



APPENDICES

Appendix 1. Surat Izin Penelitian



KEMENTERIAN PENDIDIKAN TINGGI, SAINS, DAN TEKNOLOGI
UNIVERSITAS PENDIDIKAN GANESHA
PROGRAM PASCASARJANA

Jalan Udayana Nomor 11 Singaraja, Bali 81116 Telepon 081999446444 Laman www.pasca.undiksha.ac.id

Singaraja, 13 Maret 2025

Nomor : 1370/UN48.14.1/KM/2025
Hal : **Mohon Ijin Observasi Data**
Yth. : Kepala Sekolah Singaraja Montessori School
di Singaraja

Dengan hormat, dalam rangka pengumpulan data untuk Penelitian Proposal Tesis mahasiswa Program Pascasarjana Universitas Pendidikan Ganesha, kami mohon kesediaan Bapak/Ibu untuk dapat menerima dan mengizinkan mahasiswa kami sebagai berikut:

Nama : Agung Ayu Dyah Permata Sari
NIM : 2329081026
Program Studi : Pendidikan Bahasa Inggris (S2)
Judul Tesis : The Implementation of Differentiated Assessment for Student
Academic year 2024/2025.

untuk mendapatkan data/informasi yang dibutuhkan oleh mahasiswa dalam melakukan penelitian.

Atas perhatian, berkenaan dan kerja sama yang baik kami ucapkan terima kasih.

Menyetujui,

Pembimbing I,

Ni Nyoman Padmadewi
NIP. 196202021988032001

Pembimbing II,

T.G.A. Lokita Purnamika Utami
NIP. 198304022006042001

Mengetahui,
a.n. Direktur,
Wadir I,

Ida Bagus Putu Arnyana
NIP. 195812311986011005

Appendix 2. Blueprint Open-Ended Questionnaire

No	Dimensions	Indicators	Questions
1.	Implementation (Adapted from Wormeli, (2006), differentiated assessment implemented by using a variation of assessment activity to measure the student competency based on their interest, learning profile and readiness which stressing on assessment for learning, fairly grading, and measure their comprehension by putting aside their behavior.)	1. Applying differentiation in term of content (adapted from Wormeli (2006), The prime foundation in planning differentiated assessment is setting a clear objective which contain of the essential knowledge and skill. Moreover, teacher pushed student in comfortable way by adjusting the level of challenge or it could be called tiering assessment so student could develop their ability. Further, tiering assessment means the way teacher arrange the complexity of assignment and assessment related student's readiness levels, interests, and learner profiles)	<p>1. Do the material contain text, picture, illustration, and video?</p> <p>2. Do you use variation of source in order to develop your material? Could you state?</p> <p>3. Do you adjust the content with student ability level? In what way?</p> <p>4. Do you prepare any additional challenge for fast learner?</p> <p>5. Do you give additional information related the material for learner that need more support? How?</p> <p>6. Do you adjust the way you explain with student level of understanding?</p> <p>7. Do you use any technology during the assessment process? Give the example!</p> <p>8. Do you prepare scaffolding for student to help them in understanding the content?</p>

			9. When do you assess the student? do you wait until they are ready?
		<p>2. Applying differentiation in term of process (adapted from Wormeli (2006), In implementing differentiated assessment, teacher guides students by allowing them to learn with their own pace. Student participation in discussion and effort during the learning is a process towards mastery of knowledge and skills. Learning contracts assist teachers by providing mutual agreements with students regarding assignments, targets, and ways to demonstrate learning outcomes. These contracts give students responsibility and freedom to learn at their own pace while stressing to their needs and interests, thus create teachers to assess student's progress even if it is through different paths.)</p>	10. Do you assess student adjusting to their learning style like visual, audio, and kinesthetic? Please explain!
			11. Do you use variation of approach such as project-based learning, group discussion, gamification and other?
			12. Could you give me a list of some approach that you use to assess student?
			13. Do you give different deadline or times for student in finishing the task? Why?
			14. Do you give any individual guidance for student who need it? please explain!
		3. Applying differentiation in term of product	15. Do you give a freedom related the way student

		(adapted from Wormeli (2006), There are a lot of products that student could create to demonstrate their learning mastery such as tests, portfolios, models and so on. By creating the product does not mean that student demonstrate their mastery, the product consider success include substantive content and skill demonstration via the product. So, teacher need communicate the criteria expected that reflect their mastery.)	created their product?
			16. What does the type of product that student usually create?
			17. Do you give choice for student of how to present their product?
			18. Do you adjust the level of product for each student?
			19. Do you give the criteria for product transparently and clearly to the student?
		4. Applying differentiation in term of environment (adapted from Wormeli (2006), Comfortable environment is needed in differentiated assessment because each student has different pace of learning and developing. The best way of student to show their mastery in learning the same material is through a system of accommodations and supports.)	20. Do you have different rubric for each product?
			21. Is the environment support the student to learn individually, in group, and to meditate?
			22. Is the class facility support student different learning style?
			23. Is the environment of class comfortable for student during the assessment?
			24. Is the class providing book, teaching aids, electronic devices, and so on?
			25. Is the student feel comfortable and

			respect toward their diversity?
		5. Formative assessment (adapted from Wormeli (2006), Formative assessment is ongoing assessment that happen during the learning process which help teacher to enroute checkpoint about student ability.)	26. How do you implement formative assessment during the learning process to monitor student progress?
			27. Can you share an experience where formative assessment helped you identify and address students' learning needs in real time?
		6. Fairly grading and feedback (adapted from Wormeli (2006), Teacher assesses the student fairly. A good assessment showing student mastery in knowledge and skill. it is inappropriate to combine their mastery in knowledge with their behavior or attendance. Moreover, giving feedback not only help student in understanding the learning but also give motivation for them. Further, the result of assessment used to decide the next assessment activity for student.)	28. Does the student understand the standard or criteria of the task or project?
			29. Do you give the opportunity for student to revise or redo their assignments as part of the learning process?
			30. How do you ensure the quality and fairness of assessments when applying differentiation in your classroom?
			31. Do you separate the academic score with behavior score? Why?
			32. How do you separate academic score and behavior score?
			33. Do you use description to assess student or

			using score? Why?
			34. Do you provide relevant feedback for student after the assessment?
2.	Challenges (Adapted from, Ibrahim & Ali (2015), In implementing differentiated assessment there are several challenges that faced by the teacher like institutional, instructional and pedagogical challenges.)	1. Instructional and Pedagogical Challenges (adapted from Ibrahim & Ali (2015), Instructional and pedagogical challenges include designing varied tasks and activities that accommodate the diverse learner's needs.)	35. How do you understand about Differentiated Assessment dan it's application?
			36. How do you usually design learning tasks and activities to address the diverse needs of your students?
			37. How long do you usually take time to design task or activity for one material?
			38. How do you manage your time and workload?
			39. What challenges do you face when creating different activities that suit learners with varying abilities and interests?
			40. Can you describe a situation where it was difficult to design tasks that fit the needs of all learners? How did you handle it?
			41. In your experience, which strategies have been most effective in ensuring that all students can participate

			meaningfully in your lessons?
			42. Do you feel you are working to much when you were designing material using differentiated assessment?
			43. How do you manage the student to follow the activity and to keep them focus?
			44. Is there any challenge you face for allowing task revision or correction?
		<p>2. Institutional Challenges (Adapted from Ibrahim & Ali (2015), Institutional challenges in implementing differentiated assessment include large class sizes, limited staff training, difficulties in sustaining student engagement, providing appropriate stimulation, and ensuring assessment quality).</p>	45. Is the class size affect the assessment process? How?
			46. Does the school give any training for the teacher? how much training?
			47. Does the training session help you in implementing differentiated assessment?
			48. In your experience, what makes it challenging to provide appropriate stimulation for diverse learners?
			49. What kind of support you need from your school in order to implement differentiated

			assessment in a better way?
3.	Benefit (Adapted from, Ibrahim & Ali (2015), Implementing differentiated assessment can benefit both teacher and student because it helps providing information related student readiness in order to learn specific skill.)	1. Benefit for learner (Adapted from Wormeli (2006); Abebe (2024), Differentiated assessment beneficial for student to increase their motivation, engagement, and academic achievement. It also creates an inclusive and environment to study, focusing on understanding rather than score.)	<p>50. In your opinion, does the implementation of differentiated assessment affect student motivation? How?</p> <p>51. Tell the experience of student become active in the class during the implementation of differentiated assessment!</p> <p>52. How differentiated assessment help the diver's student to achieve their learning goal?</p> <p>53. What is the strategy that effectively assist the student need?</p> <p>54. Does the student comprehend the material deeply by using differentiated assessment?</p> <p>55. Does the student become more independent in the learning after implementing differentiated assessment?</p> <p>56. How does the differentiated assessment support student to</p>

			be more responsible for their learning?
		<p>2. Benefit for teacher (Adapted from Subban (2006), Differentiated assessment benefits teachers by providing rewarding professional experiences, fostering openness to innovative practices, and encouraging long-term instructional improvement when supported by training and collaboration.)</p>	57. Does differentiated assessment help you to recognize the student potential?
			58. Could you give the example of how does the approach help you to recognize the student potential?
			59. Do you feel more flexible when designing the material? How it helps you?
			60. Do you feel more skilled in designing material after implementing differentiated assessment? Please explain!
			61. Does differentiated assessment encourage you to innovate more often in your teaching? How?
			62. How does differentiated assessment help you grow professionally as a teacher?
			63. Do you feel more creative and motivated to explore various forms of assessment since implementing

			differentiated assessment? Why?
			64. What kind of creative assessments have you created, and how did students respond to them?
			65. Does using this assessment help you improve yourself for the next meeting?



Appendix 3. Blueprint Observation Sheet

No	Dimensions	Indicators	Statement
1.	Implementation (Adapted from Wormeli, (2006), differentiated assessment implemented by using a variation of assessment activity to measure the student competency based on their interest, learning profile and readiness which stressing on assessment for learning, fairly grading, and measure their comprehension by putting aside their behavior.)	1. Applying differentiation in term of content (adapted from Wormeli (2006), The prime foundation in planning differentiated assessment is setting a clear objective which contain of the essential knowledge and skill. Moreover, teacher pushed student in comfortable way by adjusting the level of challenge or it could be called tiering assessment so student could develop their ability. Further, tiering assessment means the way teacher arrange the complexity of assignment and assessment related student's readiness levels, interests, and learner profiles)	1. The material contains text, picture, illustration, and video.
			2. Teacher uses variation of source to develop the material.
			3. Teacher adjusts the content with student ability level.
			4. There any additional challenge for fast learner.
			5. Teacher gives additional information related the material for learner that need more support.
			6. Teacher adjusts the way they explain with student level of understanding.
			7. Teacher uses any technology during the assessment process.
			8. Teacher prepares scaffolding for student to help them in understanding the content.
			9. Teacher assesses the student when they are ready
		2. Applying differentiation in term of process	10. Teacher use variation of assessment to

		(adapted from Wormeli (2006), In implementing differentiated assessment, teacher guides students by allowing them to learn with their own pace. Student participation in discussion and effort during the learning is a process towards mastery of knowledge and skills. Learning contracts assist teachers by providing mutual agreements with students regarding assignments, targets, and ways to demonstrate learning outcomes. These contracts give students responsibility and freedom to learn at their own pace while stressing to their needs and interests, thus create teachers to assess student's progress even if it is through different paths.)	adjust with student learning style like visual, audio, and kinesthetic.
			11. Teacher uses variation of methods in assessing student.
			12. Teacher gives different deadline or times for student in finishing the task.
			13. Teacher gives any individual guidance for student who need it.
		3. Applying differentiation in term of product (adapted from Wormeli (2006), There are a lot of products that student could create to demonstrate their learning mastery	14. Teacher gives freedom related the way student created their product.
			15. Student create variation type of product.
			16. Teacher gives choice for student

		such as tests, portfolios, models and so on. By creating the product does not mean that student demonstrate their mastery, the product consider success include substantive content and skill demonstration via the product. So, teacher need communicate the criteria expected that reflect their mastery.)	of how to present their product.
			17. Teacher adjusts the level of product for each student.
			18. Teacher states clearly the criteria for product.
			19. Teacher has different rubric for each product.
		4. Applying differentiation in term of environment (adapted from Wormeli (2006), Comfortable environment is needed in differentiated assessment because each student has different pace of learning and developing. The best way of student to show their mastery in learning the same material is through a system of accommodations and supports.)	20. The environment supports the student to learn individually, in group, and to meditate.
			21. The class facility supports student different learning style.
			22. The environment of class comfortable for student during the assessment.
			23. The class provides books, teaching aids, electronic devices, and any facility to help students.
		5. Summative and formative assessment (adapted from Wormeli (2006), Summative assessment is a test or project that used to reflect student knowledge in the	24. Teacher used formative assessment result to understand the student need.
			25. Teacher implements worksheet as formative

