

APPENDICES

Appendix 1 Guiding Theory for 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	21st-century learning more emphasis on students' activeness in learning or student-centered learning. 21st century learning is oriented towards activities to train students' skills by directing the learning process (Mardhiyah et al., 2021). In the Merdeka Curriculum, teachers only become facilitators, mentors or trainers in project-based active learning activities (Arifa, 2022). Project-based learning, problem-based learning, and discovery-based learning are learning methods used in 21st century learning (Haryati, 2017).	3
4	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) .	4

5	A lesson plan writes down how students will move toward achieving a specific goal. In English subjects, the objectives of an effective lesson plan explain what students can do in terms of behavior, use of the foreign language, and observation (Shrum and Glisan, 2002). Lesson plans can be said to be procedures and management of learning to achieve one or more basic competencies which are regulated in competency standards and enlarged in the syllabus. The lesson plan contains learning objectives, methods, indicators and materials (Maulani, 2019) .	5
6	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)	6,7
7	There are two types of assessment that can be used or applied by educators to measure students' ability levels, namely formative assessment and summative assessment (Anggraena et al., 2022)	8
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).	9
9	Feedback assists teachers and students in gaining additional insight and capabilities, as well as developing competence and minimizing errors (Adarkwah, 2021)	10
10	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	11

	distinguish individual ability levels, and (10) do not measure individuals' speed. 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)	
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).	12
12	In conducting assessments, teachers must understand how assessments are conducted, what types of assessments answer what questions, and how data from assessments can be used to help teachers, students, parents, and other stakeholders make decisions about the teaching and learning process. Characteristics of good assessment contain content validity, reliability, reasonableness, student involvement and motivation, consequential relevance, and level of difficulty (Febriani, Rahmi Dwi , Yusuf, 2022).	13
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). 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).	14

Appendix 2 Observation Sheet for Preliminary Observation

Num	Observation	Yes	No	Notes
1	The 9th grade has implemented the Emancipated Curriculum.			
2	The English lesson plan is designed in accordance with the demands of the curriculum and syllabus.			
3	The English learning process in the 9th grade uses 21st century learning method.			
4	The teacher uses modules or books in the English learning process.			
5	The learning process is in accordance with the lesson plan and syllabus.			
6	The teacher conducts an assessment in the teaching and learning process.			
7	The assessment that has been conducted in accordance with the Merdeka Curriculum.			
8	The implementation of the assessment in class uses a certain method.			
9	The teacher uses authentic assessment in the learning/teaching process.			
10	The teacher provides comments or feedbacks to students in the teaching and learning process.			
11	The teacher uses assessment instrument in conducting the assessment.			
12	The teacher uses assessment rubric in conducting the assessment.			
13	The assessment conducted by English teacher is able to measure learning objectives			
14	The teacher uses technology in conducting the learning process and assessment.			

Appendix 3 Guiding Theory for Teacher Interview

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 project-based learning processes and the use of authentic assessment (Rizki and Fahkruniza, 2022). In the Merdeka Curriculum, teachers only become facilitators, mentors or trainers in project-based active learning activities (Arifa, 2022). Project-based learning, problem-based learning, and discovery-based learning are learning methods used in 21 st century learning (Haryati, 2017).	6,7
7	There are two types of assessment that can be used or applied by educators to measure students' ability levels, namely formative assessment and summative assessment (Anggraena et al., 2022)	8,9

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 based 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

No.	Questions	Responses
1	What are the characteristics of 9th- grade English learners?	
2	What are student's 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 21 st -century learning method 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 Student's 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 based 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).	10

Appendix 6 Student's Interview Sheet

No.	Questions	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 proyek 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 Blueprint of Questions for Teacher Interview

Dimension	Adapted/Adopted From	Number of Questions
Emancipated Curriculum	Kemendikbudristek (2022)	1, 2, 3
Assessment	Kemendikbudristek (2022)	4, 5, 6, 7
Learning Method	Tomlinson (1999); 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
Sumative Assesment	Tomlinson (1999); Kemendikbudristek (2022)	19, 20, 21
Differentiated Assessment	Tomlinson (1999); Tomlinson & Moon (2013) Kemendikbudristek (2022)	22, 23, 24



