

APPENDICES

Appendix 1. Teacher's Interview Guide Dimension

Identifying Participants' Needs

Preliminary research has been conducted in several schools in Buleleng related to the Merdeka Curriculum and the assessment process carried out by teachers. The purpose of this question is to dig deeper into the implementation of the independent curriculum and the assessment process that has been carried out by the teacher. This question is in the form of open-ended questions given to teachers using Bahasa Indonesia. The questionnaire was prepared by The Regulation of the Minister of Education, Culture, Research and Technology Number 56/M/2022 regarding the guidelines for Emancipated curriculum implementation, Assessment, and Differentiated Assessment (Tomlinson, 2001).

| Dimension | Number of Questions |
|---|--|
| Emancipated Curriculum | 1, 2,3 |
| Learning Methods | 4, 5, 6, 7, 8 |
| Assessment | 9, 10, 11, 12 |
| Diagnostic, Formative, and Summative Assessment | 13, 14, 15, 16, 17, 18, 19, 20, 21 |
| Differentiated Assessment | 22, 23, 24 |

Appendix 2. Teacher's Interview Guide

| Dimension | Number of Questions | Accepted | No Accepted | Need Revision | Comments/ Suggestion |
|------------------------|--|----------|-------------|---------------|----------------------|
| Emancipated Curriculum | 1. Bagaimana proses implementasi Kurikulum Merdeka di sekolah ini, dari awal penerapan samapai sekarang? | √ | | | |
| | 2. Bagaimana bapak/ibu menerapkan kurikulum Merdeka saat proses pembelajaran di kelas 4, 5, dan 6? | √ | | | |

| Dimension | Number of Questions | Accepted | No Accepted | Need Revision | Comments/ Suggestion |
|-----------------|---|----------|-------------|---------------|-------------------------|
| | 3. Bagaimana Bapak/Ibu guru melakukan assessment yang disesuaikan dengan Kurikulum Merdeka? | √ | | | |
| Learning Method | 4. Apa saja metode pembelajaran yang biasanya Bapak/Ibu guru gunakan dalam proses pembelajaran? | √ | | | |
| | 5. Bagaimana penerapan metode Problem-Based learning diterapkan dalam proses pembelajaran? | √ | | | |
| | 6. Bagaimana penerapan metode Project-Based learning diterapkan dalam | √ | | | |

| Dimension | Number of Questions | Accepted | No Accepted | Need Revision | Comments/ Suggestion |
|------------|--|----------|-------------|---------------|----------------------|
| | proses pembelajaran? | | | | |
| | 7. Bagaimana penerapan metode Discovery-Based learning diterapkan dalam proses pembelajaran? | √ | | | |
| | 8. Bagaimana guru menyesuaikan metode pembelajaran dengan teknik penilaian? | √ | | | |
| Assessment | 9. Bagaimana Bapak/Ibu guru mempersiapkan penilaian diagnostic sesuai dengan yang ditetapkan di kurikulum merdeka? | √ | | | |

| Dimension | Number of Questions | Accepted | No Accepted | Need Revision | Comments/ Suggestion |
|-----------------------|---|----------|-------------|---------------|----------------------|
| | 10. Bagaimana Bapak/Ibu guru merencanakan penilaian formatif sesuai dengan yang di terapkan di kurikulum merdeka? | √ | | | |
| | 11. Bagaimana Bapak/Ibu guru merencanakan penilaian sumatif sesuai dengan yang ditetapkan di kurikulum merdeka? | √ | | | |
| | 12. Bagaimana umpan balik yang di berikan oleh Bapak/Ibu guru dalam memberikan penilaian kepada siswa? | √ | | | |
| Diagnostic Assessment | 13. Bagaimana Bapak/Ibu guru melakukan penilaian diagnostic di awal | √ | | | |

| Dimension | Number of Questions | Accepted | No Accepted | Need Revision | Comments/ Suggestion |
|----------------------|--|----------|-------------|---------------|----------------------|
| | pembelajaran untuk menentukan proses pembelajaran kedepannya? | | | | |
| | 14. Bagaimana Bapak/Ibu menentukan kriteria penilaian diagnostik di awal pembelajaran? | √ | | | |
| | 15. Bagaimana Bapak/Ibu guru melakukan refleksi dan evaluasi pembelajaran dengan menggunakan penilaian diagnostik? | √ | | | |
| Formative Assessment | 16. Bagaimana Bapak/Ibu guru telah melakukan penilaian formatif pada proses pembelajaran? | √ | | | |

| Dimension | Number of Questions | Accepted | No Accepted | Need Revision | Comments/ Suggestion |
|----------------------|--|----------|-------------|---------------|-------------------------|
| | 17. Bagaimana Bapak/Ibu menentukan kriteria penilaian diagnostik di awal pembelajaran? | √ | | | |
| | 18. Bagaimana Bapak/Ibu guru melakukan refleksi dan evaluasi pembelajaran dengan menggunakan penilaian formative seperti penilaian diri sendiri dan penilaian antar teman? | √ | | | |
| Summative Assessment | 19. Bagaimana Bapak/Ibu guru melakukan penilaian sumatif pada akhir pembelajaran? | √ | | | |
| | 20. Bagaimana Bapak/Ibu menentukan kriteria penilaian | √ | | | |

| Dimension | Number of Questions | Accepted | No Accepted | Need Revision | Comments/ Suggestion |
|---------------------------|--|----------|-------------|---------------|----------------------|
| | diagnostik di awal pembelajaran? | | | | |
| | 21. Bagaimana Bapak/Ibu guru melakukan refleksi dan evaluasi pembelajaran dengan menggunakan penilaian diagnostik? | √ | | | |
| Differentiated Assessment | 22. Apa yang Bapak/Ibu guru pahami tentang penilaian berdiferensiasi? | √ | | | |
| | 23. Bagaimana penerapan penilaian yang berdiferensiasi sesuai dengan aturan di dalam kurikulum merdeka? | √ | | | |

| Dimension | Number of Questions | Accepted | No Accepted | Need Revision | Comments/ Suggestion |
|-----------|--|----------|-------------|---------------|----------------------|
| | 24. Apa saja tantangan Bapak/Ibu guru hadapi dalam pelaksanaan penilaian berdiferensiasi di kelas 4,5 dan 6? | √ | | | |

General Comments/Recommendations

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Appendix 3. Students' Questionnaire Dimension

Identifying Participants' Needs

An interview has been conducted in several schools in Buleleng related to the Merdeka Curriculum and also the assessment process carried out by teachers. These questions are to go deeper into the student's learning style and learning method, especially for 4th, 5th, and 6th-grade elementary school students. The form of this question is in the form of open-ended questions given to teachers and students via Google Form using Indonesian. The questions are regarding the guidelines for Emancipated curriculum implementation by The Regulation of the Minister of Education, Culture, Research and Technology Number 56/M/2022.

| Dimension | Number of Questions |
|------------------|-------------------------------|
| Learning Methods | 1,2,3,4,5,6 |
| Learning Styles | 7,8,9,10,11,12,13,14,15,16,17 |

Appendix 4. Items of Students' Questionnaire

| Dimension | Number of Questions | Accepted | No Accepted | Need Revision | Comments/ Suggestion |
|-----------------|---|----------|-------------|---------------|-------------------------|
| Learning Method | 1. Saat di kelas, guru bahasa inggris sering mengajak siswa untuk berdiskusi atau belajar kelompok di dalam kelas. (1) Sangat tidak setuju, (2) Tidak setuju, (3) Netral, (4) Setuju, dan (5) Sangat setuju. | √ | | | |
| | 2. Saya lebih nyaman saat belajar dengan cara berdiskusi atau belajar secara kelompok. (1) Sangat tidak setuju, (2) tidak setuju, (3) netral, (4) setuju, (5) sangat setuju. | √ | | | |
| | 3. Saya lebih nyaman ketika belajar secara mandiri. (1) Sangat tidak setuju, (2) tidak setuju, (3) netral, (4) setuju, (5) sangat setuju. | √ | | | |

| Dimension | Number of Questions | Accepted | No Accepted | Need Revision | Comments/ Suggestion |
|----------------|---|----------|-------------|---------------|-------------------------|
| | 4. Guru Bahasa Inggris pernah mengajak siswa untuk membuat proyek berkelompok atau mandiri di dalam kelas. (1) Sangat tidak setuju, (2) tidak setuju, (3) netral, (4) setuju, dan (5) sangat setuju. | √ | | | |
| | 5. Saya senang dalam mengerjakan proyek secara berkelompok. (1) Sangat tidak setuju, (2) tidak setuju, (3) netral, (4) setuju, dan (5) sangat setuju. | √ | | | |
| | 6. Saya senang membuat proyek secara mandiri. (1) Sangat tidak setuju, (2) tidak setuju, (3) netral, (4) setuju, dan (5) sangat setuju. | √ | | | |
| Learning Style | 7. Saya ingin pergi ke pasar namun saya tidak tahu jalan menuju ke pasar. Maka, saya akan: <ul style="list-style-type: none"> - Menggunakan google maps (V). - Menanyakan arah ke pasar kepada teman (A). | √ | | | |

| Dimension | Number of Questions | Accepted | No Accepted | Need Revision | Comments/ Suggestion |
|-----------|--|----------|-------------|---------------|-------------------------|
| | <ul style="list-style-type: none"> - Menulis arah ke bioskop di kertas/hp untuk mengingat arah ke pasar. (R) - Mencari tahu sendiri dengan berjalan untuk mengetahui lokasi pasar (K). <p>8. Saya ingin merakit lego, namun saya tidak tahu bagaimana untuk merakit lego, sehingga saya:</p> <ul style="list-style-type: none"> - Langsung merakit lego sambil menonton video Youtube untuk merakit lego. (V) - Berdiskusi dengan teman untuk merakit lego. (A) - Membaca instruksi untuk membuat lego. (R) - Langsung merakit lego. (K) <p>9. Saya lebih suka guru mengajar dengan cara:</p> <ul style="list-style-type: none"> - Guru menampilkan gambar-gambar tentang materi. (V) - Guru lebih banyak menjelaskan dan melakukan tanya jawab. (A) - Guru memberikan buku untuk dibaca. (R) - Guru memperagakan materi dan lebih banyak latihan. (K) <p>10. Saya ingin liburan ke Yogyakarta, sebelum berangkat saya ingin mempelajari Yogyakarta, saya belajar melalui:</p> | | | | |

