







Therefore, Teacher B considered the learning aim as the important consideration. When the teacher knew the learning aim, the assessment indicators could be seen, and then the learning achievement could be measured using the assessment rubrics. Teacher B also emphasized more in the students' level. In a classroom, the level of students' ability was different. The teacher should pay attention to the students and give them an appropriate assessment rubric so that all the diverse level could be covered.

**d. Combining Cambridge Curriculum and Curriculum 2013 Components in Developing the Assessment Rubrics**

In combining Cambridge Curriculum and Curriculum 2013 components in developing the assessment rubrics, Teacher A and Teacher B faced some difficulties. They stated that under the implementation of Curriculum 2013, the teachers could not freely combine the Cambridge Curriculum and Curriculum 2013 components in developing the assessment rubrics. It was because the time allocation, the learning materials, and the assessment criteria have been set up by the government. The time allocation was set up strictly, so there was not enough time to combine them. Here, the teachers did not put a lot of effort or things in combining the Cambridge Curriculum and Curriculum 2013. Although the school uses Cambridge Curriculum, the teachers sometimes could only combine the Cambridge Curriculum and Curriculum 2013 through the learning materials and

methods because Cambridge Curriculum was not the main curriculum. It was just an additional one. The learning materials from Cambridge book combined should have similar topics. The learning materials combined was in the text forms. For the assessment rubrics, the teachers tended to use the assessment rubrics from Curriculum 2013.

In addition, the school decided to take a particular time in implementing the Cambridge Curriculum because the basic principle of the school in using this curriculum was to improve the students' ability. All the International classes was taught using Cambridge book on Friday. In that day, all the learning materials were taken from Cambridge book, but the assessment system and assessment rubrics used was from Curriculum 2013.

#### **e. Teachers' Steps in Developing the Assessment Rubrics**

In developing the assessment rubrics, the researcher asked some questions about the steps done by the teachers. Teacher A did not have any particular steps in developing the assessment rubrics, while Teacher B underlined a thing to be the first step in developing his assessment rubrics. It was the learning aims that to be used in deciding the learning indicators so that Teacher B could develop the assessment rubrics. Because the steps did not explained detail by the teachers, the researcher asked some questions based on the Erlandson and Brophy's theory in developing assessment rubric. From the interview result based on the Erlandson and Brophy's



assessment rubrics from Curriculum 2013. The adaptation and modification were done based on the students' need and level. Furthermore, the teachers did not involve students in choosing the assessment rubric models because they thought that the assessment rubrics were the rightful authority of the teachers. The teachers, in addition, stated that there was no importance for the students to decide the assessment rubric models.

The second step is creating assessment rubric criteria. For teacher A, the assessment rubric criteria established were taken from TEFL books, while Teacher B took the assessment rubric criteria from the assessment criteria provided by the government. Teacher B chose and took some criteria to be applied in his assessment rubrics based on the students' characteristic. Both of the teachers created the assessment rubric criteria by themselves.

The third step is deciding the number of levels. Teacher A and B used 4 or 5 levels in their assessment rubrics. The levels defined in variety of ways based on the sources they took. Teacher A often decided the number of levels she took from TEFL theory, while Teacher B picked it up from Curriculum 2013. They did it because they believed that the number of the levels from those sources were the most appropriate for their students.

The fourth step is developing descriptions of quality for each level of criteria. Both of teachers, Teacher A and Teacher B did not develop descriptions of quality for each level of criteria. They just used the provided descriptions of quality for each level of criteria from the sources they took.

They did not consider the importance of developing the descriptions of quality for each level of criteria because they thought that the descriptions have been stated clearly. They only took all the words of the descriptions of quality for each level of criteria without developing or modifying them.

The fifth step is using the assessment rubrics. Before the assessment rubrics were used in the actual learning process, teachers should try-out the assessment rubrics, but Teacher A and Teacher B did not do this step.

The last step is revising the assessment rubrics. In revising the assessment rubrics, the two teachers had different perspective. Teacher A argued that she did not need to revise the assessment rubrics because she had already known her students need. Before she developed the assessment rubrics or used them in assessing students, she decided the suitability of her assessment rubrics based on the learning indicators and students' skill being assessed. From that reason, she did not think that it was important to revise them. Different from Teacher A, Teacher B stated that revising the assessment rubrics was useful. Before revising the assessment rubrics, Teacher B reviewed the assessment rubrics individually. The review and revise process were usually done the day before the assessment rubrics were used in the learning process. The assessment rubrics were revised based on the skill being assessed.