Appendix 8 Teacher Interview Guide for Need Analysis

Dimension	Number of Questions	Responses
Emancipated Curriculum	1. Bagaimana sekolah menerapkan Kurikulum Merdeka?	
	2. Bagaimana penerapan kurikulum merdeka di sekolah khususnya pada kelas 9?	
	3. Bagaimana Bapak/Ibu guru melakukan assessment yang disesuaikan dengan Kurikulum Merdeka?	
Assessment	4. Bagaimana Bapak/Ibu guru menerapkan proses penilaian diagnostik sesuai dengan yang ditetapkan kurikulum merdeka?	
	5. Bagaimana Bapak/Ibu guru menerapkan proses penilaian formatif sesuai dengan yang ditetapkan kurikulum merdeka?	
	6. Bagaimana Bapak/Ibu guru menerapkan proses penilaian sumatif sesuai dengan yang ditetapkan kurikulum merdeka?	
	7. Bagaimana umpan balik diberikan oleh Bapak/Ibu guru kepada siswa?	
Learning Method	8. Bagaimana penggunaan metode pembelajaran dalam kegiatan pembelajaran?	
	9. Bagaimana penerapan metode Problem-Based learning diterapkan dalam proses pembelajaran?	
	10. Bagaimana penerapan metode Project-Based learning diterapkan dalam proses pembelajaran?	
	11. Bagaimana penerapan metode Discovery -Based learning diterapkan dalam proses pembelajaran?	
	12. Bagaimana guru menyesuaikan metode pembelajaran dengan teknik penilaian?	
Diagnostic Assessment	13. Bagaimana Bapak/Ibu guru melakukan penilaian diagnostic di awal 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?	
	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 Assesment	19. Bagaimana Bapak/Ibu guru melakukan penilaian sumatif pada akhir pembelajaran?	
	20. Bagaimana Bapak/Ibu menentukan kriteria penilaian diagnostik di awal pembelajaran?	
	21. Bagaimana Bapak/Ibu guru melakukan refleksi dan evaluasi pembelajaran dengan menggunakan penilaian diagnostik?	
Differentiated Assessment	22. Bagaimana Bapak/Ibu guru memahami penilaian berdiferensiasi?	
	23. Bagaimana penerapan penilaian yang berdiferensiasi sesuai dengan aturan di dalam kurikulum merdeka?	
	24. Apa saja hambatan Bapak/Ibu guru rasakan dalam pelaksanaan penilaian berdiferensiasi?	

Appendix 9 Blueprint of Questions for Students Questionnaire

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 Student Questionnaire Sheet

The link to the questionnaire can be accessed below:

<https://forms.gle/mbwuywT3z81FdoW8A>



Appendix 11 9th Grade ATP (Alur Tujuan Pembelajaran)

ALUR TUJUAN PEMBELAJARAN

MATA PELAJARAN BAHASA INGGRIS

FASE D

Capaian Pembelajaran

Pada akhir Fase D, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal. Peserta didik dapat menggunakan berbagai jenis teks seperti narasi, deskripsi, prosedur, teks khusus (pesan singkat, iklan) dan teks otentik menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Pemahaman mereka terhadap teks tulisan semakin berkembang dan keterampilan inferensi mulai tampak ketika memahami informasi tersirat. Mereka memproduksi teks tulisan dan visual dalam bahasa Inggris yang terstruktur dengan kosakata yang lebih beragam. Mereka memahami tujuan dan pemirsa ketika memproduksi teks tulisan dan visual dalam bahasa Inggris.

Elemen	Konten	Dimensi PPP	Tujuan Pembelajaran	Kelas
<p>1. Elemen Membaca – Memirsa:</p> <p>Pada akhir fase D, peserta didik membaca dan merespon teks</p>	<p>Teks deskripsi, prosedur, pesan singkat, iklan</p>	<p>1. Beriman, bertakwa Terhadap Tuhan Yang Maha Esa,</p>	<p>Siswa mampu mengidentifikasi unsur kebahasaan dan tujuan teks</p>	<p>9</p>