		<p>end of learning process. The result of summative assessment can help teacher to arrange the pre-assessment because it contains information related student's ability. Meanwhile formative assessment is ongoing assessment that happen during the learning process which help teacher to enroute checkpoint about student ability.)</p>	<p>assessment during the learning process to monitor student progress.</p>
			<p>26. Teacher could facilitate students' learning needs in real time through worksheet.</p>
		<p>6. Fairly grading and feedback (adapted from Wormeli (2006), Teacher assesses the student fairly. A good assessment showing student mastery in knowledge and skill. it is inappropriate to combine their mastery in knowledge with their behavior or attendance. Moreover, giving feedback not only help student in understanding the learning but also give motivation for them. Further, the result of assessment used to decide the next assessment activity for student.)</p>	<p>27. There any standard or criteria of the task or project explained by the teacher for student.</p>
			<p>28. Teacher ensures the quality and fairness of assessments before applying differentiation in the classroom.</p>
			<p>29. Teacher gives the opportunity for student to revise or redo their assignments as part of the learning process.</p>
			<p>30. Teacher separates the academic score with behavior score.</p>
			<p>31. Teacher uses description to assess student.</p>
			<p>32. Teacher uses score to assess student.</p>

			33. Teacher provides relevant feedback for student after the assessment.
2.	Challenges (Adapted from, Ibrahim & Ali (2015), In implementing differentiated assessment there are several challenges that faced by the teacher like institutional, instructional and pedagogical challenges.)	3. Instructional and Pedagogical Challenges (adapted from Ibrahim & Ali (2015), Instructional and pedagogical challenges include designing varied tasks and activities that accommodate the diverse learner's needs.)	34. Teacher seems difficult in designing task and activity to fulfil divers student need.
			35. Teacher cannot handle the difficulties of designing task and activity for diver's student.
			36. Teacher takes a long time to design task or activity for one material.
			37. Teacher cannot manage their time and workload.
			38. The strategies employ by the teacher is effective in ensuring all students to participate meaningfully during the class.
			39. Teacher is able to manage the student to follow the activity and to keep them focus.
		4. Institutional Challenges (Adapted from Ibrahim & Ali (2015), Institutional challenges in implementing	40. Teacher can manage the task revision or correction.
			41. The class size affects the assessment process.
			42. The school gives any training for the teacher.

		differentiated assessment include large class sizes, limited staff training, difficulties in sustaining student engagement, providing appropriate stimulation, and ensuring assessment quality).	43. The training session help teacher in implementing differentiated assessment.
			44. Teacher needs more time to provide any appropriate stimulation for diverse learners.
			45. Teacher gets support from school to implement differentiated assessment in a better way.
3.	Benefit (Adapted from, Ibrahim & Ali (2015), Implementing differentiated assessment can benefit both teacher and student because it helps providing information related student readiness in order to learn specific skill.)	3. Benefit for learner. (Adapted from Wormeli (2006); Abebe (2024), Differentiated assessment beneficial for student to increase their motivation, engagement, and academic achievement. It also creates an inclusive and environment to study, focusing on understanding rather than score.)	46. The student becomes motivated and active in the class during the implementation of differentiated assessment.
			47. By implementing differentiated assessment, the student could achieve their learning goal.
			48. Differentiation in task effectively assist the student need.
			49. The student comprehends the material deeply.
			50. The student becomes more independent and responsible in the learning process.
			51. The student seems feel comfortable

			and respect toward their diversity.
		<p>4. Benefit for teacher. (Adapted from Subban (2006), Differentiated assessment benefits teachers by providing rewarding professional experiences, fostering openness to innovative practices, and encouraging long-term instructional improvement when supported by training and collaboration.)</p>	52. Teacher can recognize the student potential.
			53. Teacher is more flexible when designing the material.
			54. Teacher become more skilled in designing material during implementing differentiated assessment.
			55. Teacher is very innovating during teaching and learning process.
			56. Teacher increases their professional day by day.
			57. The assessment is very creative and teacher motivated to explore various forms.
			58. The student responds positively on creative assessment such as create poster.
			59. Teacher improves their way of teaching and prepares the innovative way for next meeting.

Appendix 4. Blueprint Interview Guide

No.	Dimensions	Indicators	Question
1	Implementation (Adapted from Wormeli, (2006), differentiated assessment implemented by using a variation of assessment activity to measure the student competency based on their interest, learning profile and readiness which stressing on assessment for learning, fairly grading, and measure their comprehension by putting aside their behavior.)	1. Applying differentiation in term of content (adapted from Wormeli (2006), The prime foundation in planning differentiated assessment is setting a clear objective which contain of the essential knowledge and skill. Moreover, teacher pushed student in comfortable way by adjusting the level of challenge or it could be called tiering assessment so student could develop their ability. Further, tiering assessment means the way teacher arrange the complexity of assignment and assessment related student's readiness levels, interests, and learner profiles)	1. During the explanation of material or assessment, you said that you use YouTube video. but during the observation, there are no implementation of YouTube. Could you state the reason?
			2. How to consider the suitable worksheet for student that not surely understand the material?
			3. How to varied the challenge level in worksheet for the same material?
			4. Before you conduct assessments, what steps do you take to prepare for differentiated assessments in the classroom?
		2. Applying differentiation in term of process (adapted from Wormeli (2006), In implementing differentiated assessment, teacher guides students by	5. Why do you give more time for student that late to submit the assignment?
			6. How do you adapt your lesson plans or assessments to accommodate

		<p>allowing them to learn with their own pace. Student participation in discussion and effort during the learning is a process towards mastery of knowledge and skills. Learning contracts assist teachers by providing mutual agreements with students regarding assignments, targets, and ways to demonstrate learning outcomes. These contracts give students responsibility and freedom to learn at their own pace while stressing to their needs and interests, thus create teachers to assess student's progress even if it is through different paths.)</p>	<p>student diversity from the initial planning stage?</p>
			<p>7. If you give additional time for student to finish their work, how do you assess them?</p>
			<p>8. If a student fails to meet the learning objectives, is there a way for the student to improve their grades?</p>
		<p>3. Applying differentiation in term of product (adapted from Wormeli (2006), There are a lot of products that student could create to demonstrate their learning mastery such as tests, portfolios, models and so on. By creating the product does not mean that student demonstrate</p>	<p>9. Why do you assess student after you have finished explaining even though the student seems still confused with the material?</p>
			<p>10. Based on your answer on questionnaire, they sometimes did a project. But when I observe, there is a project create by the student but only differentiated in the form of color type and they did not present it. they did not present it? and in what project they</p>

		<p>their mastery, the product consider success include substantive content and skill demonstration via the product. So, teacher need communicate the criteria expected that reflect their mastery.)</p>	<p>have to present the result?</p>
			<p>11. After observing, I do not see a big difference between product that was created by the student. and several time I catch that you give the same worksheet. could you explain more about this?</p>
		<p>4. Applying differentiation in term of environment (adapted from Wormeli (2006), Comfortable environment is needed in differentiated assessment because each student has different pace of learning and developing. The best way of student to show their mastery in learning the same material is through a system of accommodations and supports.)</p>	<p>12. Do you have any experience of differentiated the product result based on student interest? Or only giving choice for student to finish their product? if yes, please explain!</p> <p>13. Does the student could organize their class by themselves or the teacher need to handle it? why?</p>

		<p>5. Formative assessment (adapted from Wormeli (2006), formative assessment is ongoing assessment that happen during the learning process which help teacher to enroute checkpoint about student ability.)</p>	14. How often do you conduct differentiation-based assessments?
			15. Does the assessment was done multiple times in a material or just once?
			16. What the most used strategy to assess student?
			17. Which strategy that effectively help you to identify the student progress? Why?
			18. How do you arrange the assessment in the form of project and presentation to suit the student preference?
			19. How do you analyze student's competency based on their result of assessment?
		<p>6. Fairly grading and feedback (adapted from Wormeli (2006), Teacher assesses the student fairly. A good assessment showing student mastery in knowledge and skill. it is</p>	20. How do you usually give feedback for student after the assessment?
			21. Why do you give choice for student in finishing the assessment?
			22. Is there any difference of rubric for student that get a lot of help during the assessment until finish it or for

		<p>inappropriate to combine their mastery in knowledge with their behavior or attendance. Moreover, giving feedback not only help student in understanding the learning but also give motivation for them. Further, the result of assessment used to decide the next assessment activity for student.)</p>	<p>student that finish it individually without any help?</p>
			<p>23. Are there any different criteria for each student? why?</p>
			<p>24. How do you measure the assessment to be fair even if they made different product?</p>
			<p>25. Do you give the criteria of the product for the student? how do you inform it?</p>
			<p>26. How do you differentiate the competency and behavior score?</p>
2	<p>Challenges (Adapted from, Ibrahim & Ali (2015), In implementing differentiated assessment there are several challenges that faced by the teacher like institutional, instructional and pedagogical challenges.)</p>	<p>1. Instructional and Pedagogical Challenges (adapted from Ibrahim & Ali (2015), Instructional and pedagogical challenges include designing varied tasks and activities that accommodate the diverse learner's needs.)</p>	<p>27. Do you face difficulty distinguishing between assessing students' attitudes and knowledge? Can you explain?</p>
			<p>28. Is there any specific rubric from the school to help teachers assess students?</p>
			<p>29. Do you find it difficult to implement differentiation-based assessment in accordance with existing concepts? Why?</p>
			<p>30. How much time do you need when designing assessments for students?</p>

			31. Do you find it difficult to design different assessments so that you spend too much time on them? Can you describe this?
			32. Is there a way you use to manage your time to make different assessments efficiently? Explain!
			33. Do you feel that your workload has increased when preparing differentiated assessments? Explain!
			34. Do you find it difficult to design effective assessments that are tailored to students' needs, readiness, and learning profiles? How do you overcome this?
			35. Have you ever encountered students who were not ready to learn (in terms of motivation, interest, or physical condition)? What did you do?
			36. What challenges do you face when students are unable to take assessments tailored to their

			learning styles or interests? How do you overcome these challenges?
			37. Do you encounter difficulties in adjusting assessment strategies to the curriculum used?
		2. Institutional Challenges (Adapted from Ibrahim & Ali (2015), Institutional challenges in implementing differentiated assessment include large class sizes, limited staff training, difficulties in sustaining student engagement, providing appropriate stimulation, and ensuring assessment quality).	38. Did you receive training or support when preparing to implement differentiated assessment? If so, what was the impact?
			39. What obstacles did you encounter in terms of facilities, time, or learning resources when trying to implement Differentiated Assessment?
3	Benefit (Adapted from, Ibrahim & Ali (2015), Implementing differentiated assessment can benefit both teacher and student because it helps providing information related student readiness in order to learn specific skill.)	1. Benefit for learner (Adapted from Wormeli (2006); Abebe (2024), Differentiated assessment beneficial for student to increase their motivation, engagement, and academic achievement. It also creates an inclusive and environment to study, focusing on understanding rather than score.)	40. How is the atmosphere in your class after implementing different assessments for each student?
			41. How do students behave when they are interested in the assessment given and vice versa?
			42. How many students become more independent

			when given assessments?
		<p>2. Benefit for teacher (Adapted from Subban (2006), Differentiated assessment benefits teachers by providing rewarding professional experiences, fostering openness to innovative practices, and encouraging long-term instructional improvement when supported by training and collaboration.)</p>	43. How long have you been familiar with the concept of Differentiated Assessment?
			44. Where did you learn about the concept of differentiated assessment?
			45. What do you know about the concept of Differentiated Assessment?
			46. Do you feel that you have sufficient knowledge about differentiated assessment? If not, how will you satisfy your curiosity?
			47. Do you feel more flexible in designing assessments after implementing differentiated assessment?
			48. How does that flexibility help you in teaching in the classroom?
			49. How does differentiated assessment help you recognize students' strengths and difficulties?
			50. How does differentiated assessment help you grow

			professionally as a teacher?
			51. Do you feel more creative and motivated to explore various forms of assessment since implementing differentiated assessment?
			52. Does differentiated assessment help you become closer to your students? Why?



