APPENDICES

Appendix 1. Guiding Theory for the Preliminary Observation

Num.	Theory	Items
1	In 2019, the Indonesian Minister of Education initiated a new curriculum as a refinement of the previous 2013 curriculum. This curriculum is called the Independent Curriculum. Schools are starting to plan to implement the Curriculum. The Merdeka Curriculum is a curriculum with varied intracurricular learning, the content is more optimal so that students have sufficient time to deepen concepts and strengthen skills. Merdeka Curriculum also frees teachers to choose different learning tools so that teaching can be tailored to student's learning needs and interests (Khoirurrijal et al., 2022).	1
2	Teachers must be able to plan a systematic and comprehensive lesson plan that consists of learning objectives, indicators, learning phases, learning materials, learning environments, learning methods, learning environments, and assessments that are in accordance with the curriculum so that the learning process becomes effective (Hutagaol, 2018).	2
3	Teaching methods are defined as the methods used by teachers to complete their tasks or functions and as a means to achieve learning goals. In the teaching and learning process, teachers really need teaching methods, the methods used can be applied with various variations according to the needs or goals to be achieved (Pertiwi et al., 2022).	3
4	Assessment has a meaning to give appraise about skills, knowledge, attitude, and result that achieve or acquire by the student (Barkley & Major, 2016). Assessment is the process of collecting and discussing information from a variety of sources and activities to develop a deep understanding of what students know, understand, and can do with their knowledge through educational experiences (Tontus, 2020)	4,5
5	There are two types of assessment that can be used or applied by educators to measure students' ability levels, namely formative	6

	assessment and summative assessment (Anggraena et al., 2022)	
6	Permendikbud No. 104 Tahun 2014 explains that authentic assessment is a form of assessment that requires students to display attitudes, use knowledge and skills obtained from learning in carrying out tasks in real situations. Merdeka curriculum also requires teachers to use authentic assessment during learning to provide appropriate learning which focuses on a continuous process, (Yulianto, 2022).	7
7	Feedback assists teachers and students in gaining additional insight and capabilities, as well as developing competence and minimizing errors (Adarkwah, 2021).	8
8	Payne stated that the assessment instrument is considered to be good if it meets several criteria, namely (1) relevant in data collection in accordance with the purpose of the assessment, (2) there is balance of proportions of measurement multidimensionally, (3) it can be used efficiently, (4) objectivity in scoring, (5) consistency of measurement, (6) describing honesty (not biased), (7) specifically measuring aspects being studied, (8) describing the level of difficulty addressed by the skills, knowledge, and abilities of assessed individuals, (9) can distinguish individual ability levels, and (10) do not measure individuals' speed.	9
9	An assessment tool for describing the expectations of a task is a rubric (Chowdhury, 2019). The rubric is used to describe learning standards, guidelines, goals that students must obtain after learning. This makes it easier for the teacher to do the assessment (Aeni & Suwarno, 2021)	10