<p>familiar dan tidak familiar yang mengandung struktur yang telah dipelajari dan kosakata yang familiar secara mandiri. Mereka mencari dan mengevaluasi ide utama dan informasi spesifik dalam berbagai jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Mereka mengidentifikasi tujuan teks dan mulai melakukan inferensi untuk memahami informasi tersirat dalam sebuah teks.</p>		<p>dan Berakhlak mulia</p> <ol style="list-style-type: none"> 2. Berkebinekaan Global 3. Bergotong Royong 4. Kreatif 5. Bernalar Kritis 6. Mandiri 	<p>melalui teks tulis dan atau lisan.</p> <ol style="list-style-type: none"> 2. Siswa mampu mengemukakan ide atau gagasan utama dan terperinci dari teks secara berkelompok. 3. Siswa mampu menentukan tujuan dari teks secara mandiri. 	
<p>2. Elemen Menulis Mempresentasikan: Pada akhir Fase D, peserta didik mengomunikasikan ide dan</p>	<p>Teks deskripsi, prosedur, recount, report, naratif</p>	<ol style="list-style-type: none"> 1. Beriman, bertakwa Terhadap Tuhan Yang Maha Esa, 	<p>Siswa mampu merancang suatu teks sederhana secara berkelompok</p>	<p>9</p>

<p>pengalaman mereka melalui paragraf sederhana dan terstruktur, menunjukkan perkembangan dalam penggunaan kosakata spesifik dan struktur kalimat sederhana. Menggunakan contoh, mereka membuat perencanaan, menulis, dan menyajikan teks informasi, imajinasi dan persuasi dengan menggunakan kalimat sederhana dan majemuk untuk menyusun argumen dan menjelaskan atau mempertahankan suatu pendapat.</p>		<p>dan Berakhlak mulia</p> <ol style="list-style-type: none"> 2. Berkebinekaan Global 3. Bergotong Royong 4. Kreatif 5. Bernalar Kritis 6. Mandiri 	<ol style="list-style-type: none"> 2. Siswa mampu memproduksi teks sederhana secara mandiri/berkelompok. 3. Siswa mampu mendramatisasikan teks sederhana secara mandiri/berkelompok 4. Siswa mampu mempresentasikan teks sederhana secara mandiri/berkelompok 	
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Appendix 12 Matrix Design

Grade	Learning Outcomes (CP)	Topics / Units	Learning Objectives	Learning Activity			Type of Assessment				
				Visual	Auditory	Read/write	Visual	Auditory	Read/write	Kinesthetic	
XI	Pada akhir fase D, peserta didik membaca dan merespon teks familiar dan tidak familiar yang mengandung struktur yang telah dipelajari dan kosakata yang familiar secara mandiri. Mereka mencari dan mengevaluasi ide utama dan informasi spesifik dalam berbagai jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal	Topic 1 Exploring Fauna of Indonesia (Report Text)	1. Melalui material (dapat berupa gambar, video, audio, maupun tulisan) oleh guru (Condition); peserta didik (Audience) mampu mengidentifikasi informasi dari report text (Behavior) dengan baik (Degree). C1 – Mengingat	The teacher assigns students to watch the video through the link provided. After that, students can listen to the audio and then answer the questions provided by the teacher. Students can do it in the	The teacher assigns students to visit the link that is already available. After that, students are asked to answer the questions on the link according to the story on it. Students can work	The teacher will make groups. After that, the teacher sticks the completed story in front. Each group member will take turns looking at the correct story. After that, the teacher will give them random pieces of the story. The	Written Assessment	Written Assessment	Written Assessment	Written Assessment	Written Assessment