Appendix 5. Expert Judgement Rubric Open-Ended Questionnaire

Questions	Response		Suggestions
	Relevant	Irrelevant	
Implementation of Differentiated Assessment			
A. Content			
1. Do the material contain text, picture, illustration, and video?			
2. Do you use variation of source in order to develop your material? Could you state?			
3. Do you adjust the content with student ability level? In what way?			
4. Do you prepare any additional challenge for fast learner?			
5. Do you give additional information related the material for learner that need more support? How?			
6. Do you adjust the way you explain with student level of understanding?			
7. Do you use any technology during the assessment process? Give the example!			
8. Do you prepare scaffolding for student to help them in understanding the content?			
9. When do you assess the student? do you wait until they are ready?			
B. Process			
10. Do you assess student adjusting to their learning style like visual, audio, and kinesthetic? Please explain!			
11. Do you use variation of approach such as project-based learning, group discussion, gamification and other?			
12. Could you give me a list of some approach that you use to assess student?			
13. Do you give different deadline or times for student in finishing the task? Why?			

14. Do you give any individual guidance for student who need it? please explain!			
C. Product			
15. Do you give a freedom related the way student created their product?			
16. What does the type of product that student usually create?			
17. Do you give choice for student of how to present their product?			
18. Do you adjust the level of product for each student?			
19. Do you give the criteria for product transparently and clearly to the student?			
20. Do you have different rubric for each product?			
D. Environment			
21. Is the environment support the student to learn individually, in group, and to meditate?			
22. Is the class facility support student different learning style?			
23. Is the environment of class comfortable for student during the assessment?			
24. Is the class providing book, teaching aids, electronic devices, and so on?			
25. Is the student feel comfortable and respect toward their diversity?			
E. Formative assessment			
26. How do you implement formative assessment during the learning process to monitor student progress?			
27. Can you share an experience where formative assessment helped you identify and address students' learning needs in real time?			
F. Fairly Grading			
28. Does the student understand the standard or criteria of the task or project?			

29. Do you give the opportunity for student to revise or redo their assignments as part of the learning process?			
30. How do you ensure the quality and fairness of assessments when applying differentiation in your classroom?			
31. Do you separate the academic score with behavior score? Why?			
32. How do you separate academic score and behavior score?			
33. Do you use description to assess student or using score? Why?			
34. Do you provide relevant feedback for student after the assessment?			
Challenges in implementing Differentiated Assessment			
G. Instructional and Pedagogical Challenges			
35. How do you understand about Differentiated Assessment dan it's application?			
36. How do you usually design learning tasks and activities to address the diverse needs of your students?			
37. How long do you usually take time to design task or activity for one material?			
38. How do you manage your time and workload?			
39. What challenges do you face when creating different activities that suit learners with varying abilities and interests?			
40. Can you describe a situation where it was difficult to design tasks that fit the needs of all learners? How did you handle it?			
41. In your experience, which strategies have been most effective in ensuring that all students can participate meaningfully in your lessons?			
42. Do you feel you are working to much when you were designing material using differentiated assessment?			

43. How do you manage the student to follow the activity and to keep them focus?			
44. Is there any challenge you face for allowing task revision or correction?			
H. Institutional Challenges			
45. Is the class size affect the assessment process? How?			
46. Does the school give any training for the teacher? how much training?			
47. Does the training session help you in implementing differentiated assessment?			
48. In your experience, what makes it challenging to provide appropriate stimulation for diverse learners?			
49. What kind of support you need from your school in order to implement differentiated assessment in a better way?			
Benefit of Implementing Differentiated Assessment			
I. Benefit for Learner			
50. In your opinion, does the implementation of differentiated assessment affect student motivation? How?			
51. Tell the experience of student become active in the class during the implementation of differentiated assessment!			
52. How differentiated assessment help the diver's student to achieve their learning goal?			
53. What is the strategy that effectively assist the student need?			
54. Does the student comprehend the material deeply by using differentiated assessment?			
55. Does the student become more independent in the learning after implementing differentiated assessment?			
56. How does the differentiated assessment support student to be			

more responsible for their learning?			
J. Benefit for Teacher			
57. Does differentiated assessment help you to recognize the student potential?			
58. Could you give the example of how does the approach help you to recognize the student potential?			
59. Do you feel more flexible when designing the material? How it helps you?			
60. Do you feel more skilled in designing material after implementing differentiated assessment? Please explain!			
61. Does differentiated assessment encourage you to innovate more often in your teaching? How?			
62. How does differentiated assessment help you grow professionally as a teacher?			
63. Do you feel more creative and motivated to explore various forms of assessment since implementing differentiated assessment? Why?			
64. What kind of creative assessments have you created, and how did students respond to them?			
65. Does using this assessment help you improve yourself for the next meeting?			

Appendix 6. Expert Judgement Rubric Observation Sheet

Statement	Response		Suggestion
	Relevant	Irrelevant	
Implementation of Differentiated Assessment			
A. Content			
1. The material contains text, picture, illustration, and video.			
2. Teacher uses variation of source to develop the material.			
3. Teacher adjusts the content with student ability level.			
4. There any additional challenge for fast learner.			
5. Teacher gives additional information related the material for learner that need more support.			
6. Teacher adjusts the way they explain with student level of understanding.			
7. Teacher uses any technology during the assessment process.			
8. Teacher prepares scaffolding for student to help them in understanding the content.			
9. Teacher assesses the student when they are ready			
B. Process			
10. Teacher use variation of assessment to adjust with student learning style like visual, audio, and kinesthetic.			
11. Teacher uses variation of methods in assessing student.			
12. Teacher gives different deadline or times for student in finishing the task.			
13. Teacher gives any individual guidance for student who need it.			
C. Product			
14. Teacher gives freedom related the way student created their product.			
15. Student create variation type of product.			
16. Teacher gives choice for student of how to present their product.			
17. Teacher adjusts the level of product for each student.			

18. Teacher states clearly the criteria for product.			
19. Teacher has different rubric for each product.			
D. Environment			
20. The environment supports the student to learn individually, in group, and to meditate.			
21. The class facility supports student different learning style.			
22. The environment of class comfortable for student during the assessment.			
23. The class provides books, teaching aids, electronic devices, and any facility to help students.			
E. Formative Assessment			
24. Teacher used formative assessment result to understand the student need.			
25. Teacher implements worksheet as formative assessment during the learning process to monitor student progress.			
26. Teacher could facilitate students' learning needs in real time through worksheet.			
F. Fairly Grading			
27. There any standard or criteria of the task or project explained by the teacher for student.			
28. Teacher ensures the quality and fairness of assessments before applying differentiation in the classroom.			
29. Teacher gives the opportunity for student to revise or redo their assignments as part of the learning process.			
30. Teacher separates the academic score with behavior score.			
31. Teacher uses description to assess student.			
32. Teacher uses score to assess student.			

33. Teacher provides relevant feedback for student after the assessment.			
Challenges in implementing Differentiated Assessment			
G. Instructional and Pedagogical Challenges			
34. Teacher seems difficult in designing task and activity to fulfil divers student need.			
35. Teacher cannot handle the difficulties of designing task and activity for diver's student.			
36. Teacher takes a long time to design task or activity for one material.			
37. Teacher cannot manage their time and workload.			
38. The strategies employ by the teacher is effective in ensuring all students to participate meaningfully during the class.			
39. Teacher is able to manage the student to follow the activity and to keep them focus.			
40. Teacher can manage the task revision or correction.			
H. Institutional Challenges			
41. The class size affects the assessment process.			
42. The school gives any training for the teacher.			
43. The training session help teacher in implementing differentiated assessment.			
44. Teachers need more time to provide any appropriate stimulation for diverse learners.			
45. Teacher gets support from school to implement differentiated assessment in a better way.			
Benefit of Implementing Differentiated Assessment			
I. Benefit for learner			
46. The student becomes motivated and active in the class during the implementation of differentiated assessment.			

47. By implementing differentiated assessment, the student could achieve their learning goal.			
48. The student comprehends the material deeply.			
49. The student becomes more independent in the learning.			
50. The student becomes more responsible for their learning.			
51. The student seems feel comfortable and respect toward their diversity.			
J. Benefit for teacher			
52. Teacher can recognize the student potential.			
53. Teacher is more flexible when designing the material.			
54. Teacher become more skilled in designing material during implementing differentiated assessment.			
55. Teacher is very innovating during teaching and learning process.			
56. Teacher increases their professional day by day.			
57. The assessment is very creative and teacher motivated to explore various forms.			
58. The student responds positively on creative assessment such as create poster.			
59. Teacher improves their way of teaching and prepares the innovative way for next meeting.			

Appendix 7. Expert Judgement Rubric Interview Guide

QUESTION	RESPONSE		SUGGESTION
	Relevant	Irrelevant	
IMPLEMENTATION OF DIFFERENTIATED ASSESSMENT			
A. CONTENT			
1. During the explanation of material or assessment, you said that you use YouTube video. but during the observation, there are no implementation of YouTube. Could you state the reason?			
2. Before you conduct assessments, what steps do you take to prepare for differentiated assessments in the classroom?			
3. How do you adapt your lesson plans or assessments to accommodate student diversity from the initial planning stage?			
4. How to consider the suitable worksheet for student that not surely understand the material?			
5. How to varied the challenge level in worksheet for the same material?			
B. PROCESS			
6. Why do you give more time for student that late to submit the assignment?			
7. If you give additional time for student to finish their work, how do you assess them?			
8. If a student fails to meet the learning objectives, is there a way for the student to improve their grades?			
9. Why do you assess student after you have finished explaining even though the student seems still confused with the material?			

C. PRODUCT			
10. Based on your answer on questionnaire, they sometimes did a project. But when I observe, there is a project create by the student but only differentiated in the form of color type and they did not present it. they did not present it? and in what project they have to present the result?			
11. After observing, I do not see a big difference between product that was created by the student. and several time I catch that you give the same worksheet. could you explain more about this?			
12. Do you have any experience of differentiated the product resut based on student interest? Or only giving choice for student to finish their product? if yes, please explain!			
D. ENVIRONMENT			
13. Does the student could organize their class by themselves or the teacher need to handle it? why?			
E. FORMATIVE ASSESSMENT			
14. How often do you conduct differentiation-based assessments?			
15. Does the assessment was done multiple times in a material or just once?			
16. What the most used strategy to assess student?			
17. Which strategy that effectively help you to identify the student progress? Why?			
18. How do you arrange the assessment in the form of project and presentation to suit the student preference?			

19. How do you analyze student's competency based on their result of assessment?			
20. How do you usually give feedback for student after the assessment?			
F. FAIRLY GRADING			
21. Why do you give choice for student in finishing the assessment?			
22. Is there any difference of rubric for student that get a lot of help during the assessment until finish it or for student that finish it individually without any help?			
23. Are there any different criteria for each student? why?			
24. How do you measure the assessment to be fair even if they made different product?			
25. Do you give the criteria of the product for the student? how do you inform it?			
26. How do you differentiate the competency and behaviour score?			
CHALLENGES IN IMPLEMENTING DIFFERENTIATED ASSESSMENT			
G. INSTRUCTIONAL AND PEDAGOGICAL CHALLENGES			
27. Do you face difficulty distinguishing between assessing students' attitudes and knowledge? Can you explain?			
28. Is there any specific rubric from the school to help teachers assess students?			
29. Do you find it difficult to implement differentiation-based assessment in accordance with existing concepts? Why?			

30. How much time do you need when designing assessments for students?			
31. Do you find it difficult to design different assessments so that you spend too much time on them? Can you describe this?			
32. Is there a way you use to manage your time to make different assessments efficiently? Explain!			
33. Do you feel that your workload has increased when preparing differentiated assessments? Explain!			
34. Do you find it difficult to design effective assessments that are tailored to students' needs, readiness, and learning profiles? How do you overcome this?			
35. Have you ever encountered students who were not ready to learn (in terms of motivation, interest, or physical condition)? What did you do?			
36. What challenges do you face when students are unable to take assessments tailored to their learning styles or interests? How do you overcome these challenges?			
37. Do you encounter difficulties in adjusting assessment strategies to the curriculum used?			
H. INSTITUTIONAL CHALLENGES			
38. Did you receive training or support when preparing to implement differentiated assessment? If so, what was the impact?			
39. What obstacles did you encounter in terms of facilities, time, or learning			

resources when trying to implement Differentiated Assessment?			
BENEFIT OF IMPLEMENTING DIFFERENTIATED ASSESSMENT			
I. BENEFIT FOR LEARNER			
40. How is the atmosphere in your class after implementing different assessments for each student?			
41. How do students behave when they are interested in the assessment given and vice versa?			
42. How many students become more independent when given assessments?			
J. BENEFIT FOR TEACHER			
43. How long have you been familiar with the concept of Differentiated Assessment?			
44. Where did you learn about the concept of differentiated assessment?			
45. What do you know about the concept of Differentiated Assessment?			
46. Do you feel that you have sufficient knowledge about differentiated assessment? If not, how will you satisfy your curiosity?			
47. Do you feel more flexible in designing assessments after implementing differentiated assessment?			
48. How does that flexibility help you in teaching in the classroom?			
49. How does differentiated assessment help you recognize students' strengths and difficulties?			
50. How does differentiated assessment help you grow professionally as a teacher?			