| Dimension | Number of Questions | Accepted | No Accepted | Need Revision | Comments/ Suggestion |
|-----------|---|----------|-------------|---------------|-------------------------|
| | <ul style="list-style-type: none"> - Menonton video tentang Yogyakarta. (K) - Menggunakan atlas melihat letak Yogyakarta. (V) - Membaca buku tentang Yogyakarta (R) - Berbicara tentang Yogyakarta dengan teman. (A) <p>11. Ketika belajar membuat origami saya lebih suka untuk:</p> <ul style="list-style-type: none"> - Membuat origami secara langsung sambil menonton youtube. (K) - Berdiskusi dengan teman yang sudah bisa. (A) - Belajar dengan kertas tutorial yang ada di bungkus origami. (V) - Membaca buku tentang origami. (R) <p>12. Guru mengajar menggunakan Powerpoint. Guru menjelaskan materi di powerpoint, sambil memperagakan materi didepan kelas. Saya belajar mudah mengerti melalui:</p> <ul style="list-style-type: none"> - Melihat gambar yang ada di powerpoint (V). - Mendengarkan penjelasan guru (A). - Membaca tulisan di powerpoint (R). - Memperhatikan guru saat memperagakan materi (K). | | | | |

| Dimension | Number of Questions | Accepted | No Accepted | Need Revision | Comments/ Suggestion |
|-----------|---|----------|-------------|---------------|-------------------------|
| | <p>13. Ketika saya belajar untuk bermain bulutangkis, saya akan:</p> <ul style="list-style-type: none"> - Berdiskusi tentang cara bermain bulutangkis dengan teman. (A) - Menonton pertandingan bulutangkis. (V) - Bermain bulutangkis Bersama teman. (K) - Membaca buku tentang bulutangkis. (R) <p>14. Saya ingin belajar melukis, saya akan:</p> <ul style="list-style-type: none"> - Menonton teman saya ketika mereka melukis. (V) - Mendengarkan penjelasan dari teman cara untuk melukis. (A) - Langsung melukis bersama dengan teman. (K) - Membaca informasi cara melukis. (R) <p>13. Ketika saya belajar menggunakan laptop, saya lebih suka:</p> <ul style="list-style-type: none"> - Menonton video Cara menggunakan laptop. (V) - Membaca buku panduan cara menggunakan laptop. (R) - Mendengarkan penjelasan teman yang sudah bisa menggunakan laptop. (A) - Mulai mencoba sendiri untuk menggunakan laptop tersebut (K) <p>15. Saya ingin belajar untuk menabung di celengan, saya akan memulainya dengan:</p> | | | | |

| Dimension | Number of Questions | Accepted | No Accepted | Need Revision | Comments/ Suggestion |
|-----------|---|----------|-------------|---------------|-------------------------|
| | <ul style="list-style-type: none"> - Membuat tabel sesuai waktu dan jumlah yang saya inginkan, lalu menandainya jika saya sudah menabung(V) - Membaca informasi mengenai cara menabung di internet (R) - Bertanya dengan teman yang sudah pernah menabung. (A) - Langsung menyimpan uang di celengan. (K) <p>16. Saya ingin belajar menggunakan kamera, maka saya akan:</p> <ul style="list-style-type: none"> - Meminta bantuan teman untuk diperagakan cara menggunakan kamera. (K) - Bertanya bagaimana cara menggunakan kamera. (A) - Membaca buku panduan menggunakan kamera. (V) - Menulis cara menggunakan kamera di buku catatan.(R) <p>17. Saya lebih suka guru mengajar dengan cara:</p> <ul style="list-style-type: none"> - Guru memperagakan contoh-contoh mengenai materi yang di jelaskan, kemudian memberikan latihan. (K) - Guru lebih banyak menjelaskan dan melakukan tanya jawab. (A) | | | | |

| Dimension | Number of Questions | Accepted | No Accepted | Need Revision | Comments/ Suggestion |
|-----------|--|----------|-------------|---------------|-------------------------|
| | <ul style="list-style-type: none"> - Guru memberikan buku untuk dibaca. (R) - Guru menampilkan gambar-gambar tentang materi. (V) | | | | |

General Comments/Recommendations

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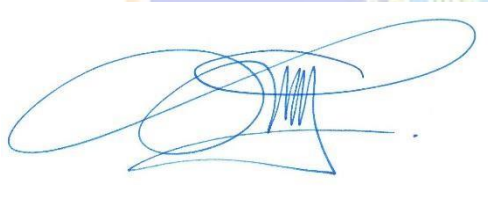
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Appendix 5. Matrix of Differentiated Assessment Instrument Development

| Grade | CP | Topics | Objectives | Learning styles | Learning activities | Learning Assessment | |
|-------|---|--------------------------------------|--|-----------------|---------------------|--|--------------------------|
| IV | Pada akhir Fase B, peserta didik memahami dan merespon teks lisan dan visual sederhana dalam bahasa Inggris. Dalam mengembangkan keterampilan menyimak dan berbicara, peserta didik mengikuti/merespon instruksi atau pertanyaan sederhana dalam bahasa Inggris dan membagikan informasi dengan kosakata sederhana. Peserta didik merespon berbagai | I Can Make Fried Eggs in The Kitchen | 1.1 Setelah menyelesaikan pembelajaran unit 7, peserta didik mampu mengidentifikasi aktivitas-aktivitas di dalam rumah yang dikaitkan dengan modal auxiliary can, melalui bahan ajar berupa gambar, rekaman suara, tulisan, ataupun video yang diberikan oleh guru. C1 - Mengingat. 1.2 Melalui bahan ajar berupa gambar, rekaman suara, tulisan, ataupun video yang diberikan oleh guru, peserta didik mampu membedakan penggunaan modal auxiliary can dan can't yang berkaitan dengan aktivitas-aktivitas di dalam rumah. C2 – Memahami | Visual | Indicator 1.1 | Students are given pictures of room and choose the right activity related to the picture. | Oral |
| | | | | | Indicator 1.2 | Students applied the auxiliary can and can't | Written |
| | | | | | Indicator 1.3 | Students applied the auxiliary can and can't based on the picture that the students had to draw first. | Performance, Observation |
| | | | | Aural | Indicator 1.1 | Students write down the auxiliary can and can't based on the audio given. | Written |
| | | | | | Indicator 1.2 | Students listen to the audio related to sentences containing auxiliary can and can't and then write them down. | Written |
| | | | | | Indicator 1.3 | Students listen to the audio and categorize the sentence as True or False | Performance, Observation |
| | | | | Read/Write | Indicator 1.1 | Students read a text given by the teacher and then find the auxiliary can and can't | Written |
| | | | | | Indicator 1.2 | Students complete the sentence with auxiliary can and can't and translate it into English | Written |

| Grade | CP | Topics | Objectives | Learning styles | Learning activities | | Learning Assessment |
|-------|---|-------------|--|-----------------|---------------------|---|--------------------------|
| | teks/gambar secara lisan dan tulisan sederhana dengan alat bantu visual dan komunikasi non-verbal. Pada Fase B, peserta didik dapat berinteraksi dengan menggunakan bahasa Inggris sederhana. | | 1.3 Peserta didik mampu mengkategorikan penggunaan modal auxiliary can dan can't yang berkaitan dengan aktivitas-aktivitas di dalam rumah dengan tepat melalui bahan ajar berupa gambar, rekaman suara, tulisan ataupun video yang diberikan oleh guru. C3 - Mengaplikasikan | | Indicator 1.3 | Students complete the sentence with auxiliary can and can't based on the paired pictures. | Performance, Observation |
| | | | | Kinesthetic | Indicator 1.1 | Students are asked to draw the auxiliary can with red and the auxiliary can't with blue contained in the sentences. | Written |
| | | | | | Indicator 1.2 | Students are asked to cut the sentence and drop it on the correct picture | Written |
| | | | | | Indicator 1.3 | Students complete a short text in a group and go to the front of the class right after completing it. | Performance, Observation |
| | | Be On Time! | 1.1 Peserta didik mampu mengidentifikasi waktu dalam Bahasa Inggris melalui bahan ajar, berupa gambar, tulisan, rekaman ataupun video yang diberikan oleh guru. C1 - Mengidentifikasi 1.2 Melalui bahan ajar, berupa gambar, rekaman suara, tulisan ataupun video yang | Visual | Indicator 1.1 | Students look at the picture and repeat the time given by the teacher. | Oral |
| | | | | | Indicator 1.2 | Students pair the clock with the correct time | Written |
| | | | | | Indicator 1.3 | Students are asked to draw a time on a clock. | Performance, Observation |
| | | | | Aural | Indicator 1.1 | Students are asked to circle the time mentioned by the teacher | Written |
| | | | | | Indicator 1.2 | Students are asked to change the time in the form of a number to a written | Written |
| | | | | | Indicator 1.3 | Students are asked to listen to the audio and answer several questions related to the audio. | Performance, Observation |

| Grade | CP | Topics | Objectives | Learning styles | Learning activities | Learning Assessment | |
|-------|----|--|---|-----------------|---------------------|---|--------------------------|
| | | | diberikan oleh guru, peserta didik mampu membedakan bagaimana penggunaan to, past, quarter, dan half dalam mengekspresikan waktu dalam bahasa Inggris. C2 - Memahami 1.3 Peserta didik mampu menganalisis waktu dalam bahasa Inggris dengan tepat melalui bahan ajar berupa gambar, rekaman suara, tulisan ataupun video yang diberikan oleh guru. C4 - Menganalisis | Read/Write | Indicator 1.1 | Students are asked to write the time in the form of a written | Written |
| | | | | | Indicator 1.2 | Students are asked to complete the time given. | Written |
| | | | | | Indicator 1.3 | Students are given a short text about daily activity and asked to group the activity based on the period of time. | Performance, Observation |
| | | | | Kinesthetic | Indicator 1.1 | Students are given a picture of a clock and pair it with the written time. | Written |
| | | | | | Indicator 1.2 | Students are asked to make a line and mention the time that is given by the teacher | Oral |
| | | | | | Indicator 1.3 | Students are asked to study outside and ask their friends about their daily activities and time. | Performance, Observation |
| | | I Got to School After having Breakfast | 1.1 Pada chapter ini, peserta didik diharapkan mampu menyebutkan kegiatan sehari-harimenggunakan simple present tenses melaluibahan ajar berupa gambar, rekaman suara, tulisan ataupun video yang | Visual | Indicator 1.1 | Students are asked to pair the picture of daily activity | Written |
| | | | | | Indicator 1.2 | Students are asked to color the sketch | Written |
| | | | | | Indicator 1.3 | Students are asked to arrange the picture based on the period of time | Performance, Observation |
| | | | | Aural | Indicator 1.1 | Students are asked to circle the picture based on the audio | Written |