	<p>atau interaktif. Mereka mengidentifikasi tujuan teks dan mulai melakukan inferensi untuk memahami informasi tersirat dalam sebuah teks.</p>		<p>2. Peserta didik (Audience) mampu memahami unsur kebahasaan dan struktur report text (Behavior) melalui materi yang diberikan oleh guru (Condition)</p>	<p>Students can do this task in the exercise book.</p>	<p>exercise book.</p>	<p>on the exercise book and collect it</p>	<p>students' task is to sort the story according to what they see in front. After that, the results will be corrected together with the teacher.</p>	<p>Written Assessment, Self Assessment</p>	<p>Written Assessment, Self Assessment</p>	<p>Written Assessment, Self Assessment</p>	<p>Written Assessment, Self Assessment</p>
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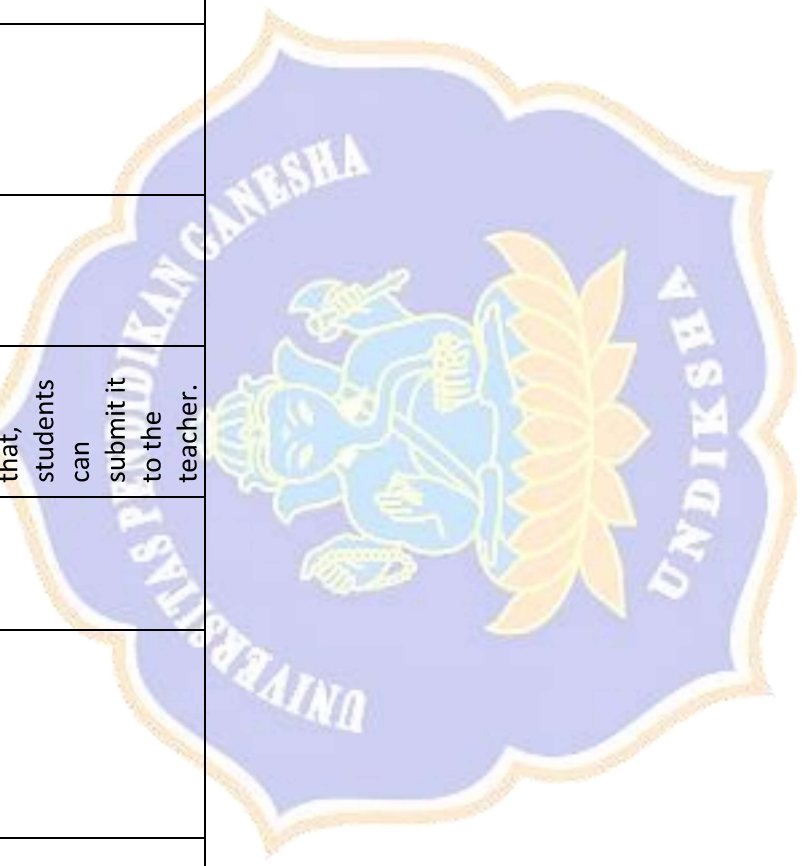
			<p>secara tepat (Degree). -C2 Memahami</p>	<p>s can answer in the assignment book.</p>	<p>that, students answer the questions below the audio. Students can answer directly in the worksheet.</p>	<p>questions below it. Students can work on the exercise book.</p>	<p>below by dragging it.</p>				
			<p>3. Melalui metode pembelajaran problem-based learning atau projectbased learning atau discovery learning (Condition), peserta didik (Audience) mampu membuat</p>	<p>The teacher assigns the students to make groups of 4-5 people. Then, the teacher assigns the students</p>	<p>The teacher assigns the students to make groups of 4-5 people. Then, the teacher assigns the students to make a</p>	<p>The teacher assigns students to work on their own. In this activity, the teacher asks students to create a text</p>	<p>The teacher assigns students to make groups of 4-6 people. The teacher will ask the students to find newspaper s or issues or anything</p>				<p>Performanc e Assessment (Speaking), (Produk), Self Assessment, Peer Assessment.</p>