51. Do you feel more creative and motivated to explore various forms of assessment since implementing differentiated assessment?			
52. Does differentiated assessment help you become closer to your students? Why?			



Appendix 8. Completed Expert Judgement Rubric for Open-Ended Questionnaire (Expert 1)

Questions	Response		Suggestions
	Relevant	Irrelevant	
Implementation of Differentiated Assessment			
A. Content			
1. Do the material contain text, picture, illustration, and video?	√		
2. Do you use variation of source in order to develop your material? Could you state?	√		
3. Do you adjust the content with student ability level? In what way?	√		
4. Do you prepare any additional challenge for fast learner?	√		
5. Do you give additional information related the material for learner that need more support? How?	√		
6. Do you adjust the way you explain with student level of understanding?	√		
7. Do you use any technology during the assessment process? Give the example!	√		
8. Do you prepare scaffolding for student to help them in understanding the content?	√		
9. When do you assess the student? do you wait until they are ready?	√		
B. Process			
10. Do you assess student adjusting to their learning style like visual, audio, and kinesthetic? Please explain!	√		
11. Do you use variation of approach such as project-based learning, group discussion, gamification and other?	√		
12. Could you give me a list of some approach that you use to assess student?	√		
13. Do you give different deadline or times for student in finishing the task? Why?	√		

14. Do you give any individual guidance for student who need it? please explain!	√		
C. Product			
15. Do you give a freedom related the way student created their product?	√		
16. What does the type of product that student usually create?	√		
17. Do you give choice for student of how to present their product?	√		
18. Do you adjust the level of product for each student?	√		
19. Do you give the criteria for product transparently and clearly to the student?	√		
20. Do you have different rubric for each product?	√		
D. Environment			
21. Is the environment support the student to learn individually, in group, and to meditate?	√		
22. Is the class facility support student different learning style?	√		
23. Is the environment of class comfortable for student during the assessment?	√		
24. Is the class providing book, teaching aids, electronic devices, and so on?	√		
25. Is the student feel comfortable and respect toward their diversity?	√		
E. Formative assessment			
26. How do you implement formative assessment during the learning process to monitor student progress?	√		
27. Can you share an experience where formative assessment helped you identify and address students' learning needs in real time?	√		
F. Fairly Grading			
28. Does the student understand the standard or criteria of the task or project?	√		

29. Do you give the opportunity for student to revise or redo their assignments as part of the learning process?	√		
30. How do you ensure the quality and fairness of assessments when applying differentiation in your classroom?	√		
31. Do you separate the academic score with behavior score? Why?	√		
32. How do you separate academic score and behavior score?	√		
33. Do you use description to assess student or using score? Why?	√		
34. Do you provide relevant feedback for student after the assessment?	√		
Challenges in implementing Differentiated Assessment			
G. Instructional and Pedagogical Challenges			
35. How do you understand about Differentiated Assessment dan it's application?	√		
36. How do you usually design learning tasks and activities to address the diverse needs of your students?	√		
37. How long do you usually take time to design task or activity for one material?	√		
38. How do you manage your time and workload?	√		
39. What challenges do you face when creating different activities that suit learners with varying abilities and interests?	√		
40. Can you describe a situation where it was difficult to design tasks that fit the needs of all learners? How did you handle it?	√		
41. In your experience, which strategies have been most effective in ensuring that all students can participate meaningfully in your lessons?	√		
42. Do you feel you are working to much when you were designing material using differentiated assessment?	√		

43. How do you manage the student to follow the activity and to keep them focus?	√		
44. Is there any challenge you face for allowing task revision or correction?	√		
H. Institutional Challenges			
45. Is the class size affect the assessment process? How?	√		
46. Does the school give any training for the teacher? how much training?	√		
47. Does the training session help you in implementing differentiated assessment?	√		
48. In your experience, what makes it challenging to provide appropriate stimulation for diverse learners?	√		
49. What kind of support you need from your school in order to implement differentiated assessment in a better way?	√		
I. Benefit for Learner			
50. In your opinion, does the implementation of differentiated assessment affect student motivation? How?	√		
51. Tell the experience of student become active in the class during the implementation of differentiated assessment!	√		
52. How differentiated assessment help the diver's student to achieve their learning goal?	√		
53. What is the strategy that effectively assist the student need?	√		
54. Does the student comprehend the material deeply by using differentiated assessment?	√		
55. Does the student become more independent in the learning after implementing differentiated assessment?	√		
56. How does the differentiated assessment support student to be	√		

more responsible for their learning?			
J. Benefit for Teacher			
57. Does differentiated assessment help you to recognize the student potential?	√		
58. Could you give the example of how does the approach help you to recognize the student potential?	√		
59. Do you feel more flexible when designing the material? How it helps you?	√		
60. Do you feel more skilled in designing material after implementing differentiated assessment? Please explain!	√		
61. Does differentiated assessment encourage you to innovate more often in your teaching? How?	√		
62. How does differentiated assessment help you grow professionally as a teacher?	√		
63. Do you feel more creative and motivated to explore various forms of assessment since implementing differentiated assessment? Why?	√		
64. What kind of creative assessments have you created, and how did students respond to them?	√		
65. Does using this assessment help you improve yourself for the next meeting?	√		

Singaraja, 15 September 2025



Prof. Dr. Ni Nyoman Padmadewi, M.A.

NIP. 196202021988032001

Appendix 9. Completed Expert Judgement Rubric for Open-Ended Questionnaire (Expert 2)

Questions	Response		Suggestions
	Relevant	Irrelevant	
Implementation of Differentiated Assessment			
A. Content			
1. Do the material contain text, picture, illustration, and video?	√		
2. Do you use variation of source in order to develop your material? Could you state?	√		
3. Do you adjust the content with student ability level? In what way?	√		
4. Do you prepare any additional challenge for fast learner?	√		
5. Do you give additional information related the material for learner that need more support? How?	√		
6. Do you adjust the way you explain with student level of understanding?	√		
7. Do you use any technology during the assessment process? Give the example!	√		
8. Do you prepare scaffolding for student to help them in understanding the content?	√		
9. When do you assess the student? do you wait until they are ready?	√		
B. Process			
10. Do you assess student adjusting to their learning style like visual, audio, and kinesthetic? Please explain!	√		
11. Do you use variation of approach such as project-based learning, group discussion, gamification and other?	√		
12. Could you give me a list of some approach that you use to assess student?	√		
13. Do you give different deadline or times for student in finishing the task? Why?	√		

14. Do you give any individual guidance for student who need it? please explain!	√		
C. Product			
15. Do you give a freedom related the way student created their product?	√		
16. What does the type of product that student usually create?	√		
17. Do you give choice for student of how to present their product?	√		
18. Do you adjust the level of product for each student?	√		
19. Do you give the criteria for product transparently and clearly to the student?	√		
20. Do you have different rubric for each product?	√		
D. Environment			
21. Is the environment support the student to learn individually, in group, and to meditate?	√		
22. Is the class facility support student different learning style?	√		
23. Is the environment of class comfortable for student during the assessment?	√		
24. Is the class providing book, teaching aids, electronic devices, and so on?	√		
25. Is the student feel comfortable and respect toward their diversity?	√		
E. Formative assessment			
26. How do you implement formative assessment during the learning process to monitor student progress?	√		
27. Can you share an experience where formative assessment helped you identify and address students' learning needs in real time?	√		
F. Fairly Grading			
28. Does the student understand the standard or criteria of the task or project?	√		

29. Do you give the opportunity for student to revise or redo their assignments as part of the learning process?	√		
30. How do you ensure the quality and fairness of assessments when applying differentiation in your classroom?	√		
31. Do you separate the academic score with behavior score? Why?	√		
32. How do you separate academic score and behavior score?	√		
33. Do you use description to assess student or using score? Why?	√		
34. Do you provide relevant feedback for student after the assessment?	√		
Challenges in implementing Differentiated Assessment			
G. Instructional and Pedagogical Challenges			
35. How do you understand about Differentiated Assessment dan it's application?	√		
36. How do you usually design learning tasks and activities to address the diverse needs of your students?	√		
37. How long do you usually take time to design task or activity for one material?	√		
38. How do you manage your time and workload?	√		
39. What challenges do you face when creating different activities that suit learners with varying abilities and interests?	√		
40. Can you describe a situation where it was difficult to design tasks that fit the needs of all learners? How did you handle it?	√		
41. In your experience, which strategies have been most effective in ensuring that all students can participate meaningfully in your lessons?	√		
42. Do you feel you are working to much when you were designing material using differentiated assessment?	√		

43. How do you manage the student to follow the activity and to keep them focus?	√		
44. Is there any challenge you face for allowing task revision or correction?	√		
H. Institutional Challenges			
45. Is the class size affect the assessment process? How?	√		
46. Does the school give any training for the teacher? how much training?	√		
47. Does the training session help you in implementing differentiated assessment?	√		
48. In your experience, what makes it challenging to provide appropriate stimulation for diverse learners?	√		
49. What kind of support you need from your school in order to implement differentiated assessment in a better way?	√		
Benefit of Implementing Differentiated Assessment			
I. Benefit for Learner			
50. In your opinion, does the implementation of differentiated assessment affect student motivation? How?	√		
51. Tell the experience of student become active in the class during the implementation of differentiated assessment!	√		
52. How differentiated assessment help the diver's student to achieve their learning goal?	√		
53. What is the strategy that effectively assist the student need?	√		
54. Does the student comprehend the material deeply by using differentiated assessment?	√		
55. Does the student become more independent in the learning after implementing differentiated assessment?	√		
56. How does the differentiated assessment support student to be	√		

more responsible for their learning?			
J. Benefit for Teacher			
57. Does differentiated assessment help you to recognize the student potential?	√		
58. Could you give the example of how does the approach help you to recognize the student potential?	√		
59. Do you feel more flexible when designing the material? How it helps you?	√		
60. Do you feel more skilled in designing material after implementing differentiated assessment? Please explain!	√		
61. Does differentiated assessment encourage you to innovate more often in your teaching? How?	√		
62. How does differentiated assessment help you grow professionally as a teacher?	√		
63. Do you feel more creative and motivated to explore various forms of assessment since implementing differentiated assessment? Why?	√		
64. What kind of creative assessments have you created, and how did students respond to them?	√		
65. Does using this assessment help you improve yourself for the next meeting?	√		

Singaraja, 15 September 2025



Prof. Dr. I G A Lokita Purnamika Utami, S.Pd., M.Pd.