| Grade | CP | Topics | Objectives | Learning styles | Learning activities | Learning Assessment |
|-------|----|--------|---|-----------------|--|--------------------------|
| | | | diberikan oleh guru. C1 - Mengidentifikasi 1.2 Peserta didik diharapkan mampu menjelaskan kegiatan sehari-hari yang sudah dilakukan dalam hubungannya dengan waktu melalui bahan ajar berupa gambar, rekaman suara, video ataupun tulisan yang diberikan oleh guru. C2 - Memahami 1.3 Peserta didik diharapkan mampu membuat kalimat tentang kegiatan sehari-hari dalam hubungannya dengan waktu dan menggunakan simple present melalui gambar, rekaman suara, tulisan ataupun video yang diberikan oleh guru. C6 - Membuat | | Indicator 1.2 Students are asked to listen to a short daily activity on the audio and answer several questions. | Written |
| | | | | | Indicator 1.3 Students are asked to make a sentence based on the topic given by the teacher | Performance, Observation |
| | | | | Read/Write | Indicator 1.1 Students are asked to write down the name of the activity based on the picture | Written |
| | | | | | Indicator 1.2 Students are asked to rearrange the sentences into the correct sentences | Written |
| | | | | | Indicator 1.3 Students are asked to make a sentence based on the topic given | Performance, Observation |
| | | | | Kinesthetic | Indicator 1.1 Students are asked to play a role-player | Oral |
| | | | | | Indicator 1.2 Students are asked to find five words in a word puzzle | Oral |
| | | | | | Indicator 1.3 Students are asked to play a role-player in a group | Performance, Observation |
| | | | 1.1 Peserta didik diharapkan mampu menjelaskan konsep | Visual | Indicator 1.1 Students are asked to pair the sentence with the correct picture | Written |

| Grade | CP | Topics | Objectives | Learning styles | Learning activities | Learning Assessment |
|-------|----|--------------------------------|---|-----------------|--|--|
| | | He Always Gets Up at 5 O'clock | adverbs of frequency(always, usually, sometimes, never) dalamkegiatan sehari-hari melalui bahan ajar berupagambar, rekaman suara, tulisan ataupun videoyang diberikan oleh guru. C1 - Mengidenitifikasi 1.2 Peserta didik diharapkan mampu membandingkanpenggunaan kata keterangan frekuensi (always,usually, sometimes, never) dalam kegiatan sehari-haridalam bahasa Inggris melalui bahan ajar berupagambar, rekaman suara, tulisan ataupun video yangdiberikan oleh guru. C2 - Memahami 1.3 Peserta didik diharapkan mampu menerapkan kataketerangan frekuensi (always, usually, sometimes,never) dalam | Aural | <p>Indicator 1.2 Students are asked to color the sketch</p> <p>Indicator 1.3 Students are asked to make a simple poster related to the topic given.</p> <p>Indicator 1.1 Students are asked to complete the sentence with an adverb of frequency</p> | <p>Written</p> <p>Performance. Observation</p> <p>Oral</p> |

| Grade | CP | Topics | Objectives | Learning styles | Learning activities | Learning Assessment | |
|-------|----|--------|---|-----------------|---------------------|--|--------------------------|
| | | | kalimat-kalimat untuk mendeskripsikan kegiatan sehari-hari dengan tepat melalui bahan ajar berupa gambar, rekaman suara, tulisan ataupun video yang diberikan oleh guru. C6 - Membuat | | | | |
| | | | | | Indicator 1.2 | Students listen to the song and mention 5 adverbs of frequency contained in the song | Oral |
| | | | | | Indicator 1.3 | Students are asked to make a simple daily routine | Performance, Observation |
| | | | | Read/Write | Indicator 1.1 | Students are asked to categorize the sentences as True or False | Written |
| | | | | | Indicator 1.2 | Students are asked to rearrange the sentences into correct sentences. | Written |
| | | | | | Indicator 1.3 | Students are asked to read the Daily Activity and to make a simple Daily Activity | Performance, Observation |
| | | | | Kinesthetic | Indicator 1.1 | Students are asked to cut the sentences and stick them on the correct picture. | Written |
| | | | | | Indicator 1.2 | Students are asked to cut the flashcard and rearrange it into a sentence | Written |
| | | | | | Indicator 1.3 | Students are asked to rearrange the sentences first and then stick them on the correct picture | Performance |

| Grade | CP | Topics | Objectives | Learning styles | Learning activities | | Learning Assessment |
|-------|----|--------------------------|--|-----------------|---------------------|--|--------------------------|
| | | How Do You Go to School? | 1.1 Setelah pembelajaran berakhir, peserta didik diharapkan mampu mengidentifikasi jenis - jenis kendaraan dalam Bahasa Inggris melalui bahan ajar, berupa gambar, tulisan, rekaman ataupun video yang diberikan oleh guru. C1 - Mengidentifikasi 1.2 Melalui bahan ajar, berupa gambar, rekaman suara, tulisan ataupun video yang diberikan oleh guru, peserta didik mampu membedakan jenis-jenis kendaraan dengan tepat dalam bahasa Inggris. C2 - Memahami 1.3 Peserta didik diharapkan mampu menerapkan pengetahuannya untuk membuat sebuah kalimat sederhana mengenai | Visual | Indicator 1.1 | Students are asked to write down the names of the vehicles based on the picture given | Written |
| | | | | | Indicator 1.2 | Students are asked to write down the number of sentences based on the picture. | Written |
| | | | | | Indicator 1.3 | Students are asked to make a sentence based on the picture given. | Performance, Observation |
| | | | | Aural | Indicator 1.1 | Students are asked to sing and mention 5 vehicles that are contained in the song. | Oral |
| | | | | | Indicator 1.2 | Students are asked to listen to a song and name 1 characteristic of 5 vehicles. | Oral |
| | | | | | Indicator 1.3 | Students are asked to listen to the vehicles that are mentioned on the audio and make a sentence about it | Reading, Observation |
| | | | | Read/Write | Indicator 1.1 | Students are asked to write down the names of the vehicles | Written |
| | | | | | Indicator 1.2 | Students are asked to complete the sentences with vehicles. | Written |
| | | | | | Indicator 1.3 | Students are asked to make a simple text related to vehicles based on | Reading, Observation |
| | | | | Kinesthetic | Indicator 1.1 | Students are asked to make a line take one flashcard and mention the name of the vehicles on the flashcard | Written |
| | | | | | Indicator 1.2 | Students are asked to draw a vehicle and color it. | Written |

| Grade | CP | Topics | Objectives | Learning styles | Learning activities | Learning Assessment | |
|-------|----|---------------------------|--|-----------------|--|---|--------------------------|
| | | | kendaraan dalam bahasa Inggris melalui bahan ajar berupa gambar, rekaman suara, tulisan ataupun video yang diberikan oleh guru. C6 - Membuat | | Indicator 1.3 Students are asked to ask their friends about their favorite vehicles and make a sentence about it. | Performance, Observation | |
| | | He Goes to School by Bike | 1.1 Peserta didik diharapkan mampu menerapkan pengetahuannya untuk membuat sebuah kalimat mengenai kendaraan dalam Bahasa Inggris melalui bahan ajar berupa gambar, rekaman suara, tulisan ataupun video yang diberikan oleh guru. C3 - Mengaplikasikan 1.2 Melalui bahan ajar berupa gambar, rekaman suara, tulisan ataupun video yang diberikan oleh guru, peserta didik mampu membedakan | Visual | Indicator 1.1 Students are asked to complete the sentences with the names of vehicles. | Written | |
| | | | | | Indicator 1.2 Students are asked to pair the picture with the sentences | Written | |
| | | | | | Indicator 1.3 Students are asked to pair the activity with the clock based on the correct time. | Performance | |
| | | | | | Aural | Indicator 1.1 Students are asked to listen to the sound of vehicles and guess the vehicles. | Oral |
| | | | | | | Indicator 1.2 Students are asked to work with their chair mates and discuss to pair the picture with the sentences | Oral |
| | | | | | | Indicator 1.3 Students are asked to make a sentence related to vehicles and time. | Performance, Observation |
| | | | | | Read/Write | Indicator 1.1 Students are asked to complete the sentence with the correct vehicles. | Written |
| | | | | | | Indicator 1.2 Students are asked to rearrange the sentences based on the period of time | Written |

| Grade | CP | Topics | Objectives | Learning styles | Learning activities | Learning Assessment |
|-------|----|--------|---|-----------------|--|----------------------|
| | | | aktivitas sehari-hari yang berkaitan dengan kendaraan dan waktu. C2 - Memahami | Kinesthetic | Indicator 1.3 Students are asked to make sentences based on vehicles, time, and the period of time. | Reading, Observation |
| | | | 1.3 Melalui bahan ajar berupa gambar, rekaman suara, tulisan ataupun video yang diberikan oleh guru, pesertadidik diharapkan mampu menerapkan pegetahuannya untuk membuat sebuah kalimat Simple Present Tense mengenai kendaraan yang digunakan dalam beraktivitas sehari-hari dan berhubungan dengan waktu. C6 - Membuat | | Indicator 1.1 Students are asked to read the sentences one by one and do a high five with the teacher if it is correct | Oral |
| | | | | | Indicator 1.2 Students are asked to cut and stick the sentence into the correct picture. | Oral |
| | | | | | Indicator 1.3 Students are asked to make a sentence related to vehicles and time. Students are asked to go to the front of the class to choose the vehicles and time. | |

Appendix 6. Result of First Expert Judgment

Expert Judgements

Evaluation Sheet for Differentiated Assessment Instruments in Emancipated Curriculum for 4th Grade Students of Elementary School Based on Problem-Based Learning, Project-Based Learning, and Discovery Learning

Target : Elementary School
Title : Emancipating the Students: The Development of Differentiated Assessment Instruments for 4th Grade Students of Elementary School
Researcher : Kadek Desi Indriyani
Evaluator : Luh Gede Eka Wahyuni, S.Pd., M.Pd.
Occupation/Position : 1st Validator
Grade : 4th Grade 2nd Semester

Description:

This evaluation sheet is designed to assess the quality of Differentiated English assessment based on the Emancipated curriculum for 4th students of Elementary school, and based on Problem-Based Learning, Project-Based Learning, and Discovery Learning. This English learning assessment aims to help teachers address student diversity and can be implemented in the classroom. Therefore, your willingness to assess and judge the English learning assessment is highly appreciated.