Appendix 2. Observation Sheet for Preliminary Observation

Num.	Question	Yes	No
1	Has the school implemented the Merdeka Curriculum at the 7th-grade level?		
2	Is the English lesson plan designed in accordance with the demands of the curriculum and syllabus?		
3	Does the English learning process in 7th grade use a particular learning method?		
4	Does the English lesson plan contain assessments that can measure learning objectives?		
5	Is the assessment that has been designed in accordance with the Merdeka Curriculum?		
6	Does the implementation of the assessment in class use a certain method?		
7	Does the teacher use authentic assessment in the learning/teaching process?		
8	Does the teacher provide comments or feedback to students in the teaching and learning process?		
9	Is the assessment conducted by English teachers able to measure learning objectives?		
10	Is there an assessment instrument used by the teacher to conduct an assessment in class?		
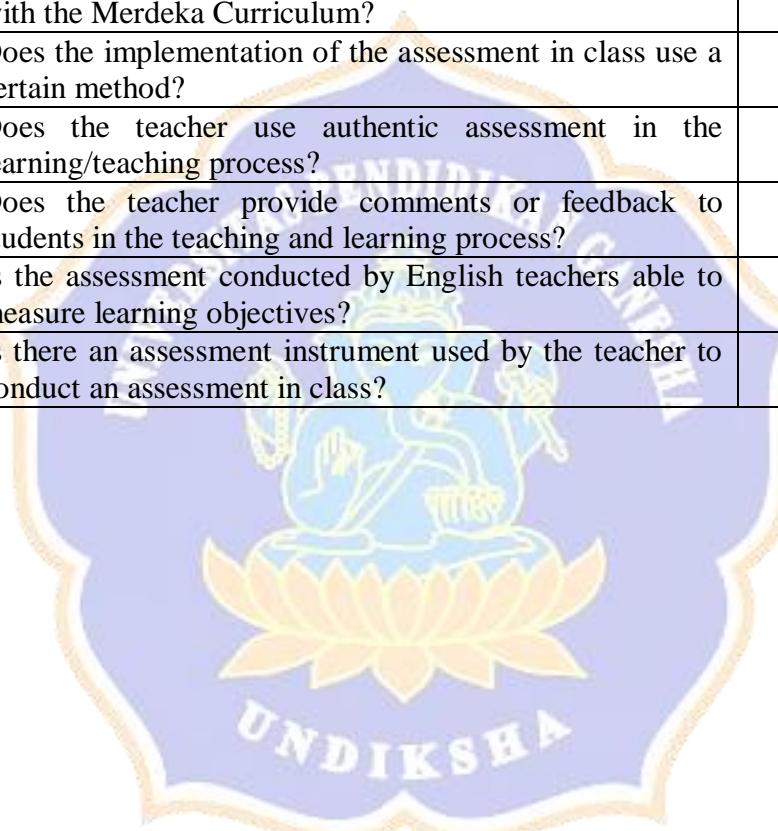
Appendix 3. Teacher Interview Guide Theory for Preliminary Observation

Num.	Theory	Items
1	The development of soft skills and student character is carried out with a project from the government called the Project to Strengthen the Pancasila Student Profile. This project is a co-curricular activity in order to strengthen the character and competence of students in accordance with Pancasila values.	1
2	Merdeka Curriculum provides flexibility for educators to adjust and choose various learning tools and media to optimize learning and create quality learning tailored to students' needs.	2
3	According to Adam (2004), learning outcome is a written statement of what the learners expected to be able to do and achieve at the end of the course. Learning outcomes can be seen as a tool for educational, instructional and curriculum purposes or a tool for accountability purposes (Prøitz, 2010).	3
4	Learning objectives are guiding tools that help the students to achieve the desired results or goals of the course. Learning objectives also help the teachers the way they teach or conduct the lesson and make the students aware of what they will achieve at the end of the course (Mahajan & Singh, 2017).	4
5	Teaching modules are a number of communication tools, methods, guides and tutorials that are designed systematically and interestingly. The teaching module is an implementation of the flow of learning objectives developed from learning outcomes targeting the Pancasila student profile. Teaching modules are structured according to student development stages, taking into account what will be learned with learning objectives and based on long-term development (Primayana, 2022).	5
6	In the Kurikulum Merdeka the realization of students involved can be seen or observed through projectbased learning processes and the use of authentic assessment (Rizki and Fahkruniza, 2022).	6,7
7	There are two types of assessment that can be used or applied by educators to measure students' ability levels, namely formative	8,9

	assessment and summative assessment (Anggraena et al., 2022)	
8	Permendikbud No. 104 Tahun 2014 explains that authentic assessment is a form of assessment that requires students to display attitudes, use knowledge and skills obtained from learning in carrying out tasks in real situations. Merdeka curriculum also requires teachers to use authentic assessment during learning to provide appropriate learning which focuses on a continuous process, (Yulianto, 2022).	10
9	Teachers' lack of understanding of the format of authentic assessment creates difficulties for teachers in implementing authentic assessment (Arsita & Farhoni, 2022). In addition, the lack of time and the large number of students to be assessed make it difficult for teachers to complete their assessments (Rosidah, Pramulia, & Susiloningsih, 2021).	11
10	In the Kurikulum Merdeka the realization of students involved can be seen or observed through project tbased learning processes and the use of authentic assessment (Rizki and Fahkruniza, 2022). By using an authentic assessment, teachers can examine students' knowledge and abilities and encourage students to apply what they have learned in real terms (Nguyen & Phan, 2020).	12
11	An assessment tool for describing the expectations of a task is a rubric (Chowdhury, 2019). The rubric is used to describe learning standards, guidelines, goals that students must obtain after learning. This makes it easier for the teacher to do the assessment (Aeni & Suwarno, 2021).	13
12	Through feedback, the teacher receives new information that can be used to develop skills and minimize mistakes (Adarkwah, 2021). Feedback is an important tool for improving students' skills (Heinze and Reiss, 2016).	14, 15
13	Merdeka Curriculum is designed to be more adaptable to student needs which places great emphasis on student-centered learning and the wise use of technology in learning (Zidan, 2023)	16