NIP. 198304022006042001

Appendix 10. Completed Expert Judgement Rubric for Observation Sheet
(Expert 1)

Statement	Response		Suggestion
	Relevant	Irrelevant	
Implementation of Differentiated Assessment			
A. Content			
1. The material contains text, picture, illustration, and video.	√		
2. Teacher uses variation of source to develop the material.	√		
3. Teacher adjusts the content with student ability level.	√		
4. There any additional challenge for fast learner.	√		
5. Teacher gives additional information related the material for learner that need more support.	√		
6. Teacher adjusts the way they explain with student level of understanding.	√		
7. Teacher uses any technology during the assessment process.	√		
8. Teacher prepares scaffolding for student to help them in understanding the content.	√		
9. Teacher assesses the student when they are ready	√		
B. Process			
10. Teacher use variation of assessment to adjust with student learning style like visual, audio, and kinesthetic.	√		
11. Teacher uses variation of methods in assessing student.	√		
12. Teacher gives different deadline or times for student in finishing the task.	√		
13. Teacher gives any individual guidance for student who need it.	√		
C. Product			
14. Teacher gives freedom related the way student created their product.	√		
15. Student create variation type of product.	√		
16. Teacher gives choice for student of how to present their product.	√		

17. Teacher adjusts the level of product for each student.	√		
18. Teacher states clearly the criteria for product.	√		
19. Teacher has different rubric for each product.	√		
D. Environment			
20. The environment supports the student to learn individually, in group, and to meditate.	√		
21. The class facility supports student different learning style.	√		
22. The environment of class comfortable for student during the assessment.	√		
23. The class provides books, teaching aids, electronic devices, and any facility to help students.	√		
E. Formative Assessment			
24. Teacher used formative assessment result to understand the student need.	√		
25. Teacher implements worksheet as formative assessment during the learning process to monitor student progress.	√		
26. Teacher could facilitate students' learning needs in real time through worksheet.	√		
F. Fairly Grading			
27. There any standard or criteria of the task or project explained by the teacher for student.	√		
28. Teacher ensures the quality and fairness of assessments before applying differentiation in the classroom.	√		
29. Teacher gives the opportunity for student to revise or redo their assignments as part of the learning process.	√		
30. Teacher separates the academic score with behavior score.	√		
31. Teacher uses description to assess student.	√		
32. Teacher uses score to assess student.	√		

33. Teacher provides relevant feedback for student after the assessment.	√		
Challenges in implementing Differentiated Assessment			
G. Instructional and Pedagogical Challenges			
34. Teacher seems difficult in designing task and activity to fulfil divers student need.	√		
35. Teacher cannot handle the difficulties of designing task and activity for diver's student.	√		
36. Teacher takes a long time to design task or activity for one material.	√		
37. Teacher cannot manage their time and workload.	√		
38. The strategies employ by the teacher is effective in ensuring all students to participate meaningfully during the class.	√		
39. Teacher is able to manage the student to follow the activity and to keep them focus.	√		
40. Teacher can manage the task revision or correction.	√		
H. Institutional Challenges			
41. The class size affects the assessment process.	√		
42. The school gives any training for the teacher.	√		
43. The training session help teacher in implementing differentiated assessment.	√		
44. Teachers need more time to provide any appropriate stimulation for diverse learners.	√		
45. Teacher gets support from school to implement differentiated assessment in a better way.	√		
Benefit of Implementing Differentiated Assessment			
I. Benefit for learner			
46. The student becomes motivated and active in the class during the implementation of differentiated assessment.	√		

47. By implementing differentiated assessment, the student could achieve their learning goal.	√		
48. The student comprehends the material deeply.	√		
49. The student becomes more independent in the learning.	√		
50. The student becomes more responsible for their learning.	√		
51. The student seems feel comfortable and respect toward their diversity.	√		
J. Benefit for teacher			
52. Teacher can recognize the student potential.	√		
53. Teacher is more flexible when designing the material.	√		
54. Teacher become more skilled in designing material during implementing differentiated assessment.	√		
55. Teacher is very innovating during teaching and learning process.	√		
56. Teacher increases their professional day by day.	√		
57. The assessment is very creative and teacher motivated to explore various forms.	√		
58. The student responds positively on creative assessment such as create poster.	√		
59. Teacher improves their way of teaching and prepares the innovative way for next meeting.	√		

Singaraja, 29 September 2025



Prof. Dr. Ni Nyoman Padmadewi, M.A.

NIP. 196202021988032001

Appendix 11. Completed Expert Judgement Rubric for Observation Sheet
(Expert 2)

Statement	Response		Suggestion
	Relevant	Irrelevant	
Implementation of Differentiated Assessment			
K. Content			
60. The material contains text, picture, illustration, and video.	√		
61. Teacher uses variation of source to develop the material.	√		
62. Teacher adjusts the content with student ability level.	√		
63. There any additional challenge for fast learner.	√		
64. Teacher gives additional information related the material for learner that need more support.	√		
65. Teacher adjusts the way they explain with student level of understanding.	√		
66. Teacher uses any technology during the assessment process.	√		
67. Teacher prepares scaffolding for student to help them in understanding the content.	√		
68. Teacher assesses the student when they are ready	√		
L. Process			
69. Teacher use variation of assessment to adjust with student learning style like visual, audio, and kinesthetic.	√		
70. Teacher uses variation of methods in assessing student.	√		
71. Teacher gives different deadline or times for student in finishing the task.	√		
72. Teacher gives any individual guidance for student who need it.	√		
M. Product			
73. Teacher gives freedom related the way student created their product.	√		
74. Student create variation type of product.	√		
75. Teacher gives choice for student of how to present their product.	√		

76. Teacher adjusts the level of product for each student.	√		
77. Teacher states clearly the criteria for product.	√		
78. Teacher has different rubric for each product.	√		
N. Environment			
79. The environment supports the student to learn individually, in group, and to meditate.	√		
80. The class facility supports student different learning style.	√		
81. The environment of class comfortable for student during the assessment.	√		
82. The class provides books, teaching aids, electronic devices, and any facility to help students.	√		
O. Formative Assessment			
83. Teacher used formative assessment result to understand the student need.	√		
84. Teacher implements worksheet as formative assessment during the learning process to monitor student progress.	√		
85. Teacher could facilitate students' learning needs in real time through worksheet.	√		
P. Fairly Grading			
86. There any standard or criteria of the task or project explained by the teacher for student.	√		
87. Teacher ensures the quality and fairness of assessments before applying differentiation in the classroom.	√		
88. Teacher gives the opportunity for student to revise or redo their assignments as part of the learning process.	√		
89. Teacher separates the academic score with behavior score.	√		
90. Teacher uses description to assess student.	√		
91. Teacher uses score to assess student.	√		

92. Teacher provides relevant feedback for student after the assessment.	√		
Challenges in implementing Differentiated Assessment			
Q. Instructional and Pedagogical Challenges			
93. Teacher seems difficult in designing task and activity to fulfil divers student need.	√		
94. Teacher cannot handle the difficulties of designing task and activity for diver's student.	√		
95. Teacher takes a long time to design task or activity for one material.	√		
96. Teacher cannot manage their time and workload.	√		
97. The strategies employ by the teacher is effective in ensuring all students to participate meaningfully during the class.	√		
98. Teacher is able to manage the student to follow the activity and to keep them focus.	√		
99. Teacher can manage the task revision or correction.	√		
R. Institutional Challenges			
100. The class size affects the assessment process.	√		
101. The school gives any training for the teacher.	√		
102. The training session help teacher in implementing differentiated assessment.	√		
103. Teacher needs more time to provide any appropriate stimulation for diverse learners.	√		
104. Teacher gets support from school to implement differentiated assessment in a better way.	√		
Benefit of Implementing Differentiated Assessment			
S. Benefit for learner			
105. The student becomes motivated and active in the class during the implementation of differentiated assessment.	√		

106. By implementing differentiated assessment, the student could achieve their learning goal.	√		
107. The student comprehends the material deeply.	√		
108. The student becomes more independent in the learning.	√		
109. The student becomes more responsible for their learning.	√		
110. The student seems feel comfortable and respect toward their diversity.	√		
T. Benefit for teacher			
111. Teacher can recognize the student potential.	√		
112. Teacher is more flexible when designing the material.	√		
113. Teacher become more skilled in designing material during implementing differentiated assessment.	√		
114. Teacher is very innovating during teaching and learning process.	√		
115. Teacher increases their professional day by day.	√		
116. The assessment is very creative and teacher motivated to explore various forms.	√		
117. The student responds positively on creative assessment such as create poster.	√		
118. Teacher improves their way of teaching and prepares the innovative way for next meeting.	√		

Singaraja, 29 September 2025

Prof. Dr. I G A Lokita Purnamika Utami,
S.Pd., M.Pd.

NIP. 198304022006042001

Appendix 12. Completed Expert Judgement Rubric for Interview Guide (Expert 1)

QUESTION	RESPONSE		SUGGESTION
	Relevant	Irrelevant	
IMPLEMENTATION OF DIFFERENTIATED ASSESSMENT			
A. CONTENT			
1. During the explanation of material or assessment, you said that you use YouTube video. but during the observation, there are no implementation of YouTube. Could you state the reason?	√		
2. Before you conduct assessments, what steps do you take to prepare for differentiated assessments in the classroom?	√		
3. How do you adapt your lesson plans or assessments to accommodate student diversity from the initial planning stage?	√		
4. How to consider the suitable worksheet for student that not surely understand the material?	√		
5. How to varied the challenge level in worksheet for the same material?	√		
B. PROCESS			
6. Why do you give more time for student that late to submit the assignment?	√		
7. If you give additional time for student to finish their work, how do you assess them?	√		
8. If a student fails to meet the learning objectives, is there a way for the student to improve their grades?	√		
9. Why do you assess student after you have finished explaining even though the	√		

student seems still confused with the material?			
C. PRODUCT			
10. Based on your answer on questionnaire, they sometimes did a project. But when I observe, there is a project create by the student but only differentiated in the form of color type and they did not present it. they did not present it? and in what project they have to present the result?	√		
11. After observing, I do not see a big difference between product that was created by the student. and several time I catch that you give the same worksheet. could you explain more about this?	√		
12. Do you have any experience of differentiated the product resut based on student interest? Or only giving choice for student to finish their product? if yes, please explain!	√		
D. ENVIRONMENT			
13. Does the student could organize their class by themselves or the teacher need to handle it? why?	√		
E. FORMATIVE ASSESSMENT			
14. How often do you conduct differentiation-based assessments?	√		
15. Does the assessment was done multiple times in a material or just once?	√		
16. What the most used strategy to assess student?	√		
17. Which strategy that effectively help you to identify the student progress? Why?	√		
18. How do you arrange the assessment in the form of	√		

project and presentation to suit the student preference?			
19. How do you analyze student's competency based on their result of assessment?	√		
20. How do you usually give feedback for student after the assessment?	√		
F. FAIRLY GRADING			
21. Why do you give choice for student in finishing the assessment?	√		
22. Is there any difference of rubric for student that get a lot of help during the assessment until finish it or for student that finish it individually without any help?	√		
23. Are there any different criteria for each student? why?	√		
24. How do you measure the assessment to be fair even if they made different product?	√		
25. Do you give the criteria of the product for the student? how do you inform it?	√		
26. How do you differentiate the competency and behaviour score?	√		
CHALLENGES IN IMPLEMENTING DIFFERENTIATED ASSESSMENT			
G. INSTRUCTIONAL AND PEDAGOGICAL CHALLENGES			
27. Do you face difficulty distinguishing between assessing students' attitudes and knowledge? Can you explain?	√		
28. Is there any specific rubric from the school to help teachers assess students?	√		
29. Do you find it difficult to implement differentiation-based assessment in accordance with existing concepts? Why?	√		

30. How much time do you need when designing assessments for students?	√		
31. Do you find it difficult to design different assessments so that you spend too much time on them? Can you describe this?	√		
32. Is there a way you use to manage your time to make different assessments efficiently? Explain!	√		
33. Do you feel that your workload has increased when preparing differentiated assessments? Explain!	√		
34. Do you find it difficult to design effective assessments that are tailored to students' needs, readiness, and learning profiles? How do you overcome this?	√		
35. Have you ever encountered students who were not ready to learn (in terms of motivation, interest, or physical condition)? What did you do?	√		
36. What challenges do you face when students are unable to take assessments tailored to their learning styles or interests? How do you overcome these challenges?	√		
37. Do you encounter difficulties in adjusting assessment strategies to the curriculum used?	√		
H. INSTITUTIONAL CHALLENGES			
38. Did you receive training or support when preparing to implement differentiated assessment? If so, what was the impact?	√		
39. What obstacles did you encounter in terms of facilities, time, or learning	√		

resources when trying to implement Differentiated Assessment?			
BENEFIT OF IMPLEMENTING DIFFERENTIATED ASSESSMENT			
I. BENEFIT FOR LEARNER			
40. How is the atmosphere in your class after implementing different assessments for each student?	√		
41. How do students behave when they are interested in the assessment given and vice versa?	√		
42. How many students become more independent when given assessments?	√		
J. BENEFIT FOR TEACHER			
43. How long have you been familiar with the concept of Differentiated Assessment?	√		
44. Where did you learn about the concept of differentiated assessment?	√		
45. What do you know about the concept of Differentiated Assessment?	√		
46. Do you feel that you have sufficient knowledge about differentiated assessment? If not, how will you satisfy your curiosity?	√		
47. Do you feel more flexible in designing assessments after implementing differentiated assessment?	√		
48. How does that flexibility help you in teaching in the classroom?	√		
49. How does differentiated assessment help you recognize students' strengths and difficulties?	√		
50. How does differentiated assessment help you grow professionally as a teacher?	√		

51. Do you feel more creative and motivated to explore various forms of assessment since implementing differentiated assessment?	√		
52. Does differentiated assessment help you become closer to your students? Why?	√		

Singaraja, 26 October 2025



Prof. Dr. Ni Nyoman
Padmadewi, M.A.