Instructions:

1. This evaluation sheet has to be filled out by the educational experts.
2. There are 5 (five) levels or scores that can be chosen.
3. Put a check mark (✓) in the column based on your opinion.
4. The criteria of level of score in the rating scale column below

| Score | | | | |
|-----------|------|---------|---------------|------|
| Very Good | Good | Average | Below Average | Poor |
| 5 | 4 | 3 | 2 | 1 |

| Dimension | Num. | Question | Score | | | | |
|--|------|---|-------|---|---|---|---|
| | | | 5 | 4 | 3 | 2 | 1 |
| Concept of Assessment (Assessment of Learning, Assessment for Learning, Assessment as Learning) | 1. | Instrumen penilaian dapat membantu guru dalam proses pembelajaran | | v | | | |
| | 2. | Instrumen penilaian dapat membantu guru untuk membuat dasar perencanaan proses pembelajaran | | v | | | |
| | 3. | Instrumen penilaian dapat membantu guru untuk mempersiapkan pendekatan siswa yang bervariasi dalam proses pembelajaran. | | v | | | |
| | 4. | Instrumen penilaian dapat memberikan umpan balik yang bermakna kepada siswa. | | | v | | |
| Elements of assessment instrument (The needs of students, target of learning, objectives of learning, learning method, distribution of student's learning style, student's | 5. | Ruang lingkup instrumen penilaian disesuaikan dengan kurikulum merdeka. (Capaian belajar, tujuan penilaian, topik, sintaksis, metode pembelajaran, terdiferensiasi, dan jenis penilaian). | | | v | | |
| | 6. | Instrumen penilaian sesuai dengan kebutuhan siswa dan berdasarkan gaya belajar siswa. | | | v | | |
| | 7. | Pola pencapaian yang ditentukan dalam instrumen penilaian dijelaskan dengan jelas. | | v | | | |
| | 8. | Penerapan keragaman gaya belajar siswa disesuaikan dengan kebutuhan siswa. | v | | | | |
| | 9. | Metode pembelajaran yang digunakan instrumen penilaian disesuaikan dengan Kurikulum Merdeka (<i>Problem-based</i> | v | | | | |

| Dimension | Num. | Question | Score | | | | |
|---|------|--|-------|---|---|---|---|
| | | | 5 | 4 | 3 | 2 | 1 |
| learning activity, and organization of content) | | <i>Learning, Project-based Learning, dan Discovery Learning)</i> | | | | | |
| | 10. | Kegiatan pembelajaran relevan dengan kehidupan sehari-hari siswa. | v | | | | |
| | 11. | Kegiatan pembelajaran relevan dengan tujuan pembelajaran. | | | v | | |
| | 12. | Langkah-langkah disajikan secara sistematis agar guru lebih mudah memahaminya. | v | | | | |
| Language Elements (Vocabulary, word choice, sentence structure, and writing skills (clarity, Structure, Consistency, Visual Elements, Cultural Sensitivity, Language Level) | 13. | Kalimat/frasa/klausa dalam instrumen penilaian selaras dengan kelas, topik, subtopik, tujuan, dan kegiatan pembelajaran. | | | v | | |
| | 14. | Konten dalam instrumen penilaian disampaikan secara singkat dan langsung pada pokok persoalan. | v | | | | |
| | 15. | Jenis-jenis instrumen penilaian diuraikan dengan baik dan jelas. | | v | | | |
| | 16. | Kegiatan dalam instrumen penilaian diuraikan dengan menggunakan bahasa yang jelas. | v | | | | |
| | 17. | Rubrik penilaian mudah dipahami dan digunakan oleh para guru. | v | | | | |
| | 18. | Jenis instrumen penilaian diuraikan dengan baik dan jelas | | v | | | |

| Dimension | Num. | Question | Score | | | | | |
|--|--|---|-------|---|---|---|---|--|
| | | | 5 | 4 | 3 | 2 | 1 | |
| | 19. | Penjelasan tujuan pembelajaran dibuat secara ringkas dan tepat sasaran. | | v | | | | |
| Presentation of Elements (PreAssessment, Learning Objectives, Content Process, Product, Environment, Assessment, Feedback, Reflection) | 20. | Instrumen penilaian yang digunakan dalam melaksanakan kegiatan tersebut menarik dan secara tidak langsung dapat merangsang proses pembelajaran. | v | | | | | |
| | 21. | Petunjuk penilaian mudah dimengerti dan jelas. | v | | | | | |
| | 22. | Instrumen penilaian mendorong perolehan dan penerapan informasi. | v | | | | | |
| | 23. | Instrumen penilaian relevan dengan topik dan kehidupan nyata pembelajar muda. | v | | | | | |
| | 24. | Instrumen penilaian yang digunakan sesuai dengan tingkat kognitif siswa. | | | v | | | |
| | 25. | Kegiatan dari topik tersebut sangat berharga dan bermanfaat bagi siswa. | | v | | | | |
| | 26. | Instrumen penilaian yang digunakan terdapat berbagai jenis penilaian yang dapat meningkatkan kinerja siswa. | | v | | | | |
| | 27. | Proses penilaian dalam instrumen dirancang untuk menilai hasil kinerja siswa. | | v | | | | |
| | 28. | Penggunaan font dan ukuran font sudah sesuai. | v | | | | | |
| | 29. | Penggunaan spasi, tata letak dan format pada penilaian sudah disesuaikan. | v | | | | | |
| 30. | Instrumen penilaian sudah selaras dengan tujuan penilaian. Komentar: Banyak yg belum | | | v | | | | |

| Dimension | Num. | Question | Score | | | | | |
|--|------|---|-------|---|---|---|---|--|
| | | | 5 | 4 | 3 | 2 | 1 | |
| | 31. | Bagian penting ditandai dengan huruf tebal. | v | | | | | |
| | 32. | Proses penilaian dalam instrumen penilaian dirancang untuk menilai penilaian diri siswa. | v | | | | | |
| | 33. | Proses penilaian dalam instrumen penilaian dirancang untuk menilai penampilan siswa. | | | v | | | |
| | 34. | Proses penilaian dalam instrumen penilaian dirancang untuk menilai hasil kinerja siswa. | v | | | | | |
| Elements of Subject Matter (Content distribution, quality Enhancement, coherence, objective presentation, value addition, innovative integration, Recency) | 35. | Distribusi konten dalam instrumen penilaian jelas dan terorganisir dengan baik. | | V | | | | |
| | 36. | Penjabaran jenis-jenis penilaian di dalam instrumen penilaian terintegrasi dengan baik (penilaian kinerja, observasi, diri sendiri, teman sejawat). | | | v | | | |
| | 37. | Konten tersebut secara signifikan meningkatkan kualitas instrumen penilaian. | | v | | | | |
| | 38. | Elemen-elemen dalam instrumen penilaian terintegrasi dengan baik. | | | v | | | |
| | 39. | Instrumen penilaian dikembangkan dengan inovasi dan informasi terkini. | v | | | | | |
| | 40. | Instrumen penilaian menjaga objektivitas dan menghindari bias. | | v | | | | |

Expert Judgements

Evaluation Sheet for Differentiated Assessment Instruments in Emancipated Curriculum for 4th Grade Students of Elementary School Based on Problem-Based Learning, Project-Based Learning, and Discovery Learning

Target : Elementary School
Title : Emancipating the Students: The Development of Differentiated Assessment Instruments for 4th Grade Students of Elementary School
Researcher : Kadek Desi Indriyani
Evaluator : Ni Luh Putu Era Adnyayanti, S.Pd., M.Pd.
Occupation/Position : 2nd Validator
Grade : 4th Grade 2nd Semester

Description:

This evaluation sheet is designed to assess the quality of Differentiated English assessment based on the Emancipated curriculum for 4th students of Elementary school, and based on Problem-Based Learning, Project-Based Learning, and Discovery Learning. This English learning assessment aims to help teachers address student diversity and can be implemented in the classroom. Therefore, your willingness to assess and judge the English learning assessment is highly appreciated.

Instructions:

1. This evaluation sheet has to be filled out by the educational experts.
2. There are 5 (five) levels or scores that can be chosen.
3. Put a check mark (✓) in the column based on your opinion.
4. The criteria of level of score in the rating scale column below

| Score | | | | |
|-----------|------|---------|---------------|------|
| Very Good | Good | Average | Below Average | Poor |
| 5 | 4 | 3 | 2 | 1 |

| Dimension | Num. | Question | Score | | | | |
|--|------|--|-------|---|---|---|---|
| | | | 5 | 4 | 3 | 2 | 1 |
| Concept of Assessment (Assessment of Learning, Assessment for Learning, Assessment as Learning) | 1. | Instrumen penilaian dapat membantu guru dalam proses pembelajaran | ✓ | | | | |
| | 2. | Instrumen penilaian dapat membantu guru untuk membuat dasar perencanaan proses pembelajaran | ✓ | | | | |
| | 3. | Instrumen penilaian dapat membantu guru untuk mempersiapkan pendekatan siswa yang bervariasi dalam proses pembelajaran. | ✓ | | | | |
| | 4. | Instrumen penilaian dapat memberikan umpan balik yang bermakna kepada siswa. | ✓ | | | | |
| Elements of assessment instrument (The needs of students, target of learning, objectives of learning, learning method, distribution of student's learning style, student's | 5. | Ruang lingkup instrumen penilaian disesuaikan dengan kurikulum merdeka. (Capaian belajar, tujuan penilaian, topik, sintaksis, metode pembelajaran, terdiferensiasi, dan jenis penilaian) | ✓ | | | | |
| | 6. | Instrumen penilaian sesuai dengan kebutuhan siswa dan berdasarkan gaya belajar siswa. | ✓ | | | | |
| | 7. | Pola pencapaian yang ditentukan dalam instrumen penilaian dijelaskan dengan jelas. | ✓ | | | | |
| | 8. | Penerapan keragaman gaya belajar siswa disesuaikan dengan kebutuhan siswa. | ✓ | | | | |
| | 9. | Metode pembelajaran yang digunakan instrumen penilaian disesuaikan dengan Kurikulum Merdeka (<i>Problem-based</i> | ✓ | | | | |