Appendix 4. Teacher Interview Sheet for Preliminary Observation

Num.	Questions	Responses
1	What are the characteristics of 8th-grade English learners?	
2	What are students' needs in learning English?	
3	What competencies do students need to achieve English learning outcomes?	
4	What are the English learning objectives designed by the teacher to achieve Learning Outcomes?	
5	What modules, books or resources are used in the English learning process in class?	
6	Do you use the 21st-century learning methods recommended in the Independent Curriculum, such as problem-based learning, project-based learning, and discovery-based learning in the teaching and learning process?	
7	How is the teaching and learning process in the classroom using 21st-century learning methods?	
8	What assessment methods do you often use in the teaching and learning process in class?	
9	How is the assessment process that you do in the teaching and learning process?	
10	Do you use authentic assessments (journals, projects, observations, etc.) in the teaching and learning process? How?	
11	What are the obstacles experienced during the use of authentic assessment?	
12	What are the stages of scoring student assessment results?	
13	What assessment instruments are used in conducting assessment?	
14	Do you provide comments or feedback to students in the teaching and learning process? If	

	yes, how?	
15	Do you think the feedback can measure students' abilities and improve their abilities and understanding?	
16	Do you use technology to carry out assessments? If yes, how?	

Appendix 5. Guiding Theory for Students Interview

Num.	Theory	Items
1	The role of educational technology in the independent learning perspective in the 4.0 era is very influential in terms of providing convenience in implementing the independent learning program in real terms, not only in planning and processes but at the management, utilization, development and assessment stages (Widiyono & Millati, 2021).	1,2
2	Permendikbud No. 104 Tahun 2014 explains that authentic assessment is a form of assessment that requires students to display attitudes, use knowledge and skills obtained from learning in carrying out tasks in real situations. Merdeka curriculum also requires teachers to use authentic assessment during learning to provide appropriate learning which focuses on a continuous process, (Yulianto, 2022). In the Kurikulum Merdeka the realization of students involved can be seen or observed through project tbased learning processes and the use of authentic assessment (Rizki and Fahkruniza, 2022). By using an authentic assessment, teachers can examine students' knowledge and abilities and encourage students to apply what they have learned in real terms (Nguyen & Phan, 2020).	3, 4, 5, 6
3	Through feedback, the teacher receives new information that can be used to develop skills and minimize mistakes (Adarkwah, 2021). Feedback is an important tool for improving students' skills (Heinze and Reiss, 2016).	7, 8
4	The returned result of students' assessment must include clear information of students weakness and strengths (Hamalik, 2007, as cited in Nurhayati, 2016).	9
5	Feedback is a useful educational strategy applied to improve students' psychological and physical learning outcomes. Combined with negative feedback, positive feedback will improve students' learning skills and create a more effective and motivating learning atmosphere (Ani, 2019).	

Appendix 6. Students Interview Sheet

| Num.	Question	Response
1	Apakah guru Bahasa Inggris sering memanfaatkan teknologi (smartphone, laptop, dll) dalam proses pembelajaran dan asesmen?	
2	Apakah guru Bahasa Inggris sering menggunakan platform online (google classroom, Edmodo, Kahoot, etc) dalam proses pembelajaran asesmen?	
3	Apakah guru Bahasa Inggris sering memberikan tugas projek kepada siswa untuk menunjang kemampuan berpikir kritis siswa? Jika iya, Project apa yang biasanya diberikan oleh guru Bahasa Inggris?	
4	Apakah guru Bahasa Inggris sering mengadakan kegiatan diskusi secara berkelompok di kelas untuk menunjang kolaborasi?	
5	Apakah guru Bahasa Inggris sering mengadakan sesi tanya jawab selama proses pembelajaran di kelas?	
6	Bagaimana cara guru Bahasa Inggris melakukan penilaian di kelas?	
7	Apakah guru Bahasa Inggris pernah memberikan umpan balik kepada siswa secara langsung dalam proses pembelajaran?	
8	Apakah guru Bahasa Inggris pernah mengembalikan hasil pekerjaan siswa baik tugas ataupun ulangan?	
9	Apakah guru Bahasa Inggris pernah feedback, kritik, maupun saran secara tertulis pada hasil kerja siswa?	
10	Apakah feedback yang diberikan oleh guru dapat bermanfaat bagi siswa untuk meningkatkan capaian pembelajaran siswa?	

