



be improved dealing with the ways the teachers develops the assessment rubrics. They are discussing the assessment rubric criteria together with the students, developing description of quality for each level of the criteria, trying-out using the assessment rubrics, revising the assessment rubrics as needed, and benchmarking the assessment rubrics. The strategies in developing the assessment rubrics should also be considered. In addition, the quality of the assessment rubrics examined is in strong level. Yet, some aspects should also be considered for improvement. They are criteria (trait) structure, align criteria (traits), the independent criteria, descriptors, rater agreement, ring of truth, the number of levels, the descriptive detail, parallel levels, number of levels, the number or frequency, and the wording.

2. The use of the assessment rubrics in assessing attitude and skill competence, the time allocation and the frequency in using the assessment rubrics were limited. The teachers could not use the assessment rubrics in their own desire because the time allocation, the frequency, and the use of them have been provided in Curriculum 2013. Meanwhile, the teachers could use the assessment rubrics result to measure the students' improvement and progress, and also to improve the students' skill.

With some practices, discussions, and workshops with curriculum experts, the teachers would be able to handle the obstacles they face in developing the assessment rubrics and maximize the future use of the assessment rubrics.