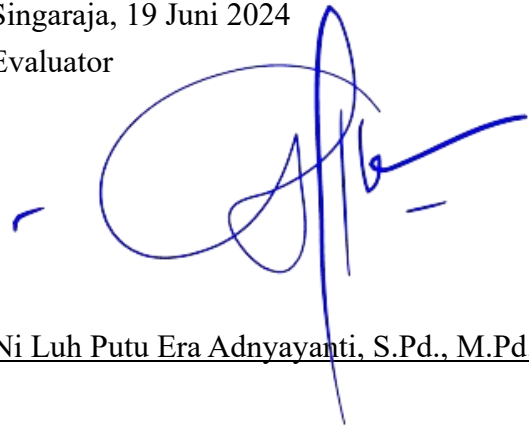
| Dimension | Num. | Question | Score | | | | |
|---|------|--|-------|---|---|---|---|
| | | | 5 | 4 | 3 | 2 | 1 |
| learning activity, and organization of content) | | <i>Learning, Project-based Learning, dan Discovery Learning)</i> | | | | | |
| | 10. | Kegiatan pembelajaran relevan dengan kehidupan sehari-hari siswa. | ✓ | | | | |
| | 11. | Kegiatan pembelajaran relevan dengan tujuan pembelajaran. | ✓ | | | | |
| | 12. | Langkah-langkah disajikan secara sistematis agar guru lebih mudah memahaminya. | ✓ | | | | |
| Language Elements (Vocabulary, word choice, sentence structure, and writing skills (clarity, Structure, Consistency, Visual Elements, Cultural Sensitivity, Language Level) | 13. | Kalimat/frasa/klausa dalam instrumen penilaian selaras dengan kelas, topik, subtopik, tujuan, dan kegiatan pembelajaran. | ✓ | | | | |
| | 14. | Konten dalam instrumen penilaian disampaikan secara singkat dan langsung pada pokok persoalan. | ✓ | | | | |
| | 15. | Jenis-jenis instrumen penilaian diuraikan dengan baik dan jelas. | ✓ | | | | |
| | 16. | Kegiatan dalam instrumen penilaian diuraikan dengan menggunakan bahasa yang jelas. | | ✓ | | | |
| | 17. | Rubrik penilaian mudah dipahami dan digunakan oleh para guru. | ✓ | | | | |
| | 18. | Jenis instrumen penilaian diuraikan dengan baik dan jelas. | ✓ | | | | |

| Dimension | Num. | Question | Score | | | | |
|--|--|---|-------|---|---|---|---|
| | | | 5 | 4 | 3 | 2 | 1 |
| | 19. | Penjelasan tujuan pembelajaran dibuat secara ringkas dan tepat sasaran. | | | | | |
| Presentation of Elements (PreAssessment, Learning Objectives, Content Process, Product, Environment, Assessment, Feedback, Reflection) | 20. | Instrumen penilaian yang digunakan dalam melaksanakan kegiatan tersebut menarik dan secara tidak langsung dapat merangsang proses pembelajaran. | ✓ | | | | |
| | 21. | Petunjuk penilaian mudah dimengerti dan jelas. | ✓ | | | | |
| | 22. | Instrumen penilaian mendorong perolehan dan penerapan informasi. | ✓ | | | | |
| | 23. | Instrumen penilaian relevan dengan topik dan kehidupan nyata pembelajar muda. | ✓ | | | | |
| | 24. | Instrumen penilaian yang digunakan sesuai dengan tingkat kognitif siswa. | ✓ | | | | |
| | 25. | Kegiatan dari topik tersebut sangat berharga dan bermanfaat bagi siswa. | ✓ | | | | |
| | 26. | Instrumen penilaian yang digunakan terdapat berbagai jenis penilaian yang dapat meningkatkan kinerja siswa. | ✓ | | | | |
| | 27. | Proses penilaian dalam instrumen dirancang untuk menilai hasil kinerja siswa. | ✓ | | | | |
| | 28. | Penggunaan font dan ukuran font sudah sesuai. | ✓ | | | | |
| | 29. | Penggunaan spasi, tata letak dan format pada penilaian sudah disesuaikan. | ✓ | | | | |
| 30. | Instrumen penilaian sudah selaras dengan tujuan penilaian. | ✓ | | | | | |

| Dimension | Num. | Question | Score | | | | |
|--|------|---|-------|---|---|---|---|
| | | | 5 | 4 | 3 | 2 | 1 |
| | 31. | Bagian penting ditandai dengan huruf tebal. | ✓ | | | | |
| | 32. | Proses penilaian dalam instrumen penilaian dirancang untuk menilai penilaian diri siswa. | ✓ | | | | |
| | 33. | Proses penilaian dalam instrumen penilaian dirancang untuk menilai penampilan siswa. | | | | | |
| | 34. | Proses penilaian dalam instrumen penilaian dirancang untuk menilai hasil kinerja siswa. | ✓ | | | | |
| Elements of Subject Matter (Content distribution, quality Enhancement, coherence, objective presentation, value addition, innovative integration, Recency) | 35. | Distribusi konten dalam instrumen penilaian jelas dan terorganisir dengan baik. | ✓ | | | | |
| | 36. | Penjabaran jenis-jenis penilaian di dalam instrumen penilaian terintegrasi dengan baik (penilaian kinerja, observasi, diri sendiri, teman sejawat). | ✓ | | | | |
| | 37. | Konten tersebut secara signifikan meningkatkan kualitas instrumen penilaian. | | | | | |
| | 38. | Elemen-elemen dalam instrumen penilaian terintegrasi dengan baik. | ✓ | | | | |
| | 39. | Instrumen penilaian dikembangkan dengan inovasi dan informasi terkini. | ✓ | | | | |
| | 40. | Instrumen penilaian menjaga objektivitas dan menghindari bias. | ✓ | | | | |

Singaraja, 19 Juni 2024

Evaluator



Ni Luh Putu Era Adnyayanti, S.Pd., M.Pd.



Appendix 7. Result of Final Expert Judgment

Expert Judgements

Evaluation Sheet for Differentiated Assessment Instruments in Emancipated Curriculum for 4th Grade Students of Elementary School Based on Problem-Based Learning, Project-Based Learning, and Discovery Learning

| | |
|---------------------|---|
| Target | : Elementary School |
| Title | : Emancipating the Students: The Development of Differentiated Assessment Instruments for 4 th Grade Students of Elementary School |
| Researcher | : Kadek Desi Indriyani |
| Evaluator | : Luh Gede Eka Wahyuni, S.Pd., M.Pd. |
| Occupation/Position | : 1 st Validator |
| Grade | : 4 th Grade 2 nd Semester |

Description:

This evaluation sheet is designed to assess the quality of Differentiated English assessment based on the Emancipated curriculum for 4th students of Elementary school, and based on Problem-Based Learning, Project-Based Learning, and Discovery Learning. This English learning assessment aims to help teachers address student diversity and can be implemented in the classroom. Therefore, your willingness to assess and judge the English learning assessment is highly appreciated.

Instructions:

5. This evaluation sheet has to be filled out by the educational experts.
6. There are 5 (five) levels or scores that can be chosen.
7. Put a check mark (✓) in the column based on your opinion.
8. The criteria of level of score in the rating scale column below

| Score | | | | |
|-----------|------|---------|---------------|------|
| Very Good | Good | Average | Below Average | Poor |
| 5 | 4 | 3 | 2 | 1 |

| Dimension | Num. | Question | Score | | | | |
|---|------|--|-------|---|---|---|---|
| | | | 5 | 4 | 3 | 2 | 1 |
| Concept of Assessment (Assessment of Learning, Assessment for Learning, Assessment as Learning) | 1. | Instrumen penilaian dapat membantu guru dalam proses pembelajaran | | v | | | |
| | 2. | Instrumen penilaian dapat membantu guru untuk membuat dasar perencanaan proses pembelajaran | | v | | | |
| | 3. | Instrumen penilaian dapat membantu guru untuk mempersiapkan pendekatan siswa yang bervariasi dalam proses pembelajaran. | v | | | | |
| | 4. | Instrumen penilaian dapat memberikan umpan balik yang bermakna kepada siswa. | | | v | | |
| Elements of assessment instrument (The needs of students, target of learning, objectives of learning, learning) | 5. | Ruang lingkup instrumen penilaian disesuaikan dengan kurikulum merdeka. (Capaian belajar, tujuan penilaian, topik, sintaksis, metode pembelajaran, terdiferensiasi, dan jenis penilaian) | | v | | | |
| | 6. | Instrumen penilaian sesuai dengan kebutuhan siswa dan berdasarkan gaya belajar siswa. | v | | | | |
| | 7. | Pola pencapaian yang ditentukan dalam instrumen penilaian dijelaskan dengan jelas. | | v | | | |