Appendix 7. Teacher Interview Guide

Dimension	Adapted/Adopted From	Number of Questions
Emancipated Curriculum	Kemendikbudristek (2022)	1, 2, 3
Assessment	Kemendikbudristek (2022)	4, 5, 6, 7
Learning Method	Kemendikbudristek (2022);	8, 9, 10, 11, 12
Diagnostic Assessment	Tomlinson (1999); Kemendikbudristek (2022)	13, 14, 15
Formative Assessment	Tomlinson (1999); Kemendikbudristek (2022)	16, 17, 18
Summative Assessment	Tomlinson (1999); Kemendikbudristek (2022)	19, 20, 21
Differentiated Assessment	Tomlinson (1999); Tomlinson & Moon (2013); Kemendikbudristek (2022)	22, 23, 24

Appendix 8. Teacher Interview Sheet

Dimension	Questions	Response
Emancipated Curriculum	Bagaimana sekolah menerapkan Kurikulum Merdeka?	
	Bagaimana penerapan kurikulum merdeka di sekolah khususnya pada kelas 8?	
	Bagaimana Bapak/Ibu guru melakukan assessment yang disesuaikan dengan Kurikulum Merdeka?	
Assessment	Bagaimana Bapak/Ibu guru menerapkan proses penilaian diagnostik sesuai dengan yang ditetapkan kurikulum merdeka?	
	Bagaimana Bapak/Ibu guru menerapkan proses penilaian formatif sesuai dengan yang ditetapkan kurikulum merdeka?	
	Bagaimana Bapak/Ibu guru menerapkan proses penilaian sumatif sesuai dengan yang ditetapkan kurikulum merdeka?	
	Bagaimana umpan balik diberikan oleh Bapak/Ibu guru kepada siswa?	
Learning Method	Bagaimana penggunaan metode pembelajaran dalam kegiatan pembelajaran?	
	Bagaimana penerapan metode Problem-Based learning diterapkan dalam proses pembelajaran?	
	Bagaimana penerapan metode Project-Based learning diterapkan	

Dimension	Questions	Response
	dalam proses pembelajaran?	
	Bagaimana penerapan metode Discovery-Based learning diterapkan dalam proses pembelajaran?	
	Bagaimana guru menyesuaikan metode pembelajaran dengan teknik penilaian?	
Diagnostic Assessment	Bagaimana Bapak/Ibu guru melakukan penilaian diagnostic di awal pembelajaran untuk menentukan proses pembelajaran kedepannya?	
	Bagaimana Bapak/Ibu menentukan kriteria penilaian diagnostik di awal pembelajaran?	
	Bagaimana Bapak/Ibu guru melakukan refleksi dan evaluasi pembelajaran dengan menggunakan penilaian diagnostik?	
Formative Assessment	Bagaimana Bapak/Ibu guru telah melakukan penilaian formatif pada proses pembelajaran?	
	Bagaimana Bapak/Ibu menentukan kriteria penilaian diagnostik di awal pembelajaran?	
	Bagaimana Bapak/Ibu guru melakukan refleksi dan evaluasi pembelajaran dengan menggunakan penilaian formative seperti penilaian diri sendiri dan penilaian antar teman?	
Summative Assessment	Bagaimana Bapak/Ibu guru melakukan penilaian sumatif pada akhir	

Dimension	Questions	Response
	pembelajaran?	
	Bagaimana Bapak/Ibu menentukan kriteria penilaian diagnostik di awal pembelajaran?	
	Bagaimana Bapak/Ibu guru melakukan refleksi dan evaluasi pembelajaran dengan menggunakan penilaian diagnostik?	
Differentiated Assessment	Bagaimana Bapak/Ibu guru memahami penilaian berdiferensiasi?	
	Bagaimana penerapan penilaian yang berdiferensiasi sesuai dengan aturan di dalam kurikulum merdeka?	
	Apa saja hambatan Bapak/Ibu guru rasakan dalam pelaksanaan penilaian berdiferensiasi?	

