

**EMANCIPATING THE STUDENTS: THE DEVELOPMENT OF  
DIFFERENTIATED ASSESSMENT INSTRUMENTS FOR 5<sup>TH</sup> GRADE  
STUDENTS OF ELEMENTARY SCHOOL**

**By**

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**ABSTRACT**

Assessment is a crucial element of the evaluation process that helps teachers guide students and structure learning. Differentiated assessment enables teachers to evaluate students according to their abilities, provide targeted feedback, and develop more effective teaching strategies. This study aims to design and develop differentiated assessment instruments tailored to 5th-grade students' learning styles for the second semester of the Emancipated curriculum. The research utilizes the Design and Development (DnD) model, which involves four phases: Analysis, Design, Development, and Evaluation. Data collection was carried out in two elementary schools in Buleleng, involving an English teacher, a classroom teacher, and 49 5th-grade students. Data were analyzed using mixed methods (both qualitative and quantitative). During the analysis phase, data were gathered through interviews, questionnaires, and document analysis to establish development criteria. In the design phase, a matrix was created to guide the product's development. The development phase involved developing assessment instruments based on this matrix, which were aligned with learning topics, learning objectives, learning activities, and learning styles, and included teacher instructions and assessment types. After expert and user evaluations in the final phase, it was determined that the developed differentiated assessment instruments met validity standards and were suitable for use in English language teaching.

**Keywords:** Emancipated curriculum, differentiated assessment, learning styles

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**ABSTRAK**

*Penilaian adalah elemen penting dari proses evaluasi yang membantu guru membimbing siswa dan mengatur pembelajaran. Penilaian yang berdiferensiasi memungkinkan guru untuk mengevaluasi siswa berdasarkan kemampuan mereka, memberikan umpan balik yang terarah, dan mengembangkan strategi pengajaran yang lebih efektif. Penelitian ini bertujuan untuk merancang dan mengembangkan instrumen penilaian berdiferensiasi yang disesuaikan dengan gaya belajar siswa kelas 5 untuk semester dua dari kurikulum Emansipasi. Penelitian ini menggunakan model Desain dan Pengembangan (DnD), yang melibatkan empat fase: Analisis, Desain, Pengembangan, dan Evaluasi. Pengumpulan data dilakukan di dua sekolah dasar di Buleleng, melibatkan seorang guru bahasa Inggris, seorang guru kelas, dan 49 siswa kelas 5. Data dianalisis menggunakan metode campuran (kualitatif dan kuantitatif). Selama fase analisis, data dikumpulkan melalui wawancara, kuesioner, dan analisis dokumen untuk menetapkan kriteria pengembangan. Pada fase desain, matriks dibuat untuk memandu pengembangan produk. Fase pengembangan melibatkan pembuatan instrumen penilaian berdasarkan matriks ini, yang disesuaikan dengan topik pembelajaran, tujuan pembelajaran, aktivitas pembelajaran, dan gaya belajar, serta mencakup petunjuk untuk guru dan jenis penilaian. Setelah evaluasi oleh ahli dan pengguna pada fase akhir, diputuskan bahwa instrumen penilaian berdiferensiasi yang dikembangkan memenuhi standar validitas dan cocok digunakan dalam pengajaran bahasa Inggris.*

**Kata Kunci:** Kurikulum emansipasi, Penilaian berdiferensiasi, Gaya belajar