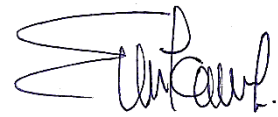
| Dimension | Num. | Question | Score | | | | |
|---|------|---|-------|---|---|---|---|
| | | | 5 | 4 | 3 | 2 | 1 |
| method, distribution of student's learning style, student's learning activity, and organization of content) | 8. | Penerapan keragaman gaya belajar siswa disesuaikan dengan kebutuhan siswa. | v | | | | |
| | 9. | Metode pembelajaran yang digunakan instrumen penilaian disesuaikan dengan Kurikulum Merdeka (<i>Problem-based Learning, Project-based Learning, dan Discovery Learning</i>) | v | | | | |
| | 10. | Kegiatan pembelajaran relevan dengan kehidupan sehari-hari siswa. | v | | | | |
| | 11. | Kegiatan pembelajaran relevan dengan tujuan pembelajaran. | | v | | | |
| | 12. | Langkah-langkah disajikan secara sistematis agar guru lebih mudah memahaminya. | v | | | | |
| Language Elements (Vocabulary, word choice, sentence structure, and writing skills (clarity, Structure, Consistency, Visual | 13. | Kalimat/frasa/klausa dalam instrumen penilaian selaras dengan kelas, topik, subtopik, tujuan, dan kegiatan pembelajaran. | v | | | | |
| | 14. | Konten dalam instrumen penilaian disampaikan secara singkat dan langsung pada pokok persoalan. | v | | | | |
| | 15. | Jenis-jenis instrumen penilaian diuraikan dengan baik dan jelas. | | v | | | |
| | 16. | Kegiatan dalam instrumen penilaian diuraikan dengan menggunakan bahasa yang jelas. | v | | | | |

| Dimension | Num. | Question | Score | | | | |
|---|------|---|-------|---|---|---|---|
| | | | 5 | 4 | 3 | 2 | 1 |
| Elements, Cultural Sensitivity, Language Level) | 17. | Rubrik penilaian mudah dipahami dan digunakan oleh para guru. | | | v | | |
| | 18. | Jenis instrumen penilaian diuraikan dengan baik dan jelas. | | v | | | |
| | 19. | Penjelasan tujuan pembelajaran dibuat secara ringkas dan tepat sasaran. | v | | | | |
| Presentation of Elements (PreAssessment, Learning Objectives, Content Process, Product, Environment, Assessment, Feedback, Reflection) | 20. | Instrumen penilaian yang digunakan dalam melaksanakan kegiatan tersebut menarik dan secara tidak langsung dapat merangsang proses pembelajaran. | | v | | | |
| | 21. | Petunjuk penilaian mudah dimengerti dan jelas. | | v | | | |
| | 22. | Instrumen penilaian mendorong perolehan dan penerapan informasi. | | v | | | |
| | 23. | Instrumen penilaian relevan dengan topik dan kehidupan nyata pembelajar muda. | v | | | | |
| | 24. | Instrumen penilaian yang digunakan sesuai dengan tingkat kognitif siswa. | | | v | | |
| | 25. | Kegiatan dari topik tersebut sangat berharga dan bermanfaat bagi siswa. | v | | | | |
| | 26. | Instrumen penilaian yang digunakan terdapat berbagai jenis penilaian yang dapat meningkatkan kinerja siswa. | v | | | | |
| | 27. | Proses penilaian dalam instrumen dirancang untuk menilai hasil kinerja siswa. | v | | | | |

| Dimension | Num. | Question | Score | | | | | |
|--|------|---|-------|---|---|---|---|--|
| | | | 5 | 4 | 3 | 2 | 1 | |
| | 28. | Penggunaan font dan ukuran font sudah sesuai. | v | | | | | |
| | 29. | Penggunaan spasi, tata letak dan format pada penilaian sudah disesuaikan. | v | | | | | |
| | 30. | Instrumen penilaian sudah selaras dengan tujuan penilaian. | | | v | | | |
| | 31. | Bagian penting ditandai dengan huruf tebal. | v | | | | | |
| | 32. | Proses penilaian dalam instrumen penilaian dirancang untuk menilai penilaian diri siswa. | | v | | | | |
| | 33. | Proses penilaian dalam instrumen penilaian dirancang untuk menilai penampilan siswa. | | v | | | | |
| | 34. | Proses penilaian dalam instrumen penilaian dirancang untuk menilai hasil kinerja siswa. | v | | | | | |
| Elements of Subject Matter (Content distribution, quality Enhancement, coherence, objective presentation, value addition, innovative integration, Recency) | 35. | Distribusi konten dalam instrumen penilaian jelas dan terorganisir dengan baik. | | v | | | | |
| | 36. | Penjabaran jenis-jenis penilaian di dalam instrumen penilaian terintegrasi dengan baik (penilaian kinerja, observasi, diri sendiri, teman sejawat). | v | | | | | |
| | 37. | Konten tersebut secara signifikan meningkatkan kualitas instrumen penilaian. | | v | | | | |
| | 38. | Elemen-elemen dalam instrumen penilaian terintegrasi dengan baik. | | v | | | | |
| | 39. | Instrumen penilaian dikembangkan dengan inovasi dan informasi terkini. | | v | | | | |
| | 40. | Instrumen penilaian menjaga objektivitas dan menghindari bias. | v | | | | | |

Singaraja, 1 Juli 2024

Evaluator



Luh Gede Eka Wahyuni, S.Pd., M.Pd.



Expert Judgements

Evaluation Sheet for Differentiated Assessment Instruments in Emancipated Curriculum for 4th Grade Students of Elementary School Based on Problem-Based Learning, Project-Based Learning, and Discovery Learning

Target : Elementary School
Title : Emancipating the Students: The Development of Differentiated Assessment Instruments for 4th Grade Students of Elementary School
Researcher : Kadek Desi Indriyani
Evaluator : Ni Luh Putu Era Adnyayanti, S.Pd., M.Pd.
Occupation/Position : 1st Validator
Grade : 4th Grade 2nd Semester

Description:

This evaluation sheet is designed to assess the quality of Differentiated English assessment based on the Emancipated curriculum for 4th students of Elementary school, and based on Problem-Based Learning, Project-Based Learning, and Discovery Learning. This English learning assessment aims to help teachers address student diversity and can be implemented in the classroom. Therefore, your willingness to assess and judge the English learning assessment is highly appreciated.

Instructions:

1. This evaluation sheet has to be filled out by the educational experts.
2. There are 5 (five) levels or scores that can be chosen.
3. Put a check mark (✓) in the column based on your opinion.
4. The criteria of level of score in the rating scale column below

| Score | | | | |
|-----------|------|---------|---------------|------|
| Very Good | Good | Average | Below Average | Poor |
| 5 | 4 | 3 | 2 | 1 |

| Dimension | Num. | Question | Score | | | | |
|--|------|--|-------|---|---|---|---|
| | | | 5 | 4 | 3 | 2 | 1 |
| Concept of Assessment (Assessment of Learning, Assessment for Learning, Assessment as Learning) | 1. | Instrumen penilaian dapat membantu guru dalam proses pembelajaran | ✓ | | | | |
| | 2. | Instrumen penilaian dapat membantu guru untuk membuat dasar perencanaan proses pembelajaran | ✓ | | | | |
| | 3. | Instrumen penilaian dapat membantu guru untuk mempersiapkan pendekatan siswa yang bervariasi dalam proses pembelajaran. | ✓ | | | | |
| | 4. | Instrumen penilaian dapat memberikan umpan balik yang bermakna kepada siswa. | ✓ | | | | |
| Elements of assessment instrument (The needs of students, target of learning, objectives of learning, learning method, distribution of student's learning style, student's | 5. | Ruang lingkup instrumen penilaian disesuaikan dengan kurikulum merdeka. (Capaian belajar, tujuan penilaian, topik, sintaksis, metode pembelajaran, terdiferensiasi, dan jenis penilaian) | ✓ | | | | |
| | 6. | Instrumen penilaian sesuai dengan kebutuhan siswa dan berdasarkan gaya belajar siswa. | ✓ | | | | |
| | 7. | Pola pencapaian yang ditentukan dalam instrumen penilaian dijelaskan dengan jelas. | ✓ | | | | |
| | 8. | Penerapan keragaman gaya belajar siswa disesuaikan dengan kebutuhan siswa. | ✓ | | | | |
| | 9. | Metode pembelajaran yang digunakan instrumen penilaian disesuaikan dengan Kurikulum Merdeka (<i>Problem-based</i> | ✓ | | | | |

| Dimension | Num. | Question | Score | | | | |
|---|------|--|-------|---|---|---|---|
| | | | 5 | 4 | 3 | 2 | 1 |
| learning activity, and organization of content) | | <i>Learning, Project-based Learning, dan Discovery Learning)</i> | | | | | |
| | 10. | Kegiatan pembelajaran relevan dengan kehidupan sehari-hari siswa. | ✓ | | | | |
| | 11. | Kegiatan pembelajaran relevan dengan tujuan pembelajaran. | ✓ | | | | |
| | 12. | Langkah-langkah disajikan secara sistematis agar guru lebih mudah memahaminya. | ✓ | | | | |
| Language Elements (Vocabulary, word choice, sentence structure, and writing skills (clarity, Structure, Consistency, Visual Elements, Cultural Sensitivity, Language Level) | 13. | Kalimat/frasa/klausa dalam instrumen penilaian selaras dengan kelas, topik, subtopik, tujuan, dan kegiatan pembelajaran. | ✓ | | | | |
| | 14. | Konten dalam instrumen penilaian disampaikan secara singkat dan langsung pada pokok persoalan. | ✓ | | | | |
| | 15. | Jenis-jenis instrumen penilaian diuraikan dengan baik dan jelas. | ✓ | | | | |
| | 16. | Kegiatan dalam instrumen penilaian diuraikan dengan menggunakan bahasa yang jelas. | ✓ | | | | |
| | 17. | Rubrik penilaian mudah dipahami dan digunakan oleh para guru. | ✓ | | | | |
| | 18. | Penjelasan tujuan pembelajaran dibuat secara ringkas dan tepat sasaran. | ✓ | | | | |
| Presentation of | 19. | Instrumen penilaian yang digunakan dalam melaksanakan kegiatan tersebut menarik | ✓ | | | | |