Appendix 9. Student Questionnaire Guide Theory

Dimension	Adapted/Adopted From	Number of Questions
Learning Method	Kemendikbudristek (2022)	1,2,3,4,5,6
Learning Style	Fleming (2001)	7,8,9,10,11,12,13,14,15, 16,17

Appendix 10. Students Questionnaire Sheet

Petunjuk Pengisian Kuisioner:
- Pada bagian A (Metode Belajar), pilihlah salah satu antara Ya/Tidak sesuai dengan Pembelajaran Bahasa Inggris di kelas dengan memberi tanda centang (✔) pada kolom.
- Pada bagian B (Gaya Belajar Siswa), pilihlah salah satu pernyataan yang mendekati diri anda dengan memberi tanda centang (✔) pada salah satu lingkaran (○).
- Tidak ada pilihan benar atau salah.

A. Metode Belajar
   Dimensi: Learning Method

No.	Pernyataan	Ya	Tidak
1.	Apa guru pernah mengajak siswa untuk berdiskusi dan/atau belajar kelompok di dalam kelas?		
2.	Apa siswa lebih menikmati berdiskusi dan/atau belajar secara kelompok?		
3.	Apa siswa lebih menikmati belajar secara mandiri?		
4.	Apa guru pernah mengajak siswa membuat projek berkelompok dan/atau mandiri di dalam kelas?		
5.	Apa siswa lebih menikmati membuat projek secara berkelompok?		
6.	Apa siswa lebih menikmati membuat projek secara mandiri?		

B. Gaya Belajar
   Dimensi: Learning Styles

1. Saya ingin pergi ke bioskop namun saya tidak tahu jalan menuju bioskop. Maka, saya akan:
   - ○ Mencari tahu sendiri dengan tempat yang saya tahu dan dekat dengan bioskop.
   - ○ Menanyakan arah ke bioskop kepada teman.
   - ○ Menulis arah ke bioskop di kertas/hp untuk mengingat arah ke bioskop.
   - ○ Menggunakan google maps.
2. Saya ingin merakit mainan robot, namun saya tidak tahu bagaimana untuk merakitnya, sehingga saya:
   - ○ Langsung merakit mainan robot sambil menonton video Youtube untuk merakitnya.
   - ○ Berdiskusi dengan teman untuk merakit mainan robot.
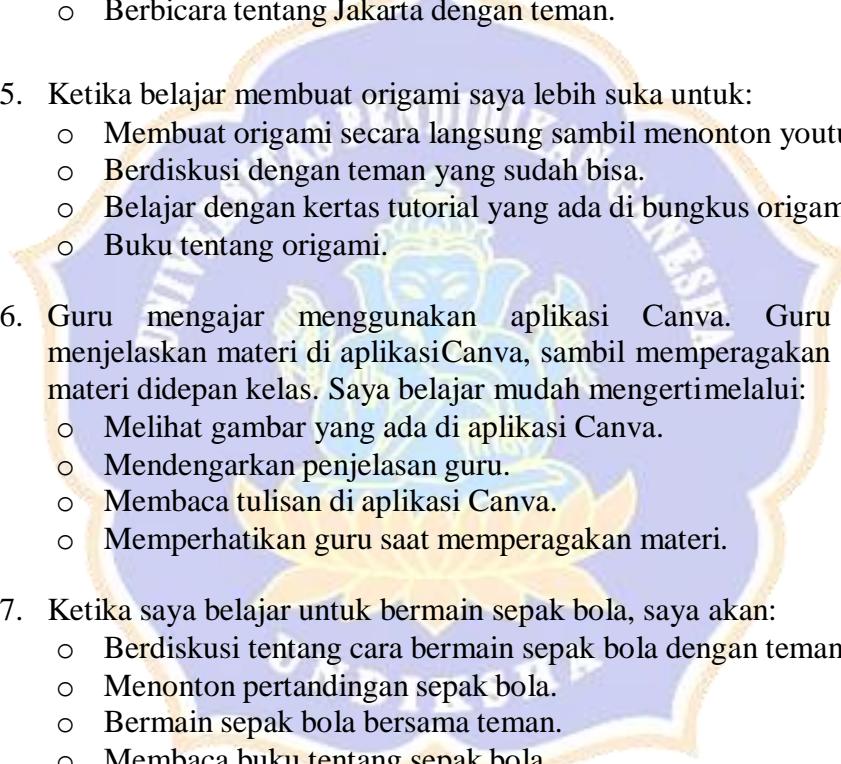
- o Membaca instruksi untuk membuat mainan robot.
- o Langsung merakit mainan robot.

3. Saya lebih suka guru mengajar dengan cara:
   - o Guru memperagakan materi dan lebih banyak latihan.
   - o Guru lebih banyak menjelaskan dan melakukan tanya jawab.
   - o Guru memberikan buku untuk dibaca.
   - o Guru menampilkan gambar-gambar tentang materi.