NIP. 196202021988032001



Appendix 13. Completed Expert Judgement Rubric for Interview Guide (Expert 2)

QUESTION	RESPONSE		SUGGESTION
	Relevant	Irrelevant	
IMPLEMENTATION OF DIFFERENTIATED ASSESSMENT			
A. CONTENT			
1. During the explanation of material or assessment, you said that you use YouTube video. but during the observation, there are no implementation of YouTube. Could you state the reason?	√		
2. Before you conduct assessments, what steps do you take to prepare for differentiated assessments in the classroom?	√		
3. How do you adapt your lesson plans or assessments to accommodate student diversity from the initial planning stage?	√		
4. How to consider the suitable worksheet for student that not surely understand the material?	√		
5. How to varied the challenge level in worksheet for the same material?	√		
B. PROCESS			
6. Why do you give more time for student that late to submit the assignment?	√		
7. If you give additional time for student to finish their work, how do you assess them?	√		
8. If a student fails to meet the learning objectives, is there a way for the student to improve their grades?	√		
9. Why do you assess student after you have finished explaining even though the student seems still confused with the material?	√		

C. PRODUCT			
10. Based on your answer on questionnaire, they sometimes did a project. But when I observe, there is a project create by the student but only differentiated in the form of color type and they did not present it. they did not present it? and in what project they have to present the result?	√		
11. After observing, I do not see a big difference between product that was created by the student. and several time I catch that you give the same worksheet. could you explain more about this?	√		
12. Do you have any experience of differentiated the product resut based on student interest? Or only giving choice for student to finish their product? if yes, please explain!	√		
D. ENVIRONMENT			
13. Does the student could organize their class by themselves or the teacher need to handle it? why?	√		
E. FORMATIVE ASSESSMENT			
14. How often do you conduct differentiation-based assessments?	√		
15. Does the assessment was done multiple times in a material or just once?	√		
16. What the most used strategy to assess student?	√		
17. Which strategy that effectively help you to identify the student progress? Why?	√		
18. How do you arrange the assessment in the form of project and presentation to suit the student preference?	√		

19. How do you analyze student's competency based on their result of assessment?	√		
20. How do you usually give feedback for student after the assessment?	√		
F. FAIRLY GRADING			
21. Why do you give choice for student in finishing the assessment?	√		
22. Is there any difference of rubric for student that get a lot of help during the assessment until finish it or for student that finish it individually without any help?	√		
23. Are there any different criteria for each student? why?	√		
24. How do you measure the assessment to be fair even if they made different product?	√		
25. Do you give the criteria of the product for the student? how do you inform it?	√		
26. How do you differentiate the competency and behaviour score?	√		
CHALLENGES IN IMPLEMENTING DIFFERENTIATED ASSESSMENT			
G. INSTRUCTIONAL AND PEDAGOGICAL CHALLENGES			
27. Do you face difficulty distinguishing between assessing students' attitudes and knowledge? Can you explain?	√		
28. Is there any specific rubric from the school to help teachers assess students?	√		
29. Do you find it difficult to implement differentiation-based assessment in accordance with existing concepts? Why?	√		

30. How much time do you need when designing assessments for students?	√		
31. Do you find it difficult to design different assessments so that you spend too much time on them? Can you describe this?	√		
32. Is there a way you use to manage your time to make different assessments efficiently? Explain!	√		
33. Do you feel that your workload has increased when preparing differentiated assessments? Explain!	√		
34. Do you find it difficult to design effective assessments that are tailored to students' needs, readiness, and learning profiles? How do you overcome this?	√		
35. Have you ever encountered students who were not ready to learn (in terms of motivation, interest, or physical condition)? What did you do?	√		
36. What challenges do you face when students are unable to take assessments tailored to their learning styles or interests? How do you overcome these challenges?	√		
37. Do you encounter difficulties in adjusting assessment strategies to the curriculum used?	√		
H. INSTITUTIONAL CHALLENGES			
38. Did you receive training or support when preparing to implement differentiated assessment? If so, what was the impact?	√		
39. What obstacles did you encounter in terms of facilities, time, or learning	√		

resources when trying to implement Differentiated Assessment?			
BENEFIT OF IMPLEMENTING DIFFERENTIATED ASSESSMENT			
I. BENEFIT FOR LEARNER			
40. How is the atmosphere in your class after implementing different assessments for each student?	√		
41. How do students behave when they are interested in the assessment given and vice versa?	√		
42. How many students become more independent when given assessments?	√		
J. BENEFIT FOR TEACHER			
43. How long have you been familiar with the concept of Differentiated Assessment?	√		
44. Where did you learn about the concept of differentiated assessment?	√		
45. What do you know about the concept of Differentiated Assessment?	√		
46. Do you feel that you have sufficient knowledge about differentiated assessment? If not, how will you satisfy your curiosity?	√		
47. Do you feel more flexible in designing assessments after implementing differentiated assessment?	√		
48. How does that flexibility help you in teaching in the classroom?	√		
49. How does differentiated assessment help you recognize students' strengths and difficulties?	√		
50. How does differentiated assessment help you grow professionally as a teacher?	√		

51. Do you feel more creative and motivated to explore various forms of assessment since implementing differentiated assessment?	√		
52. Does differentiated assessment help you become closer to your students? Why?	√		

Singaraja, 26 October 2025



Prof. Dr. I G A Lokita Purnamika Utami,
S.Pd., M.Pd.

NIP. 198304022006042001

Appendix 14. Tabulation of Expert Judgement Results for Open-Ended Questionnaire

Questions	Validator		Relevance Category
	Validator 1	Validator 2	
Implementation of Differentiated Assessment			
A. Content			
1. Do the material contain text, picture, illustration, and video?	Relevant	Relevant	D
2. Do you use variation of source in order to develop your material? Could you state?	Relevant	Relevant	D
3. Do you adjust the content with student ability level? In what way?	Relevant	Relevant	D
4. Do you prepare any additional challenge for fast learner?	Relevant	Relevant	D
5. Do you give additional information related the material for learner that need more support? How?	Relevant	Relevant	D
6. Do you adjust the way you explain with student level of understanding?	Relevant	Relevant	D
7. Do you use any technology during the assessment process? Give the example!	Relevant	Relevant	D
8. Do you prepare scaffolding for student to help them in understanding the content?	Relevant	Relevant	D
9. When do you assess the student? do you wait until they are ready?	Relevant	Relevant	D
B. Process			
10. Do you assess student adjusting to their learning style like visual, audio, and kinesthetic? Please explain!	Relevant	Relevant	D
11. Do you use variation of approach such as project-based learning, group discussion, gamification and other?	Relevant	Relevant	D
12. Could you give me a list of some approach that you use to assess student?	Relevant	Relevant	D

13. Do you give different deadline or times for student in finishing the task? Why?	Relevant	Relevant	D
14. Do you give any individual guidance for student who need it? please explain!	Relevant	Relevant	D
C. Product			
15. Do you give a freedom related the way student created their product?	Relevant	Relevant	D
16. What does the type of product that student usually create?	Relevant	Relevant	D
17. Do you give choice for student of how to present their product?	Relevant	Relevant	D
18. Do you adjust the level of product for each student?	Relevant	Relevant	D
19. Do you give the criteria for product transparently and clearly to the student?	Relevant	Relevant	D
20. Do you have different rubric for each product?	Relevant	Relevant	D
D. Environment			
21. Is the environment support the student to learn individually, in group, and to meditate?	Relevant	Relevant	D
22. Is the class facility support student different learning style?	Relevant	Relevant	D
23. Is the environment of class comfortable for student during the assessment?	Relevant	Relevant	D
24. Is the class providing book, teaching aids, electronic devices, and so on?	Relevant	Relevant	D
25. Is the student feel comfortable and respect toward their diversity?	Relevant	Relevant	D
E. Formative assessment			
26. How do you implement formative assessment during the learning process to monitor student progress?	Relevant	Relevant	D
27. Can you share an experience where formative assessment helped you identify and	Relevant	Relevant	D

address students' learning needs in real time?			
F. Fairly Grading			
28. Does the student understand the standard or criteria of the task or project?	Relevant	Relevant	D
29. Do you give the opportunity for student to revise or redo their assignments as part of the learning process?	Relevant	Relevant	D
30. How do you ensure the quality and fairness of assessments when applying differentiation in your classroom?	Relevant	Relevant	D
31. Do you separate the academic score with behavior score? Why?	Relevant	Relevant	D
32. How do you separate academic score and behavior score?	Relevant	Relevant	D
33. Do you use description to assess student or using score? Why?	Relevant	Relevant	D
34. Do you provide relevant feedback for student after the assessment?	Relevant	Relevant	D
Challenges in implementing Differentiated Assessment			
G. Instructional and Pedagogical Challenges			
35. How do you understand about Differentiated Assessment dan it's application?	Relevant	Relevant	D
36. How do you usually design learning tasks and activities to address the diverse needs of your students?	Relevant	Relevant	D
37. How long do you usually take time to design task or activity for one material?	Relevant	Relevant	D
38. How do you manage your time and workload?	Relevant	Relevant	D
39. What challenges do you face when creating different activities that suit learners with varying abilities and interests?	Relevant	Relevant	D
40. Can you describe a situation where it was difficult to	Relevant	Relevant	D

design tasks that fit the needs of all learners? How did you handle it?			
41. In your experience, which strategies have been most effective in ensuring that all students can participate meaningfully in your lessons?	Relevant	Relevant	D
42. Do you feel you are working to much when you were designing material using differentiated assessment?	Relevant	Relevant	D
43. How do you manage the student to follow the activity and to keep them focus?	Relevant	Relevant	D
44. Is there any challenge you face for allowing task revision or correction?	Relevant	Relevant	D
H. Institutional Challenges			
45. Is the class size affect the assessment process? How?	Relevant	Relevant	D
46. Does the school give any training for the teacher? how much training?	Relevant	Relevant	D
47. Does the training session help you in implementing differentiated assessment?	Relevant	Relevant	D
48. In your experience, what makes it challenging to provide appropriate stimulation for diverse learners?	Relevant	Relevant	D
49. What kind of support you need from your school in order to implement differentiated assessment in a better way?	Relevant	Relevant	D
Benefit of Implementing Differentiated Assessment			
I. Benefit for Learner			
50. In your opinion, does the implementation of differentiated assessment affect student motivation? How?	Relevant	Relevant	D
51. Tell the experience of student become active in the class during the implementation of differentiated assessment!	Relevant	Relevant	D

52. How differentiated assessment help the diver's student to achieve their learning goal?	Relevant	Relevant	D
53. What is the strategy that effectively assist the student need?	Relevant	Relevant	D
54. Does the student comprehend the material deeply by using differentiated assessment?	Relevant	Relevant	D
55. Does the student become more independent in the learning after implementing differentiated assessment?	Relevant	Relevant	D
56. How does the differentiated assessment support student to be more responsible for their learning?	Relevant	Relevant	D
J. Benefit for Teacher			
57. Does differentiated assessment help you to recognize the student potential?	Relevant	Relevant	D
58. Could you give the example of how does the approach help you to recognize the student potential?	Relevant	Relevant	D
59. Do you feel more flexible when designing the material? How it helps you?	Relevant	Relevant	D
60. Do you feel more skilled in designing material after implementing differentiated assessment? Please explain!	Relevant	Relevant	D
61. Does differentiated assessment encourage you to innovate more often in your teaching? How?	Relevant	Relevant	D
62. How does differentiated assessment help you grow professionally as a teacher?	Relevant	Relevant	D
63. Do you feel more creative and motivated to explore various forms of assessment since implementing differentiated assessment? Why?	Relevant	Relevant	D
64. What kind of creative assessments have you created,	Relevant	Relevant	D

and how did students respond to them?			
65. Does using this assessment help you improve yourself for the next meeting?	Relevant	Relevant	D



Appendix 15. Tabulation of Expert Judgement Results for Observation Sheet

Statement	Validator		Relevance Category
	Validator 1	Validator 2	
Implementation of Differentiated Assessment			
A. Content			
1. The material contains text, picture, illustration, and video.	Relevant	Relevant	D
2. Teacher uses variation of source to develop the material.	Relevant	Relevant	D
3. Teacher adjusts the content with student ability level.	Relevant	Relevant	D
4. There any additional challenge for fast learner.	Relevant	Relevant	D
5. Teacher gives additional information related the material for learner that need more support.	Relevant	Relevant	D
6. Teacher adjusts the way they explain with student level of understanding.	Relevant	Relevant	D
7. Teacher uses any technology during the assessment process.	Relevant	Relevant	D
8. Teacher prepares scaffolding for student to help them in understanding the content.	Relevant	Relevant	D
9. Teacher assesses the student when they are ready	Relevant	Relevant	D
B. Process			
10. Teacher use variation of assessment to adjust with student learning style like visual, audio, and kinesthetic.	Relevant	Relevant	D
11. Teacher uses variation of methods in assessing student.	Relevant	Relevant	D
12. Teacher gives different deadline or times for student in finishing the task.	Relevant	Relevant	D
13. Teacher gives any individual guidance for student who need it.	Relevant	Relevant	D
C. Product			
14. Teacher gives freedom related the way student created their product.	Relevant	Relevant	D

