah 5 Surabaya. The focus is also different. Wulan conducted the study to identify the ability of Biology novice teachers in designing analytical rubric, while this study is conducted to identify the development of the assessment rubrics. In addition, the use of the assessment rubric in the learning process is also examined.

In conclusion, this study examines the development of the assessment rubrics and the use of the assessment rubrics in learning process. The subject of this study is English teachers of SMP Muhammadiyah 5 who teach in International classes.