4. Saya ingin liburan ke Jakarta, sebelum berangkat saya ingin mempelajariJakarta. Saya belajar melalui:
   - o Menonton video tentang Jakarta.
   - o Menggunakan atlas melihat letak Jakarta.
   - o Membaca buku tentang Jakarta.
   - o Berbicara tentang Jakarta dengan teman.

5. Ketika belajar membuat origami saya lebih suka untuk:
   - o Membuat origami secara langsung sambil menonton youtube.
   - o Berdiskusi dengan teman yang sudah bisa.
   - o Belajar dengan kertas tutorial yang ada di bungkus origami.
   - o Buku tentang origami.

6. Guru mengajar menggunakan aplikasi Canva. Guru menjelaskan materi di aplikasiCanva, sambil memperagakan materi didepan kelas. Saya belajar mudah mengertimelalui:
   - o Melihat gambar yang ada di aplikasi Canva.
   - o Mendengarkan penjelasan guru.
   - o Membaca tulisan di aplikasi Canva.
   - o Memperhatikan guru saat memperagakan materi.

7. Ketika saya belajar untuk bermain sepak bola, saya akan:
   - o Berdiskusi tentang cara bermain sepak bola dengan teman.
   - o Menonton pertandingan sepak bola.
   - o Bermain sepak bola bersama teman.
   - o Membaca buku tentang sepak bola.

8. Saya ingin belajar menggambar, saya akan:
   - o Menonton teman saya ketika mereka menggambar.
   - o Mendengarkan penjelasan dari teman cara untuk menggambar.
   - o Langsung menggambar bersama dengan teman.
   - o Membaca informasi cara menggambar.

9. Ketika saya belajar menggunakan chromebook, saya lebih suka:
   - o Menonton video cara menggunakan chromebook.
   - o Membaca buku panduan cara menggunakan chromebook.
   - o Mendengarkan penjelasan teman yang sudah bisa menggunakan chromebook.
   - o Mulai mencoba sendiri untuk menggunakan chromebook tersebut.

10. Saya ingin belajar untuk menabung di celengan, saya akan memulainya dengan:
    o Membuat tabel sesuai waktu dan jumlah yang saya inginkan, lalu menandainyajika saya sudah menabung.
    o Membaca informasi mengenai cara menabung di internet.
    o Bertanya dengan teman yang sudah pernah menabung.
    o Langsung menyimpan uang di celengan.

11. Saya ingin belajar menggunakan kamera, maka saya akan:
    o Meminta bantuan teman untuk diperagakan cara menggunakan kamera.
    o Bertanya bagaimana cara menggunakan kamera.
    o Membaca buku panduan menggunakan kamera.
    o Menulis cara menggunakan kamera di buku catatan.

12. Hari senin depan saya ada ulangan harian, saya akan belajar dengan cara:
    o Memperagakan contoh-contoh mengenai materi yang saya pelajari.
    o Membaca buku lalu mengingat materi yang saya baca.
    o Melihat gambar-gambar yang sesuai dengan materi.
    o Mengajak teman untuk berdiskusi.
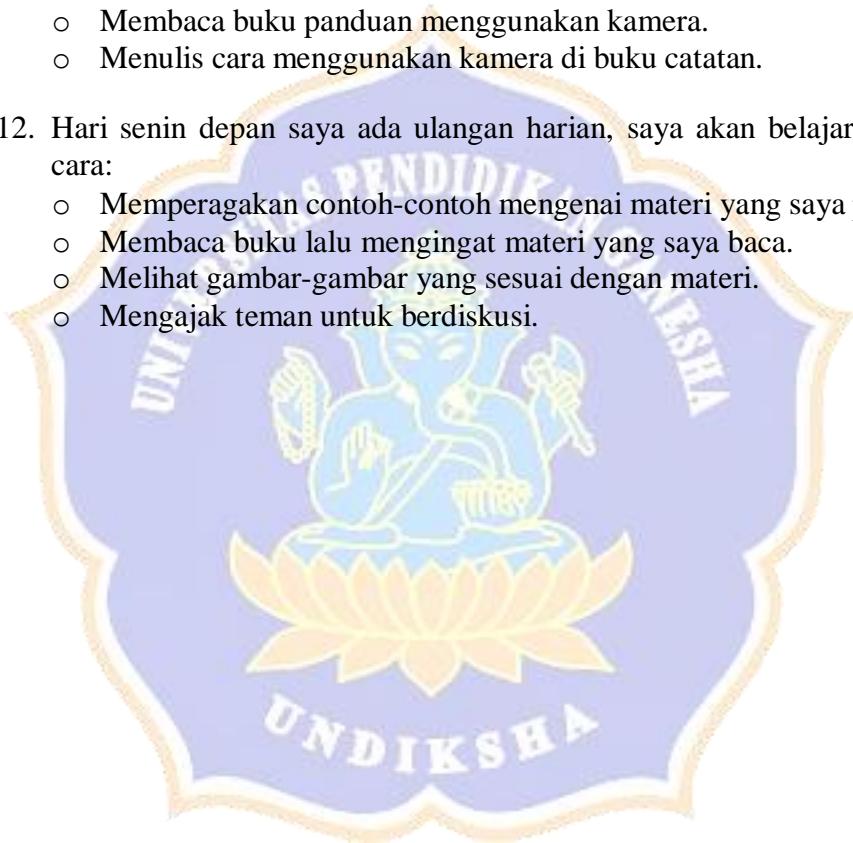
Appendix 11. Learning Objective Flow