			<p>serta mendemonstrasikan contoh dari report text (Behavior) dengan tepat (Degree). -C3 Mengaplikasikan an</p>	<p>to make a video about the topic. This video explains about rare animals in Indonesia. After the video is finished, the teacher will show it in front of the class if there is still lesson time.</p>	<p>song with the theme "Rare Animals in Indonesia". In this song, students can use the rhythm of an existing song for example "twinkle little star". After the song is finished, students are asked to sing it in front of the class.</p>	<p>report with the theme "Rare Animals in Indonesia". Once completed, the students' work will be presented in front of the class if there is still lesson time.</p>	<p>that contains rare animals in Indonesia. After that, the teacher asks the students to make a mading that explains about rare animals in Indonesia.</p>			
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XI	<p>Pada akhir Fase D, peserta didik mengomunikasikan ide dan pengalaman mereka melalui paragraf sederhana dan terstruktur, menunjukkan perkembangan dalam penggunaan kosakata spesifik dan struktur kalimat sederhana. Menggunakan contoh, mereka membuat perencanaan, menulis, dan menyajikan teks informasi, imajinasi dan persuasi dengan menggunakan kalimat sederhana dan majemuk untuk menyusun argumen dan menjelaskan</p>	<p>Topic 2 Taking Trips (Recount Text)</p>	<p>1. Melalui material berupa gambar yang diberikan oleh guru (Condition), peserta didik (Audience) dapat mengidentifikasi informasi rinci dari recount text mengenai pengalaman orang lain maupun diri sendiri (Behaviour) secara tepat (Degree) -C1 Mengingat</p>	<p>The teacher assigns students to visit the link provided. Students are asked to create a dialog through the pictures provided according to their own imagination. When finished, students can submit</p>	<p>Students are asked to open the link that has been provided. Then, students are assigned to complete the sentence according to the audio that has been provided. After that, students can submit it directly to the teacher.</p>	<p>The teacher assigns the students to open the link provided. Then, students are asked to choose words that match the story. Students can work directly on the website or in the exercise book.</p>	<p>The teacher will ask the students to visit the link provided. In the link there is a story and the students' task is to find words that belong to the past tense. Students can work directly on the website.</p>	Written Assessment	Written Assessment	Written Assessment	Written Assessment
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<p>atau mempertahankan suatu pendapat.</p>		<p>2. Peserta didik (Audience) mampu menguraikan struktur dan unsur kebahasaan dari recount text (Behaviour) sesuai dengan penjelasan guru (Condition) dengan tepat (Degree). -C2 Memahami</p>	<p>Students are assigned to visit the link provided. Please watch the video that has been provided. After that, students are assigned to find past tense sentences in the video and write</p>	<p>Students are assigned to open the link that is already available. Then students can complete the story according to the available audio. After that, students can submit to the teacher.</p>	<p>Students are asked to visit the link provided. Then, students are assigned to complete the empty sentences. Students can work directly on the website or in the exercise book.</p>	<p>Students are asked to visit the link provided. Then, students are tasked with arranging the paragraphs to fit the flow by dragging to a place on the side.</p>	<p>Written Assessment, Self Assessment</p>	<p>Written Assessment, Self Assessment</p>	<p>Written Assessment, Self Assessment</p>	<p>Written Assessment, Self Assessment</p>
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					of the class.	form of audio or video. After that, students can submit it to the teacher.	can be written down.	directly in front of the class.			



Appendix 13 Differentiated Assessment Instrument (Product)

The product link of the grade 9 assessment book can be accessed at the link below

<https://drive.google.com/drive/folders/1kt01hFyRnuIWgcMpDEmy7FN2m-Wh7QKU?usp=sharing>



Appendix 14 Expert Judgement Sheet

Stage 1

1st Validator

Expert Judgements

Evaluation Sheet for Differentiated Assessment Instruments in Emancipated Curriculum for 9th Grade Students of Elementary School

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

Target : Junior High School

Title : Development Differentiated Emancipated Curriculum Learning
Assessment Instrument for grade 9th in Junior High School

Researcher : Kadek Swasty Sukmastiani

Evaluator : Dr. Ni Wayan Surya Mahayanti, S.Pd., M.Pd.

Occupation/Position : 1st Validator

Grade : 9th

Description:

This evaluation sheet is designed to assess the quality of differentiated English assessment based on the emancipated curriculum for 9th 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 organization of content)	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 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.	✓				
	19.	Penjelasan tujuan pembelajaran dibuat secara ringkas dan tepat sasaran.	✓				
Presentation of Elements (PreAssessment, Learning	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.	✓				

Objectives, Content Process, Product, Environment, Assessment, Feedback, Reflection)	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	35.	Distribusi konten dalam instrumen penilaian jelas dan terorganisir dengan baik.	✓			

(Content distribution, quality Enhancement, coherence, objective presentation, value addition, innovative integration, Recency)	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, 21 Juni 2024



Dr. Ni Wayan Surya Mahayanti

Stage 2

Expert Judgements

Evaluation Sheet for Differentiated Assessment Instruments in Emancipated Curriculum for 9th Grade Students of Elementary School