15. Student create variation type of product.	Relevant	Relevant	D
16. Teacher gives choice for student of how to present their product.	Relevant	Relevant	D
17. Teacher adjusts the level of product for each student.	Relevant	Relevant	D
18. Teacher states clearly the criteria for product.	Relevant	Relevant	D
19. Teacher has different rubric for each product.	Relevant	Relevant	D
D. Environment			
20. The environment supports the student to learn individually, in group, and to meditate.	Relevant	Relevant	D
21. The class facility supports student different learning style.	Relevant	Relevant	D
22. The environment of class comfortable for student during the assessment.	Relevant	Relevant	D
23. The class provides books, teaching aids, electronic devices, and any facility to help students.	Relevant	Relevant	D
E. Formative Assessment			
24. Teacher used formative assessment result to understand the student need.	Relevant	Relevant	D
25. Teacher implements worksheet as formative assessment during the learning process to monitor student progress.	Relevant	Relevant	D
26. Teacher could facilitate students' learning needs in real time through worksheet.	Relevant	Relevant	D
F. Fairly Grading			
27. There any standard or criteria of the task or project explained by the teacher for student.	Relevant	Relevant	D
28. Teacher ensures the quality and fairness of assessments before applying differentiation in the classroom.	Relevant	Relevant	D

29. Teacher gives the opportunity for student to revise or redo their assignments as part of the learning process.	Relevant	Relevant	D
30. Teacher separates the academic score with behavior score.	Relevant	Relevant	D
31. Teacher uses description to assess student.	Relevant	Relevant	D
32. Teacher uses score to assess student.	Relevant	Relevant	D
33. Teacher provides relevant feedback for student after the assessment.	Relevant	Relevant	D
Challenges in implementing Differentiated Assessment			
G. Instructional and Pedagogical Challenges			
34. Teacher seems difficult in designing task and activity to fulfil divers student need.	Relevant	Relevant	D
35. Teacher cannot handle the difficulties of designing task and activity for diver's student.	Relevant	Relevant	D
36. Teacher takes a long time to design task or activity for one material.	Relevant	Relevant	D
37. Teacher cannot manage their time and workload.	Relevant	Relevant	D
38. The strategies employ by the teacher is effective in ensuring all students to participate meaningfully during the class.	Relevant	Relevant	D
39. Teacher is able to manage the student to follow the activity and to keep them focus.	Relevant	Relevant	D
40. Teacher can manage the task revision or correction.	Relevant	Relevant	D
H. Institutional Challenges			
41. The class size affects the assessment process.	Relevant	Relevant	D
42. The school gives any training for the teacher.	Relevant	Relevant	D
43. The training session help teacher in implementing differentiated assessment.	Relevant	Relevant	D

44. Teachers need more time to provide any appropriate stimulation for diverse learners.	Relevant	Relevant	D
45. Teacher gets support from school to implement differentiated assessment in a better way.	Relevant	Relevant	D
Benefit of Implementing Differentiated Assessment			
I. Benefit for learner			
46. The student becomes motivated and active in the class during the implementation of differentiated assessment.	Relevant	Relevant	D
47. By implementing differentiated assessment, the student could achieve their learning goal.	Relevant	Relevant	D
48. The student comprehends the material deeply.	Relevant	Relevant	D
49. The student becomes more independent in the learning.	Relevant	Relevant	D
50. The student becomes more responsible for their learning.	Relevant	Relevant	D
51. The student seems feel comfortable and respect toward their diversity.	Relevant	Relevant	D
J. Benefit for teacher			
52. Teacher can recognize the student potential.	Relevant	Relevant	D
53. Teacher is more flexible when designing the material.	Relevant	Relevant	D
54. Teacher become more skilled in designing material during implementing differentiated assessment.	Relevant	Relevant	D
55. Teacher is very innovating during teaching and learning process.	Relevant	Relevant	D
56. Teacher increases their professional day by day.	Relevant	Relevant	D
57. The assessment is very creative and teacher motivated to explore various forms.	Relevant	Relevant	D

58. The student responds positively on creative assessment such as create poster.	Relevant	Relevant	D
59. Teacher improves their way of teaching and prepares the innovative way for next meeting.	Relevant	Relevant	D



Appendix 16. Tabulation of Expert Judgement Results for Interview Guide

QUESTION	Validator		Relevance Category
	Validator 1	Validator 2	
IMPLEMENTATION OF DIFFERENTIATED ASSESSMENT			
A. CONTENT			
1. During the explanation of material or assessment, you said that you use YouTube video. but during the observation, there are no implementation of YouTube. Could you state the reason?	Relevant	Relevant	D
2. Before you conduct assessments, what steps do you take to prepare for differentiated assessments in the classroom?	Relevant	Relevant	D
3. How do you adapt your lesson plans or assessments to accommodate student diversity from the initial planning stage?	Relevant	Relevant	D
4. How to consider the suitable worksheet for student that not surely understand the material?	Relevant	Relevant	D
5. How to varied the challenge level in worksheet for the same material?	Relevant	Relevant	D
B. PROCESS			
6. Why do you give more time for student that late to submit the assignment?	Relevant	Relevant	D
7. If you give additional time for student to finish their work, how do you assess them?	Relevant	Relevant	D
8. If a student fails to meet the learning objectives, is there a way for the	Relevant	Relevant	D

student to improve their grades?			
9. Why do you assess student after you have finished explaining even though the student seems still confused with the material?	Relevant	Relevant	D
C. PRODUCT			
10. Based on your answer on questionnaire, they sometimes did a project. But when I observe, there is a project create by the student but only differentiated in the form of color type and they did not present it. they did not present it? and in what project they have to present the result?	Relevant	Relevant	D
11. After observing, I do not see a big difference between product that was created by the student. and several time I catch that you give the same worksheet. could you explain more about this?	Relevant	Relevant	D
12. Do you have any experience of differentiated the product resut based on student interest? Or only giving choice for student to finish their product? if yes, please explain!	Relevant	Relevant	D
D. ENVIRONMENT			
13. Does the student could organize their class by themselves or the teacher need to handle it? why?	Relevant	Relevant	D
E. FORMATIVE ASSESSMENT			

14. How often do you conduct differentiation-based assessments?	Relevant	Relevant	D
15. Does the assessment was done multiple times in a material or just once?	Relevant	Relevant	D
16. What the most used strategy to assess student?	Relevant	Relevant	D
17. Which strategy that effectively help you to identify the student progress? Why?	Relevant	Relevant	D
18. How do you arrange the assessment in the form of project and presentation to suit the student preference?	Relevant	Relevant	D
19. How do you analyze student's competency based on their result of assessment?	Relevant	Relevant	D
20. How do you usually give feedback for student after the assessment?	Relevant	Relevant	D
F. FAIRLY GRADING			
21. Why do you give choice for student in finishing the assessment?	Relevant	Relevant	D
22. Is there any difference of rubric for student that get a lot of help during the assessment until finish it or for student that finish it individually without any help?	Relevant	Relevant	D
23. Are there any different criteria for each student? why?	Relevant	Relevant	D
24. How do you measure the assessment to be fair even if they made different product?	Relevant	Relevant	D
25. Do you give the criteria of the product for the	Relevant	Relevant	D

student? how do you inform it?			
26. How do you differentiate the competency and behaviour score?	Relevant	Relevant	D
CHALLENGES IN IMPLEMENTING DIFFERENTIATED ASSESSMENT			
G. INSTRUCTIONAL AND PEDAGOGICAL CHALLENGES			
27. Do you face difficulty distinguishing between assessing students' attitudes and knowledge? Can you explain?	Relevant	Relevant	D
28. Is there any specific rubric from the school to help teachers assess students?	Relevant	Relevant	D
29. Do you find it difficult to implement differentiation-based assessment in accordance with existing concepts? Why?	Relevant	Relevant	D
30. How much time do you need when designing assessments for students?	Relevant	Relevant	D
31. Do you find it difficult to design different assessments so that you spend too much time on them? Can you describe this?	Relevant	Relevant	D
32. Is there a way you use to manage your time to make different assessments efficiently? Explain!	Relevant	Relevant	D
33. Do you feel that your workload has increased when preparing differentiated assessments? Explain!	Relevant	Relevant	D
34. Do you find it difficult to design effective	Relevant	Relevant	D

assessments that are tailored to students' needs, readiness, and learning profiles? How do you overcome this?			
35. Have you ever encountered students who were not ready to learn (in terms of motivation, interest, or physical condition)? What did you do?	Relevant	Relevant	D
36. What challenges do you face when students are unable to take assessments tailored to their learning styles or interests? How do you overcome these challenges?	Relevant	Relevant	D
37. Do you encounter difficulties in adjusting assessment strategies to the curriculum used?	Relevant	Relevant	D
H. INSTITUTIONAL CHALLENGES			
38. Did you receive training or support when preparing to implement differentiated assessment? If so, what was the impact?	Relevant	Relevant	D
39. What obstacles did you encounter in terms of facilities, time, or learning resources when trying to implement Differentiated Assessment?	Relevant	Relevant	D
BENEFIT OF IMPLEMENTING DIFFERENTIATED ASSESSMENT			
I. BENEFIT FOR LEARNER			
40. How is the atmosphere in your class after implementing different assessments for each student?	Relevant	Relevant	D
41. How do students behave when they are interested	Relevant	Relevant	D

in the assessment given and vice versa?			
42. How many students become more independent when given assessments?	Relevant	Relevant	D
J. BENEFIT FOR TEACHER			
43. How long have you been familiar with the concept of Differentiated Assessment?	Relevant	Relevant	D
44. Where did you learn about the concept of differentiated assessment?	Relevant	Relevant	D
45. What do you know about the concept of Differentiated Assessment?	Relevant	Relevant	D
46. Do you feel that you have sufficient knowledge about differentiated assessment? If not, how will you satisfy your curiosity?	Relevant	Relevant	D
47. Do you feel more flexible in designing assessments after implementing differentiated assessment?	Relevant	Relevant	D
48. How does that flexibility help you in teaching in the classroom?	Relevant	Relevant	D
49. How does differentiated assessment help you recognize students' strengths and difficulties?	Relevant	Relevant	D
50. How does differentiated assessment help you grow professionally as a teacher?	Relevant	Relevant	D
51. Do you feel more creative and motivated	Relevant	Relevant	D

to explore various forms of assessment since implementing differentiated assessment?			
52. Does differentiated assessment help you become closer to your students? Why?	Relevant	Relevant	D



Appendix 17. Open-Ended Questionnaire used in this study

No.	Questions	Answer
Implementation of Differentiated Assessment		
A. Content		
1.	Do the material contain text, picture, illustration, and video?	
2.	Do you use variation of source in order to develop your material? Could you state?	
3.	Do you adjust the content with student ability level? In what way?	
4.	Do you prepare any additional challenge for fast learner?	
5.	Do you give additional information related the material for learner that need more support? How?	
6.	Do you adjust the way you explain with student level of understanding?	
7.	Do you use any technology during the assessment process? Give the example!	
8.	Do you prepare scaffolding for student to help them in understanding the content?	
9.	When do you assess the student? do you wait until they are ready?	
B. Process		
10.	Do you assess student adjusting to their learning style like visual, audio, and kinesthetic? Please explain!	
11.	Do you use variation of approach such as project-based learning, group discussion, gamification and other?	
12.	Could you give me a list of some approach that you use to assess student?	
13.	Do you give different deadline or times for student in finishing the task? Why?	

14	Do you give any individual guidance for student who need it? please explain!	
C. Product		
15	Do you give freedom related the way student created their product?	
16	What does the type of product that student usually create?	
17	Do you give choice for student of how to present their product?	
18	Do you adjust the level of product for each student?	
19	Do you give the criteria for product transparently and clearly to the student?	
20	Do you have different rubric for each product?	
D. Environment		
21	Is the environment support the student to learn individually, in group, and to meditate?	
22	Is the class facility support student different learning style?	
23	Is the environment of class comfortable for student during the assessment?	
24	Is the class providing book, teaching aids, electronic devices, and so on?	
25	Is the student feel comfortable and respect toward their diversity?	
E.		
26	How do you implement formative assessment during the learning process to monitor student progress?	
27	Can you share an experience where formative assessment helped you identify and address students' learning needs in real time?	
F. Fairly grading and feedback		
28	Does the student understand the standard or criteria of the task or project?	