| Dimension | Num. | Question | Score | | | | |
|---|------|---|-------|---|---|---|---|
| | | | 5 | 4 | 3 | 2 | 1 |
| Elements (PreAssessment, Learning Objectives, Content Process, Product, Environment, Assessment, Feedback, Reflection) | | dan secara tidak langsung dapat merangsang proses pembelajaran. | | | | | |
| | 20. | Petunjuk penilaian mudah dimengerti dan jelas. | ✓ | | | | |
| | 21. | Instrumen penilaian mendorong perolehan dan penerapan informasi. | ✓ | | | | |
| | 22. | Instrumen penilaian relevan dengan topik dan kehidupan nyata pembelajar muda. | ✓ | | | | |
| | 23. | Instrumen penilaian yang digunakan sesuai dengan tingkat kognitif siswa. | ✓ | | | | |
| | 24. | Kegiatan dari topik tersebut sangat berharga dan bermanfaat bagi siswa. | ✓ | | | | |
| | 25. | Instrumen penilaian yang digunakan terdapat berbagai jenis penilaian yang dapat meningkatkan kinerja siswa. | ✓ | | | | |
| | 26. | Proses penilaian dalam instrumen dirancang untuk menilai hasil kinerja siswa. | ✓ | | | | |
| | 27. | Penggunaan font dan ukuran font sudah sesuai. | ✓ | | | | |
| | 28. | Penggunaan spasi, tata letak dan format pada penilaian sudah disesuaikan. | ✓ | | | | |
| | 29. | Instrumen penilaian sudah selaras dengan tujuan penilaian. | ✓ | | | | |
| | 30. | Bagian penting ditandai dengan huruf tebal. | ✓ | | | | |
| | 31. | Proses penilaian dalam instrumen penilaian dirancang untuk menilai penilaian diri siswa. | ✓ | | | | |

| Dimension | Num. | Question | Score | | | | | |
|--|------|--|-------|---|---|---|---|--|
| | | | 5 | 4 | 3 | 2 | 1 | |
| | 32. | Proses penilaian dalam instrumen penilaian dirancang untuk menilai penampilan siswa. | ✓ | | | | | |
| | 33. | Proses penilaian dalam instrumen penilaian dirancang untuk menilai hasil kinerja siswa. | ✓ | | | | | |
| Elements of Subject Matter (Content distribution, quality Enhancement, coherence, objective presentation, value addition, innovative integration, Recency) | 34. | Distribusi konten dalam instrumen penilaian jelas dan terorganisir dengan baik. | ✓ | | | | | |
| | 35. | Penjabaran jenis-jenis penilaian di dalam instrumen penilaian terintegrasi dengan baik (penilaian kinerja, observasi, dan diri sendiri). | ✓ | | | | | |
| | 36. | Konten tersebut secara signifikan meningkatkan kualitas instrumen penilaian. | ✓ | | | | | |
| | 37. | Elemen-elemen dalam instrumen penilaian terintegrasi dengan baik. | ✓ | | | | | |
| | 38. | Instrumen penilaian dikembangkan dengan inovasi dan informasi terkini. | ✓ | | | | | |
| | 39. | Instrumen penilaian menjaga objektivitas dan menghindari bias. | ✓ | | | | | |

Singaraja, 19 Juni 2024

Evaluator

Ni Luh Putu Era Adnyayanti, S.Pd., M.Pd.

Appendix 8. Result of User Judgment

User Judgements

Evaluation Sheet for Differentiated Assessment Instruments in Emancipated Curriculum for 4th Grade Students of Elementary School Based on Problem-Based Learning, Project-Based Learning, and Discovery Learning

Target : Elementary School
Title : Emancipating the Students: The Development of Differentiated Assessment Instruments for 4th Grade Students of Elementary School
Researcher : Kadek Desi Indriyani
Evaluator : Made Melda Ratnadewi, S.Pd
Occupation/Position : 1st Validator
Grade : 4th Grade 2nd Semester

Description:

This evaluation sheet is designed to assess the quality of Differentiated English assessment based on the Emancipated curriculum for 4th students of Elementary school, and based on Problem-Based Learning, Project-Based Learning, and Discovery Learning. This English learning assessment aims to help teachers address student diversity and can be implemented in the classroom. Therefore, your willingness to assess and judge the English learning assessment is highly appreciated.

Instructions:

1. This evaluation sheet has to be filled out by the educational experts.
2. There are 5 (five) levels or scores that can be chosen.
3. Put a check mark (✓) in the column based on your opinion.
4. The criteria of level of score in the rating scale column below

| Score | | | | |
|-----------|------|---------|---------------|------|
| Very Good | Good | Average | Below Average | Poor |
| 5 | 4 | 3 | 2 | 1 |

| Dimension | Num. | Question | Score | | | | |
|--|------|--|-------|---|---|---|---|
| | | | 5 | 4 | 3 | 2 | 1 |
| Concept of Assessment (Assessment of Learning, Assessment for Learning, Assessment as Learning) | 1. | Instrumen penilaian dapat membantu guru dalam proses pembelajaran | √ | | | | |
| | 2. | Instrumen penilaian dapat membantu guru untuk membuat dasar perencanaan proses pembelajaran | √ | | | | |
| | 3. | Instrumen penilaian dapat membantu guru untuk mempersiapkan pendekatan siswa yang bervariasi dalam proses pembelajaran. | | √ | | | |
| | 4. | Instrumen penilaian dapat memberikan umpan balik yang bermakna kepada siswa. | | √ | | | |
| Elements of assessment instrument (The needs of students, target of learning, objectives of learning, learning method, distribution) | 5. | Ruang lingkup instrumen penilaian disesuaikan dengan kurikulum merdeka. (Capaian belajar, tujuan penilaian, topik, sintaksis, metode pembelajaran, terdiferensiasi, dan jenis penilaian) | √ | | | | |
| | 6. | Instrumen penilaian sesuai dengan kebutuhan siswa dan berdasarkan gaya belajar siswa. | | √ | | | |
| | 7. | Pola pencapaian yang ditentukan dalam instrumen penilaian dijelaskan dengan jelas. | √ | | | | |
| | 8. | Penerapan keragaman gaya belajar siswa disesuaikan dengan kebutuhan siswa. | | √ | | | |

| Dimension | Num. | Question | Score | | | | |
|--|------|---|-------|---|---|---|---|
| | | | 5 | 4 | 3 | 2 | 1 |
| of student's learning style, student's learning activity, and organization of content) | 9. | Metode pembelajaran yang digunakan instrumen penilaian disesuaikan dengan Kurikulum Merdeka (<i>Problem-based Learning, Project-based Learning, dan Discovery Learning</i>) | | √ | | | |
| | 10. | Kegiatan pembelajaran relevan dengan kehidupan sehari-hari siswa. | √ | | | | |
| | 11. | Kegiatan pembelajaran relevan dengan tujuan pembelajaran. | √ | | | | |
| | 12. | Langkah-langkah disajikan secara sistematis agar guru lebih mudah memahaminya. | √ | | | | |
| Language Elements (Vocabulary, word choice, sentence structure, and writing skills (clarity, Structure, Consistency, Visual Elements, Cultural | 13. | Kalimat/frasa/klausa dalam instrumen penilaian selaras dengan kelas, topik, subtopik, tujuan, dan kegiatan pembelajaran. | | √ | | | |
| | 14. | Konten dalam instrumen penilaian disampaikan secara singkat dan langsung pada pokok persoalan. | √ | | | | |
| | 15. | Jenis-jenis instrumen penilaian diuraikan dengan baik dan jelas. | √ | | | | |
| | 16. | Kegiatan dalam instrumen penilaian diuraikan dengan menggunakan bahasa yang jelas. | | √ | | | |
| | 17. | Rubrik penilaian mudah dipahami dan digunakan oleh para guru. | √ | | | | |

| Dimension | Num. | Question | Score | | | | | |
|---|------|---|-------|---|---|---|---|--|
| | | | 5 | 4 | 3 | 2 | 1 | |
| Sensitivity, Language Level) | 18. | Penjelasan tujuan pembelajaran dibuat secara ringkas dan tepat sasaran. | √ | | | | | |
| Presentation of Elements (PreAssessment, Learning Objectives, Content Process, Product, Environment, Assessment, Feedback, Reflection) | 19. | Instrumen penilaian yang digunakan dalam melaksanakan kegiatan tersebut menarik dan secara tidak langsung dapat merangsang proses pembelajaran. | | √ | | | | |
| | 20. | Petunjuk penilaian mudah dimengerti dan jelas. | | √ | | | | |
| | 21. | Instrumen penilaian mendorong perolehan dan penerapan informasi. | | √ | | | | |
| | 22. | Instrumen penilaian relevan dengan topik dan kehidupan nyata pembelajar muda. | | √ | | | | |
| | 23. | Instrumen penilaian yang digunakan sesuai dengan tingkat kognitif siswa. | | √ | | | | |
| | 24. | Kegiatan dari topik tersebut sangat berharga dan bermanfaat bagi siswa. | √ | | | | | |
| | 25. | Instrumen penilaian yang digunakan terdapat berbagai jenis penilaian yang dapat meningkatkan kinerja siswa. | √ | | | | | |
| | 26. | Proses penilaian dalam instrumen dirancang untuk menilai hasil kinerja siswa. | √ | | | | | |
| | 27. | Penggunaan font dan ukuran font sudah sesuai. | √ | | | | | |
| | 28. | Penggunaan spasi, tata letak dan format pada penilaian sudah disesuaikan. | √ | | | | | |
| | 29. | Instrumen penilaian sudah selaras dengan tujuan penilaian. | √ | | | | | |

| Dimension | Num. | Question | Score | | | | |
|--|------|--|-------|---|---|---|---|
| | | | 5 | 4 | 3 | 2 | 1 |
| | 30. | Bagian penting ditandai dengan huruf tebal. | | √ | | | |
| | 31. | Proses penilaian dalam instrumen penilaian dirancang untuk menilai penilaian diri siswa. | | √ | | | |
| | 32. | Proses penilaian dalam instrumen penilaian dirancang untuk menilai penampilan siswa. | √ | | | | |
| | 33. | Proses penilaian dalam instrumen penilaian dirancang untuk menilai hasil kinerja siswa. | √ | | | | |
| Elements of Subject Matter (Content distribution, quality Enhancement, coherence, objective presentation, value addition, innovative integration, Recency) | 34. | Distribusi konten dalam instrumen penilaian jelas dan terorganisir dengan baik. | | √ | | | |
| | 35. | Penjabaran jenis-jenis penilaian di dalam instrumen penilaian terintegrasi dengan baik (penilaian kinerja, observasi, dan diri sendiri). | √ | | | | |
| | 36. | Konten tersebut secara signifikan meningkatkan kualitas instrumen penilaian. | √ | | | | |
| | 37. | Elemen-elemen dalam instrumen penilaian terintegrasi dengan baik. | √ | | | | |
| | 38. | Instrumen penilaian dikembangkan dengan inovasi dan informasi terkini. | √ | | | | |
| | 39. | Instrumen penilaian menjaga objektivitas dan menghindari bias. | √ | | | | |

Singaraja, 2 Juli 2024

Evaluator

Made Melda Ratnadewi, S.P

User Judgements

Evaluation Sheet for Differentiated Assessment Instruments in Emancipated Curriculum for 4th Grade Students of Elementary School Based on Problem-Based Learning, Project-Based Learning, and Discovery Learning

Target : Elementary School
Title : Emancipating the Students: The Development of Differentiated Assessment Instruments for 4th Grade Students of Elementary School
Researcher : Kadek Desi Indriyani
Evaluator : Gde Dody Sumadi, S.Pd.
Occupation/Position : 3rd Validator / Teacher
Grade : 4th Grade 2nd Semester

Description:

This evaluation sheet is designed to assess the quality of Differentiated English assessment based on the Emancipated curriculum for 4th students of Elementary school, and based on Problem-Based Learning, Project-Based Learning, and Discovery Learning. This English learning assessment aims to help teachers address student diversity and can be implemented in the classroom. Therefore, your willingness to assess and judge the English learning assessment is highly appreciated.