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

Target	: Junior High School
Title	: Development Differentiated Emancipated Curriculum Learning Assessment Instrument for grade 9th in Junior High School
Researcher	: Kadek Swasty Sukmastiani
Evaluator	: Dr. Ni Wayan Surya Mahayanti, S.Pd., M.Pd.
Occupation/Position	: 1rd Validator
Grade	: 9th

Description:

This evaluation sheet is designed to assess the quality of differentiated English assessment based on the emancipated curriculum for 9th 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	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 learning activity, and	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 Learning, Project-based Learning, dan Discovery Learning</i>)	V				

organization of content)	10.	Kegiatan pembelajaran relevan dengan kehidupan sehari-hari siswa.	V					
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	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					
	19.	Penjelasan tujuan pembelajaran dibuat secara ringkas dan tepat sasaran.	V					

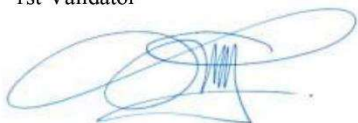
Presentation of Elements (PreAssessment, Learning	20.	Instrumen penilaian yang digunakan dalam melaksanakan kegiatan tersebut menarik dan secara tidak langsung dapat merangsang proses pembelajaran.	V				
	21.	Petunjuk penilaian mudah dimengerti dan jelas.	V				

Objectives, Content Process, Product, Environment, Assessment, Feedback, Reflection)	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.	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	35.	Distribusi konten dalam instrumen penilaian jelas dan terorganisir dengan baik.	V					

(Content distribution, quality Enhancement, coherence, objective presentation, value addition, innovative integration, Recency)	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
1st Validator



Dr. Ni Wayan Surya Mahayanti, S.Pd., M.Pd.
NIP. 198805172012122002

Stage 1

2nd Validator

Expert Judgements

**Evaluation Sheet for Differentiated Assessment Instruments in Emancipated Curriculum
for 9th Grade Students of Elementary School**

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

Target	: Junior High School
Title	: Development Differentiated Emancipated Curriculum Learning Assessment Instrument for grade 9th in Junior High School
Researcher	: Kadek Swasty Sukmastiani
Evaluator	: Ni Luh Putu Era Adnyayanti, S.Pd., M.Pd.
Occupation/Position	: 2rd Validator
Grade	: 9th

Description:

This evaluation sheet is designed to assess the quality of differentiated English assessment based on the emancipated curriculum for 9th 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



Edit dengan WPS Office

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)	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.	✓				



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.	✓				
	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	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.	✓				



Elements, Cultural Sensitivity, Language Level)	18.	Jenis instrumen penilaian diuraikan dengan baik dan jelas.	✓				
	19.	Penjelasan tujuan pembelajaran dibuat secara ringkas dan tepat sasaran.	✓				
Presentation of Elements (PreAssessment, Learning	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.	✓				

Objectives, Content Process, Product, Environment, Assessment, Feedback, Reflection)	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	35.	Distribusi konten dalam instrumen penilaian jelas dan terorganisir dengan baik.	✓				

(Content distribution, quality Enhancement, coherence, objective presentation, value addition, innovative integration, Recency)	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.	✓					
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Perbaiki sesuai revisi yang diberikan.
Good Luck!

Sugeng 21 Juni 2024

Ni L Pt Era Adnyaganti, M.Pd



Stage 2

2nd Validator

Expert Judgements

Evaluation Sheet for Differentiated Assessment Instruments in Emancipated Curriculum for 9th Grade Students of Elementary School

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

Target	: Junior High School
Title	: Development Differentiated Emancipated Curriculum Learning Assessment Instrument for grade 9th in Junior High School
Researcher	: Kadek Swasty Sukmastiani
Evaluator	: Ni Luh Putu Era Adnyayanti, S.Pd., M.Pd.
Occupation/Position	: 2rd Validator
Grade	: 9th

Description:

This evaluation sheet is designed to assess the quality of differentiated English assessment based on the emancipated curriculum for 9th 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, 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 (<i>Problem-based Learning, Project-based Learning, dan Discovery Learning</i>)	✓				

organization of content)	10.	Kegiatan pembelajaran relevan dengan kehidupan sehari-hari siswa.	✓				
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	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 Elements (PreAssessment, Learning	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.	✓				