In addition, there are also tips for developing the assessment rubrics. Two of the tips are to benchmark the assessment rubrics and share the assessment rubrics to other teachers and students. In this case, both of the teachers did not benchmark their assessment rubrics. They argued that they have known the students' need and level so that benchmarking was not an important thing to do.

In case of sharing the assessment rubrics, Teacher A and Teacher B told the researcher that all of the teachers at SMP Muhammadiyah 5 always had a month of training program during the school holiday. In the training program, the teachers were asked to make learning instructions including the assessment rubrics. Here, the teachers from the same subject were gathered together and shared their ideas about the task. The sharing process was done when the training program was held. From the training program, they could know each other learning instructions so that sharing the revised assessment rubrics seemed to be unnecessary anymore. For the students, Teacher A did not find it important to share the assessment rubrics to the students, while Teacher B usually shared only the criteria being assessed in spoken way.

#### **f. Teachers' Strategies in Developing the Assessment Rubrics**

Being asked about strategies in developing the assessment rubrics, Teacher A and Teacher B stated that there was no particular strategy in developing the assessment rubrics. All things related to learning assessment









	Criteria are well organized	1. 5 2. 5 3. 5 4. 1	The rubric is divided into easily understandable criteria as needed.  The details that are used to describe a criterion go together; they are facets of the same criterion.  The relative emphasis on various features of performance is right.  Descriptors of quality work are represented redundantly in more than one criterion to the extent that criteria are really not covering different things.
	Number of levels fits targets and uses	3	Teachers might find it useful to merge levels to suit the rubric's intended use. The number of levels could be adjusted easily.
Clarity	Levels defined well	1. 5 2. 3 3. 5 4. 1 5. 3	Each score point (level) is defined with descriptors.  There is some attempt to define terms and include descriptors, but some key ideas are fuzzy in meaning.  Two independent users, with training and practice, assign the same rating most of the time.  Rating is almost totally based on counting the number or frequency of something, even though quality is more important than quantity.  Wording is mostly descriptive of the work, but there are a few instances of evaluative labels.
	Levels parallel	5	The levels of the rubric are parallel in content.















one stated that the rubric seems “mixed up”, and things that are different are put together. They also have been clear from the explanation of point 1 above.

According to point 3, all assessment rubrics examined were in strong level. The relative emphasis on various features of performance is right in those assessment rubrics. Here, almost all of the features were emphasized in the same way.

In addition, according to the last point, assessment rubrics 1, 3 and 4 were in strong level, while assessment rubric 2 was in weak level. The strong level stated that the criteria are independent, and each important feature that contributes to quality work appears in only one place in the rubric. From the case of assessment rubric 1, criteria of knowledge competence covered *tujuan komunikatif* (communicative aim), *keruntutan teks* (text’s harmony), *pilihan kata* (diction), and *pilihan tata bahasa* (grammar), while *kelancaran* (fluency), *pengucapan* (pronunciation), and *intonasi* (intonation) were established in the skill competence criteria. Meanwhile, the weak level showed that descriptors of quality work are represented redundantly in more than one criterion to the extent that criteria are really not covering different things. In assessment rubric 2, *kelancaran* (fluency) and *pilihan kata* (diction) appeared twice in knowledge and skill competence.















same. In this data, the use of the assessment rubrics was based on Curriculum 2013 since the government gave firm rules in the implementation of Curriculum 2013, while the assessment process in Cambridge Curriculum is flexible and does not contain detail rules like Curriculum 2013. The research finding was explained below.

**a. The Use of the Assessment Rubrics in Assessing Attitude and Skill Competence**

In assessing students' attitude, there are four ways settled by the government, some of them that use assessment rubrics are observation, self-assessment, and peer-assessment. The three ways should use assessment rubrics. According to Teacher A, each way had their own schedules in Curriculum 2013. The proportion was decided by the government, so was the use of the assessment rubrics. Teacher B, in addition, stated that the teacher could not use all the ways in assessing students' attitude in one particular time. It should be assessed based on the indicators of the assessment rubrics, so the teacher would decide whether he used assessment rubric through observation, self-assessment, or peer-assessment. If the teacher forced to include the assessment rubrics and use the assessment rubrics in assessing the competence through all those ways, he thought that it would be unreliable, just waste of time, and not maximal. In assessing students' attitude, especially, they could not be implemented in the same

time because the teacher should focus on teaching the learning materials. It was hard to assess each student's attitude competence since time allocation in one meeting was short and the teacher could not cover to assess all the students, even using the assessment rubrics. This matter was also applied in assessing students' skill.