Instructions:

1. This evaluation sheet has to be filled out by the educational experts.
2. There are 5 (five) levels or scores that can be chosen.
3. Put a check mark (✓) in the column based on your opinion.
4. The criteria of level of score in the rating scale column below

| Score | | | | |
|-----------|------|---------|---------------|------|
| Very Good | Good | Average | Below Average | Poor |
| 5 | 4 | 3 | 2 | 1 |

| Dimension | Num. | Question | Score | | | | |
|--|------|--|-------|---|---|---|---|
| | | | 5 | 4 | 3 | 2 | 1 |
| Concept of Assessment (Assessment of Learning, Assessment for Learning, Assessment as Learning) | 1. | Instrumen penilaian dapat membantu guru dalam proses pembelajaran | ✓ | | | | |
| | 2. | Instrumen penilaian dapat membantu guru untuk membuat dasar perencanaan proses pembelajaran | ✓ | | | | |
| | 3. | Instrumen penilaian dapat membantu guru untuk mempersiapkan pendekatan siswa yang bervariasi dalam proses pembelajaran. | ✓ | | | | |
| | 4. | Instrumen penilaian dapat memberikan umpan balik yang bermakna kepada siswa. | ✓ | | | | |
| Elements of assessment instrument (The needs of students, target of learning, objectives of learning, learning method, distribution of student's learning style, student's | 5. | Ruang lingkup instrumen penilaian disesuaikan dengan kurikulum merdeka. (Capaian belajar, tujuan penilaian, topik, sintaksis, metode pembelajaran, terdiferensiasi, dan jenis penilaian) | | ✓ | | | |
| | 6. | Instrumen penilaian sesuai dengan kebutuhan siswa dan berdasarkan gaya belajar siswa. | ✓ | | | | |
| | 7. | Pola pencapaian yang ditentukan dalam instrumen penilaian dijelaskan dengan jelas. | ✓ | | | | |
| | 8. | Penerapan keragaman gaya belajar siswa disesuaikan dengan kebutuhan siswa. | ✓ | | | | |
| | 9. | Metode pembelajaran yang digunakan instrumen penilaian disesuaikan dengan Kurikulum Merdeka (<i>Problem-based</i> | ✓ | | | | |

| Dimension | Num. | Question | Score | | | | |
|---|------|--|-------|---|---|---|---|
| | | | 5 | 4 | 3 | 2 | 1 |
| learning activity, and organization of content) | | <i>Learning, Project-based Learning, dan Discovery Learning)</i> | | | | | |
| | 10. | Kegiatan pembelajaran relevan dengan kehidupan sehari-hari siswa. | ✓ | | | | |
| | 11. | Kegiatan pembelajaran relevan dengan tujuan pembelajaran. | ✓ | | | | |
| | 12. | Langkah-langkah disajikan secara sistematis agar guru lebih mudah memahaminya. | ✓ | | | | |
| Language Elements (Vocabulary, word choice, sentence structure, and writing skills (clarity, Structure, Consistency, Visual Elements, Cultural Sensitivity, Language Level) | 13. | Kalimat/frasa/klausa dalam instrumen penilaian selaras dengan kelas, topik, subtopik, tujuan, dan kegiatan pembelajaran. | ✓ | | | | |
| | 14. | Konten dalam instrumen penilaian disampaikan secara singkat dan langsung pada pokok persoalan. | ✓ | | | | |
| | 15. | Jenis-jenis instrumen penilaian diuraikan dengan baik dan jelas. | ✓ | | | | |
| | 16. | Kegiatan dalam instrumen penilaian diuraikan dengan menggunakan bahasa yang jelas. | ✓ | | | | |
| | 17. | Rubrik penilaian mudah dipahami dan digunakan oleh para guru. | | ✓ | | | |
| | 18. | Penjelasan tujuan pembelajaran dibuat secara ringkas dan tepat sasaran. | ✓ | | | | |
| | 19. | Instrumen penilaian yang digunakan dalam melaksanakan kegiatan tersebut menarik | ✓ | | | | |

| Dimension | Num. | Question | Score | | | | |
|---|------|---|-------|---|---|---|---|
| | | | 5 | 4 | 3 | 2 | 1 |
| Elements (PreAssessment, Learning Objectives, Content Process, Product, Environment, Assessment, Feedback, Reflection) | | dan secara tidak langsung dapat merangsang proses pembelajaran. | | | | | |
| | 20. | Petunjuk penilaian mudah dimengerti dan jelas. | ✓ | | | | |
| | 21. | Instrumen penilaian mendorong perolehan dan penerapan informasi. | ✓ | | | | |
| | 22. | Instrumen penilaian relevan dengan topik dan kehidupan nyata pembelajar muda. | ✓ | | | | |
| | 23. | Instrumen penilaian yang digunakan sesuai dengan tingkat kognitif siswa. | | ✓ | | | |
| | 24. | Kegiatan dari topik tersebut sangat berharga dan bermanfaat bagi siswa. | ✓ | | | | |
| | 25. | Instrumen penilaian yang digunakan terdapat berbagai jenis penilaian yang dapat meningkatkan kinerja siswa. | ✓ | | | | |
| | 26. | Proses penilaian dalam instrumen dirancang untuk menilai hasil kinerja siswa. | ✓ | | | | |
| | 27. | Penggunaan font dan ukuran font sudah sesuai. | ✓ | | | | |
| | 28. | Penggunaan spasi, tata letak dan format pada penilaian sudah disesuaikan. | ✓ | | | | |
| | 29. | Instrumen penilaian sudah selaras dengan tujuan penilaian. | ✓ | | | | |
| | 30. | Bagian penting ditandai dengan huruf tebal. | ✓ | | | | |
| | 31. | Proses penilaian dalam instrumen penilaian dirancang untuk menilai penilaian diri siswa. | ✓ | | | | |

| Dimension | Num. | Question | Score | | | | |
|--|------|--|-------|---|---|---|---|
| | | | 5 | 4 | 3 | 2 | 1 |
| | 32. | Proses penilaian dalam instrumen penilaian dirancang untuk menilai penampilan siswa. | | ✓ | | | |
| | 33. | Proses penilaian dalam instrumen penilaian dirancang untuk menilai hasil kinerja siswa. | ✓ | | | | |
| Elements of Subject Matter (Content distribution, quality Enhancement, coherence, objective presentation, value addition, innovative integration, Recency) | 34. | Distribusi konten dalam instrumen penilaian jelas dan terorganisir dengan baik. | ✓ | | | | |
| | 35. | Penjabaran jenis-jenis penilaian di dalam instrumen penilaian terintegrasi dengan baik (penilaian kinerja, observasi, dan diri sendiri). | ✓ | | | | |
| | 36. | Konten tersebut secara signifikan meningkatkan kualitas instrumen penilaian. | | ✓ | | | |
| | 37. | Elemen-elemen dalam instrumen penilaian terintegrasi dengan baik. | ✓ | | | | |
| | 38. | Instrumen penilaian dikembangkan dengan inovasi dan informasi terkini. | | ✓ | | | |
| | 39. | Instrumen penilaian menjaga objektivitas dan menghindari bias. | ✓ | | | | |



Singaraja, 3 Juli 2024

Evaluator





Gde Dody Sumadi, S.Pd.

Appendix 9. Documentation During The Research

| Research Phase | Documentation |
|-----------------------------------|---|
| Interview with an English teacher |  |
| Interview with the class teacher |  |

| Research Phase | Documentation |
|--|---|
| <p data-bbox="379 271 687 304">Students' questionnaire</p> |  |

Appendix 10. Letter of Research Completion

**PEMERINTAH KABUPATEN BULELENG**
DINAS PENDIDIKAN, PEMUDA DAN OLAHRAGA
SEKOLAH DASAR NEGERI 3 KAMPUNG ANYAR
Jln Tekukur Gg. II/7 Singaraja


SURAT KETERANGAN
No: 422.5/138/SDN/3KPA/2024

Yang bertanda tangan di bawah ini, Kepala menerangkan bahwa:

Nama : Kadek Desi Indriyani
NIM : 20120211150
Fakultas/ Jurusan : Fakultas Bahasa dan Seni/ Pendidikan Bahasa Inggris
Instansi : Universitas Pendidikan Ganesha

Yang tersebut di atas benar-benar telah melakukan penelitian guna penyusunan skripsi di SD N 3 Kampung Anyar dengan judul **"Emanicipating The Students: The Development of Differentiated Assessment Instrument For 4th Grade Student Of Elementary School"**

Demikian surat keterangan ini disampaikan, agar dapat dipergunakan sebagaimana mestinya.

Singaraja, 3 Februari 2024
Kepala SDN 3 Kampung Anyar

Luh Gantash, S.Pd
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Memang benar mahasiswa telah melakukan penelitian dalam rangka melengkapi Skripsi Fakultas Bahasa dan Seni Universitas Pendidikan Ganesha dengan judul "EMANCIPATING THE STUDENTS: THE DEVELOPMENT OF DIFFERENTIATED ASSESSMENT INSTRUMENT FOR 4TH GRADE STUDENTS OF ELEMENTARY SCHOOL".

Demikian surat keterangan ini disampaikan, agar dapat dipergunakan sebagaimana mestinya.

Singaraja, 12 Februari 2024

Kepala SD Negeri 1 Baktiseraga

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