Here is the link to the ATP or Learning Objective Flow

https://drive.google.com/drive/folders/1hpEXec2K8WOk8Sp8cJ2BM3YNC4m46LfZ

Scan this barcode to see the ATP!

Appendix 12. Matrix Design

Here is the link to the matrix design.

https://drive.google.com/drive/folders/1hkqKx8ILjrAXqa4BBwjwrH25N66nYbK
t

Scan this barcode to see the matrix design!

**Appendix 13. Differentiated Assessment Instrument (Product)**

Scan this barcode to see the differentiated assessment book!

Here is the link to the differentiated assessment instrument in the form of a book:

https://drive.google.com/drive/folders/1h442w6KCvkiAB8oiF4wt-lUPMDXrhZtn

This is the preview of the differentiated assessment book:

Appendix 14. Expert Judgment Sheet from 1ˢᵗ Validator

Expert Judgements

Evaluation Sheet for Differentiated Assessment Instruments in Emancipated Curriculum for 8ᵗʰ Grade Students of Junior High School in the Second Semester

Based on Problem-Based Learning, Project-Based Learning, and Discovery Learning

Target   : Junior High School

Title   : The Development of Differentiated Assessment Instruments Based on the Emancipated Curriculum for 8th Grade Students of Junior High School

Researcher   : Kadek Candra Paramita

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

Occupation/Position   : 1st Validator

Grade   : 8th

Description:

This evaluation sheet is designed to assess the quality of differentiated English assessment based on the emancipated curriculum for 8ᵗʰ grade students of Junior High 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 learning activity, and	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 (*Problem-based Learning, Project-based Learning,* dan *Discovery Learning*)	✓				

			✓				
organization of content)	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.	✓				
	19.	Penjelasan tujuan pembelajaran dibuat secara ringkas dan tepat sasaran.	✓				
Presentation of	20.	Instrumen penilaian yang digunakan dalam melaksanakan kegiatan tersebut menarik dan secara tidak langsung dapat merangsang proses pembelajaran.	✓				

Elements (PreAssessment, Learning Objectives, Content Process, Product, Environment, Assessment, Feedback, Reflection)	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.	✓				
	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.	✓				

	No.						
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, 13 Juni 2024

Ni Luh Putu Era Adnyayanti, S.Pd., M.Pd.
NIP. 198904082023212043

Appendix 15. Expert Judgment Sheet from 2ⁿᵈ Validator

Expert Judgements

Evaluation Sheet for Differentiated Assessment Instruments in Emancipated Curriculum for 8th Grade Students of Junior High School in the Second Semester

Based on Problem-Based Learning, Project-Based Learning, and Discovery Learning

Target	: Junior High School
Title	: The Development of Differentiated Assessment Instruments Based on the Emancipated Curriculum for 8th Grade Students of Junior High School
Researcher	: Kadek Candra Paramita
Evaluator	: Luh Putu Dian Kresnawati, S.Pd., M.Pd.
Occupation/Position	: 2nd Validator
Grade	: 8th

Description:

This evaluation sheet is designed to assess the quality of differentiated English assessment based on the emancipated curriculum for 8th grade students of Junior High 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 Learning activity, and	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 (*Problem-based Learning, Project-based Learning,* dan *Discovery Learning*)	√				

organization of content	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.	√				
	19.	Penjelasan tujuan pembelajaran dibuat secara ringkas dan tepat sasaran.	√				
Presentation of	20.	Instrumen penilaian yang digunakan dalam melaksanakan kegiatan tersebut menarik dan secara tidak langsung dapat merangsang proses pembelajaran.	√				

Elements (PreAssessment, Learning Objectives, Content Process, Product, Environment, Assessment, Feedback, Reflection)	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.	√				
	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, 13 Juni 2024

Luh Putu Dian Kresnawati, S.Pd., M.Pd.
NIP. 198503262023212023

Appendix 16. Expert Judgment Sheet from Teacher

Expert Judgements

Evaluation Sheet for Differentiated Assessment Instruments in Emancipated Curriculum for 8th Grade Students of Junior High School in the Second Semester

Based on Problem-Based Learning, Project-Based Learning, and Discovery Learning

Target   : Junior High School

Title   : The Development of Differentiated Assessment Instruments Based on the Emancipated Curriculum for 8th Grade Students of Junior High School

Researcher   : Kadek Candra Paramita

Evaluator   : Ni Wayan Muliani, S.Pd.

Occupation/Position   : Teacher

Grade   : 8

Description:

This evaluation sheet is designed to assess the quality of differentiated English assessment based on the emancipated curriculum for 8th grade 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 learning activity, and	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 (*Problem-based Learning, Project-based Learning,* dan *Discovery Learning*)	✓				

			✓			
organization of content)	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.		✓		
	19.	Penjelasan tujuan pembelajaran dibuat secara ringkas dan tepat sasaran.	✓			
Presentation of	20.	Instrumen penilaian yang digunakan dalam melaksanakan kegiatan tersebut menarik dan secara tidak langsung dapat merangsang proses pembelajaran.	✓			

Elements (PreAssessment, Learning Objectives, Content Process, Product, Environment, Assessment, Feedback, Reflection)	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.	✓				
	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, 13 Juni 2024

Ni Wayan Muliani, S.Pd.
NIP. 197606162008012019

Appendix 17. Documentation of Teacher Interview

Appendix 18. Documentation of Students Questionnaire

Appendix 19. Research Permit

KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET DAN TEKNOLOGI
UNIVERSITAS PENDIDIKAN GANESHA
FAKULTAS BAHASA DAN SENI
Jalan A.Yani No. 67 Singaraja Bali Kode Pos 81116
Telepon (0362) 21541 Fax. (0362) 27561
Laman: fbs.undiksha.ac.id

Nomor : 430/UN48.7.1/DT/2024   15 Februari 2024
Perihal : **Permohonan Izin Penelitian**

Yth. Kepala SMP Negeri 6 Singaraja
     di Singaraja

Dalam rangka pengumpulan data untuk menyelesaikan Skripsi/Tugas Akhir, dengan hormat kami mohon agar Bapak/Ibu mengizinkan mahasiswa di bawah ini:

Nama	: Kadek Candra Paramita
NIM	: 2012021130
Jurusan	: Bahasa Asing
Program Studi	: Pendidikan Bahasa Inggris
Jenjang	: S1
Tahun Akademik	: 2023/2024
Judul	: The Development of Differentiated Assessment Instruments Based on Emancipated Curriculum For 8th Grade Students of Junior High School

untuk mencari data yang diperlukan pada institusi yang Bapak/Ibu pimpin. Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.

a.n. Dekan,
Wakil Dekan I,

Dr. Ni Luh Putu Eka Sulistia Dewi, S.Pd., M.Pd.
NIP. 198104192006042002

Tembusan:
1. Dekan FBS Undiksha Singaraja
2. Kaprodi. Bahasa Asing
3. Sub Bagian Pendidikan FBS

Appendix 20. Curriculum Vitae

CURRICULUM VITAE

Kadek Candra Paramita was born in Singaraja, Bali on August 17, 2002. She started her first education at TK Trisula Singaraja in 2006. She continued her education in elementary school in 2008 at SD Laboratorium Undiksha Singaraja and graduated in 2014. Then she continued her education at SMP Negeri 1 Singaraja and graduated in 2017. She graduated from SMA Negeri 1 Singaraja in 2020. She decided to continue her education in the English Language Education Study Program at Ganesha University of Education in 2020. In the final semester of 2024, she completed her bachelor's program with the thesis title **"The Development of Differentiated Assessment Instruments Based on the Emancipated Curriculum for 8th Grade Students of Junior High School."**