#### **b. The Use of the Assessment Rubrics Dealing with Time Allocation**

Teacher A stated that the time allocation of conducting assessment was provided by the government. That was why she just followed the rules and used the assessment rubrics according to rules set up. In addition, teacher B informed that usually peer-assessment was conducted before the students took their daily test. The daily test was done after accomplishing 1 chapter. It was around 2 weeks. Each assessment had particular time. Even though the assessment rubrics of attitude and skill competence were used all in one particular time, the maximal result might not be achieved.

#### **c. Frequency of the Use of the Assessment Rubrics and the Reasons in Determining It**

In this study, the researcher asked Teacher A and Teacher B dealing with frequency of the use of the assessment rubrics and the reasons in determining it. Here, the researcher got information that the frequency also has been set up by the government in the Curriculum 2013. They usually

used the assessment rubrics according to those rules. Teacher B also stated that the use of the assessment rubrics should consider time left after giving learning materials. Because learning materials sometimes could not be accomplished in one meeting, the frequency in using the assessment rubrics also could not be exactly decided. To organize the time, Teacher B emphasized to use the assessment rubrics on *Kompetensi Inti* (core competence) 3 and 4. Core competence 1 and 2 were examined during or after the students did their tasks. In addition, Teacher B confirmed that he could use 1 or 2 assessment rubrics in one learning meeting.

#### **d. Measuring the Students' Achievement and Progress**

To measure the students' achievement and progress, the teachers used the result of the use of the assessment rubrics. They evaluated the use of the assessment rubrics. They decided which criteria of the assessment rubrics that students have mastered and which one (s) did not mastered yet. From those result, the teachers could measure the students' achievement and progress. In addition, Teacher B stated that they could be measured by examining the learning indicators. The assessment process and result should reflect the learning indicators.







































been provided by the government. However, the number of levels should have been appropriate for the intended learning target. Here, the users, the students and the teachers, should be able to differentiate each number of levels.

Meanwhile, the trend in the clarity criterion seemed clearer. The rating result of the assessment rubrics quality showed that the assessment rubrics seen from this area tended to be in the weak or medium level. The teachers often used evaluative or vague words and counting frequency of something rather than describe them in the form of words, adjective, and descriptive phrases. It probably occurred because the teachers found it easier to present the evaluative details since descriptive details are more time consuming. When they assess the students using the evaluative details, they could directly give the students final judgment from their own desire without considering some criteria.

It is different from the way when the descriptive details are used. In the descriptive details, there are some criteria that should be considered, and it was, indeed, time consuming if the teachers should examine all of the criteria. Here, the teachers should consider the use of the words in the assessment rubrics. The words used in assessment rubric can make clear desire of the teachers. When the teachers' desire can be seen, hopefully, the students will be able to improve their skill. Katims and Reeder stated that "When a scoring rubric gives judges this kind of more detailed, descriptive





thought they could not use all the assessment rubrics of attitude and skill competence in one particular time/lesson. They thought all the assessment rubrics from observation, self-assessment, and peer-assessment could be used if the learning indicators were suitable with the learning materials. The time allocation and proportion also have been scheduled by the government. If all assessment rubrics were used in one particular time, the teachers would find them unreliable and did not give maximal result.

The crucial thing to be considered was assessing students' attitude through the three ways tended to be difficult because time allocation provided was short. In addition, the teachers should focus on teaching the learning materials first. It also occurred in the use of the assessment rubrics in assessing students' skill competence through practice test, project test, and portfolio assessment. Here, the teachers should decide the use of the assessment rubrics smartly.

#### **b. The Use of the Assessment Rubrics Dealing with Time Allocation**

The time allocation in using the assessment rubrics for assessing attitude and skill competence were provided by the government, the teachers just followed those rules. It was disadvantageous for the students and the teachers since the teachers could not give their best because of the strict time allocation.