Objectives, Content Process, Product, Environment, Assessment, Feedback, Reflection)	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	35.	Distribusi konten dalam instrumen penilaian jelas dan terorganisir dengan baik.	✓				

(Content distribution, quality Enhancement, coherence, objective presentation, value addition, innovative integration, Recency)	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,
2nd Validator

Ni Luh Putu Era Adnyayanti, S.Pd., M.Pd.
NIP: 19890408202342043

Stage 1

Teacher

Expert Judgements

Evaluation Sheet for Differentiated Assessment Instruments in Emancipated Curriculum for 9th Grade Students of Elementary School

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

Target	: Junior High School
Title	: Development Differentiated Emancipated Curriculum Learning Assessment Instrument for grade 9th in Junior High School
Researcher	: Kadek Swasty Sukmastiani
Evaluator	: I Gusti Ayu Laksmi Sawitri, S.Pd.
Occupation/Position	: Teacher
Grade	: 9th

Description:

This evaluation sheet is designed to assess the quality of differentiated English assessment based on the emancipated curriculum for 9th 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, 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 (<i>Problem-based Learning, Project-based Learning, dan Discovery Learning</i>)		√			

organization of content)	10.	Kegiatan pembelajaran relevan dengan kehidupan sehari-hari siswa.	√				
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	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 Elements (PreAssessment, Learning	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.	√				

Objectives, Content Process, Product, Environment, Assessment, Feedback, Reflection)	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	35.	Distribusi konten dalam instrumen penilaian jelas dan terorganisir dengan baik.	√				

(Content distribution, quality Enhancement, coherence, objective presentation, value addition, innovative integration, Recency)	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.	√				

Seririt, Juni 2024

I Gusti Ayu Laksmi Sawitri, S.Pd.
NIP. 19960204 202421 2 047



Stage 2

Teacher

Expert Judgements

Evaluation Sheet for Differentiated Assessment Instruments in Emancipated Curriculum for 9th Grade Students of Elementary School

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

Target	: Junior High School
Title	: Development Differentiated Emancipated Curriculum Learning Assessment Instrument for grade 9th in Junior High School
Researcher	: Kadek Swasty Sukmastiani
Evaluator	: I Gusti Ayu Laksmi Sawitri, S.Pd.
Occupation/Position	: Teacher
Grade	: 9th

Description:

This evaluation sheet is designed to assess the quality of differentiated English assessment based on the emancipated curriculum for 9th 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, 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 (<i>Problem-based Learning, Project-based Learning, dan Discovery Learning</i>)	√					

organization of content)	10.	Kegiatan pembelajaran relevan dengan kehidupan sehari-hari siswa.	√					
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	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 Elements (PreAssessment, Learning	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.	√				

Objectives, Content Process, Product, Environment, Assessment, Feedback, Reflection)	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	35.	Distribusi konten dalam instrumen penilaian jelas dan terorganisir dengan baik.	√				
(Content distribution, quality Enhancement, coherence, objective presentation, value addition, innovative integration, Recency)	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.	√				

Seririt, Juni 2024



I Gusti Ayu Lakmi Sawitri, S.Pd.
NIP. 19960204 20241 2 047

Appendix 15 Documentation



Classroom learning



Teacher Interview

CURRICULUM VITAE



Kadek Swasty Sukmastiani was born in Jembrana, March 30, 2002. Born to I Made Sukada, S.Pd. and Dewa Ayu Komang Ariani S.I.P. The author is of Indonesian nationality and is of Hindu religion. Currently, the author lives in Br. Bale Agung, Yehembang Village.

The author spent her elementary education at SD Negeri 7 Yehembang. Then he studied for 3 years at SMP N 3 Mendoyo. After graduating, the author studied at SMA N 1 Mendoyo for 3 years majoring in science. In 2020, the author took an undergraduate education in the English Education Study Program at Ganesha University of Education, in the 8th semester of 2024 the author has completed a thesis entitled “DEVELOPMENT DIFFERENTIATED ASSESSMENT INSTRUMENT OF EMANCIPATED CURRICULUM FOR GRADE 9 IN JUNIOR HIGH SCHOOL”.