29	Do you give the opportunity for student to revise or redo their assignments as part of the learning process?	
30	How do you ensure the quality and fairness of assessments when applying differentiation in your classroom?	
31	Do you separate the academic score with behavior score? Why?	
32	How do you separate academic score and behavior score?	
33	Do you use description to assess student or using score? Why?	
34	Do you provide relevant feedback for student after the assessment?	
Challenges in implementing Differentiated Assessment		
G. Instructional and Pedagogical Challenges		
35	How do you understand about Differentiated Assessment and its application?	
36	How do you usually design learning tasks and activities to address the diverse needs of your students?	
37	How long do you usually take time to design task or activity for one material?	
38	How do you manage your time and workload?	
39	What challenges do you face when creating different activities that suit learners with varying abilities and interests?	
40	Can you describe a situation where it was difficult to design tasks that fit the needs of all learners? How did you handle it?	
41	In your experience, which strategies have been most effective in ensuring that all students can participate meaningfully in your lessons?	
42	Do you feel you are working to much when you were designing	

	material using differentiated assessment?	
43	How do you manage the student to follow the activity and to keep them focus?	
44	Is there any challenge you face for allowing task revision or correction?	
H. Institutional Challenges		
45	Is the class size affect the assessment process? How?	
46	Does the school give any training for the teacher? how much training?	
47	Does the training session help you in implementing differentiated assessment?	
48	In your experience, what makes it challenging to provide appropriate stimulation for diverse learners?	
49	What kind of support you need from your school in order to implement differentiated assessment in a better way?	
Benefit of Implementing Differentiated Assessment		
I. Benefit for Learner		
50	In your opinion, does the implementation of differentiated assessment affect student motivation? How?	
51	Tell the experience of student become active in the class during the implementation of differentiated assessment!	
52	How differentiated assessment help the diver's student to achieve their learning goal?	
53	What is the strategy that effectively assist the student need?	
54	Does the student comprehend the material deeply by using differentiated assessment?	
55	Does the student become more independent in the learning after implementing differentiated assessment?	

56	How does the differentiated assessment support student to be more responsible for their learning?	
J. Benefit for Teacher		
57	Does differentiated assessment help you to recognize the student potential?	
58	Could you give the example of how does the approach help you to recognize the student potential?	
59	Do you feel more flexible when designing the material? How it helps you?	
60	Do you feel more skilled in designing material after implementing differentiated assessment? Please explain!	
61	Does differentiated assessment encourage you to innovate more often in your teaching? How?	
62	How does differentiated assessment help you grow professionally as a teacher?	
63	Do you feel more creative and motivated to explore various forms of assessment since implementing differentiated assessment? Why?	
64	What kind of creative assessments have you created, and how did students respond to them?	
65	Does using this assessment help you improve yourself for the next meeting?	

Appendix 18. Observation Sheet used in this study

Statement	Evidence	Note
Implementation of Differentiated Assessment		
A. Content		
1. The material contains text, picture, illustration, and video.		
2. Teacher uses variation of source to develop the material.		
3. Teacher adjusts the content with student ability level.		
4. There any additional challenge for fast learner.		
5. Teacher gives additional information related the material for learner that need more support.		
6. Teacher adjusts the way they explain with student level of understanding.		
7. Teacher uses any technology during the assessment process.		
8. Teacher prepares scaffolding for student to help them in understanding the content.		
9. Teacher assesses the student when they are ready		
B. Process		
10. Teacher uses variation of assessment to adjust with student learning style like visual, audio, and kinesthetic.		
11. Teacher uses variation of methods in assessing student.		
12. Teacher gives different deadline or times for student in finishing the task.		
13. Teacher gives any individual guidance for student who need it.		
C. Product		
14. Teacher gives freedom related the way student created their product.		
15. Student create variation type of product.		

16. Teacher gives choice for student of how to present their product.		
17. Teacher adjusts the level of product for each student.		
18. Teacher states clearly the criteria for product.		
19. Teacher has different rubric for each product.		
D. Environment		
20. The environment supports the student to learn individually, in group, and to meditate.		
21. The class facility supports student different learning style.		
22. The environment of class comfortable for student during the assessment.		
23. The class provides books, teaching aids, electronic devices, and any facility to help students.		
E. Formative Assessment		
24. Teacher used formative assessment result to understand the student need.		
25. Teacher implements worksheet as formative assessment during the learning process to monitor student progress.		
26. Teacher could facilitate students' learning needs in real time through worksheet.		
F. Fairly Grading and Feedback		
27. There any standard or criteria of the task or project explained by the teacher for student.		
28. Teacher ensures the quality and fairness of assessments before applying differentiation in the classroom.		
29. Teacher gives the opportunity for student to revise or redo their assignments as part of the learning process.		

30. Teacher separates the academic score with behavior score.		
31. Teacher uses description to assess student.		
32. Teacher uses score to assess student.		
33. Teacher provides relevant feedback for student after the assessment.		
Challenges in implementing Differentiated Assessment		
G. Instructional and Pedagogical Challenges		
34. Teacher seems difficult in designing task and activity to fulfil divers student need.		
35. Teacher cannot handle the difficulties of designing task and activity for diver's student.		
36. Teacher takes a long time to design task or activity for one material.		
37. Teacher cannot manage their time and workload.		
38. The strategies employ by the teacher is effective in ensuring all students to participate meaningfully during the class.		
39. Teacher is able to manage the student to follow the activity and to keep them focus.		
40. Teacher can manage the task revision or correction.		
H. Institutional Challenges		
41. The class size affects the assessment process.		
42. The school gives any training for the teacher.		
43. The training session help teacher in implementing differentiated assessment.		
44. Teacher needs more time to provide any appropriate stimulation for diverse learners.		
45. Teacher gets support from school to implement		

differentiated assessment in a better way.		
Benefit of Implementing Differentiated Assessment		
I. Benefit for learner		
46. The student becomes motivated and active in the class during the implementation of differentiated assessment.		
47. By implementing differentiated assessment, the student could achieve their learning goal.		
48. Differentiation in task effectively assist the student need.		
49. The student comprehends the material deeply.		
50. The student becomes more independent and responsible in the learning process.		
51. The student seems feel comfortable and respect toward their diversity.		
J. Benefit for teacher		
52. Teacher can recognize the student potential.		
53. Teacher is more flexible when designing the material.		
54. Teacher become more skilled in designing material during implementing differentiated assessment.		
55. Teacher is very innovating during teaching and learning process.		
56. Teacher increases their professional day by day.		
57. The assessment is very creative and teacher motivated to explore various forms.		
58. The student responds positively on creative assessment such as create poster.		

59. Teacher improves their way of teaching and prepares the innovative way for next meeting.		
Additional Information		



Appendix 19. Interview Guide used in this study

No.	QUESTION	ANSWER
A. CONTENT		
1.	During the explanation of material or assessment, you said that you use YouTube video. but during the observation, there are no implementation of YouTube. Could you state the reason?	
2.	Before you conduct assessments, what steps do you take to prepare for differentiated assessments in the classroom?	
3.	How do you adapt your lesson plans or assessments to accommodate student diversity from the initial planning stage?	
4.	How to consider the suitable worksheet for student that not surely understand the material?	
5.	How to varied the challenge level in worksheet for the same material?	
B. PROCESS		
6.	Why do you give more time for student that late to submit the assignment?	
7.	If you give additional time for student to finish their work, how do you assess them?	
8.	If a student fails to meet the learning objectives, is there a way for the student to improve their grades?	
9.	Why do you assess student after you have finished explaining even though the student seems still confused with the material?	
C. PRODUCT		
10.	Based on your answer on questionnaire, they sometimes did a project. But when I observe, there is a project create by the student but only differentiated in the form of color type and they did not present it. they did not present	

	it? and in what project they have to present the result?	
11.	After observing, I do not see a big difference between product that was created by the student. and several time I catch that you give the same worksheet. could you explain more about this?	
12.	Do you have any experience of differentiated the product resut based on student interest? Or only giving choice for student to finish their product? if yes, please explain!	
D. ENVIRONMENT		
13.	Does the student could organize their class by themselves or the teacher need to handle it? why?	
E. FORMATIVE ASSESSMENT		
14.	How often do you conduct differentiation-based assessments?	
15.	Does the assessment was done multiple times in a material or just once?	
16.	What the most used strategy to assess student?	
17.	Which strategy that effectively help you to identify the student progress? Why?	
18.	How do you arrange the assessment in the form of project and presentation to suit the student preference?	
19.	How do you analyze student's competency based on their result of assessment?	
20.	How do you usually give feedback for student after the assessment?	
F. FAIRLY GRADING		
21.	Why do you give choice for student in finishing the assessment?	
22.	Is there any difference of rubric for student that get a lot of help during the assessment until finish it or for student that finish it individually without any help?	

23.	Are there any different criteria for each student? why?	
24.	How do you measure the assessment to be fair even if they made different product?	
25.	Do you give the criteria of the product for the student? how do you inform it?	
26.	How do you differentiate the competency and behaviors score?	
G. INSTRUCTIONAL AND PEDAGOGICAL CHALLENGES		
27.	Do you face difficulty distinguishing between assessing students' attitudes and knowledge? Can you explain?	
28.	Is there any specific rubric from the school to help teachers assess students?	
29.	Do you find it difficult to implement differentiation-based assessment in accordance with existing concepts? Why?	
30.	How much time do you need when designing assessments for students?	
31.	Do you find it difficult to design different assessments so that you spend too much time on them? Can you describe this?	
32.	Is there a way you use to manage your time to make different assessments efficiently? Explain!	
33.	Do you feel that your workload has increased when preparing differentiated assessments? Explain!	
34.	Do you find it difficult to design effective assessments that are tailored to students' needs, readiness, and learning profiles? How do you overcome this?	
35.	Have you ever encountered students who were not ready to learn (in terms of motivation, interest, or physical condition)? What did you do?	
36.	What challenges do you face when students are unable to take	

	assessments tailored to their learning styles or interests? How do you overcome these challenges?	
37.	Do you encounter difficulties in adjusting assessment strategies to the curriculum used?	
H. INSTITUTIONAL CHALLENGES		
38.	Did you receive training or support when preparing to implement differentiated assessment? If so, what was the impact?	
39.	What obstacles did you encounter in terms of facilities, time, or learning resources when trying to implement Differentiated Assessment?	
I. BENEFIT FOR LEARNER		
40.	How is the atmosphere in your class after implementing different assessments for each student?	
41.	How do students behave when they are interested in the assessment given and vice versa?	
42.	How many students become more independent when given assessments?	
J. BENEFIT FOR TEACHER		
43.	How long have you been familiar with the concept of Differentiated Assessment?	
44.	Where did you learn about the concept of differentiated assessment?	
45.	What do you know about the concept of Differentiated Assessment?	
46.	Do you feel that you have sufficient knowledge about differentiated assessment? If not, how will you satisfy your curiosity?	
47.	Do you feel more flexible in designing assessments after implementing differentiated assessment?	

48.	How does that flexibility help you in teaching in the classroom?	
49.	How does differentiated assessment help you recognize students' strengths and difficulties?	
50.	How does differentiated assessment help you grow professionally as a teacher?	
51.	Do you feel more creative and motivated to explore various forms of assessment since implementing differentiated assessment?	
52.	Does differentiated assessment help you become closer to your students? Why?	



Appendix 20. Completed Open-Ended Questionnaire from Observed Teacher number (1)

No.	Questions	Answer
Implementation of Differentiated Assessment		
A. Content		
1.	Do the material contain text, picture, illustration, and video?	Yes, the material that I use to teach the students does contain text, picture, illustration and video. I use PowerPoint to convey the material efficiently.
2.	Do you use variation of source in order to develop your material? Could you state?	I use various source to develop my material, not only monotonous source. I use websites that provides materials like SlidesGo, SlidesCarnival and AI for additional ideas, etc.
3.	Do you adjust the content with student ability level? In what way?	Of course I adjust. Students have different level of capability. I always adjust the learning content based on students' ability levels. For instance, students who need more support start with simpler tasks to build confidence before moving to more advanced ones. Those who show higher understanding can explore enrichment activities at a higher level.
4.	Do you prepare any additional challenge for fast learner?	Yes, I usually design extra tasks that require higher-order thinking skills for fast learners. These tasks encourage them to apply, analyze, and create based on what they've learned. Sometimes, I also give them extension projects or problem-solving activities to deepen their understanding.
5.	Do you give additional information related the material for learner that need more support? How?	Yes, I often provide extra explanations and simplified materials for students who need more support. I use clear, easy to understand language and show visual aids or real-life examples to help them grasp the concept. Sometimes, I also recommend short educational videos to reinforce their understanding.
6.	Do you adjust the way you explain with student level of understanding?	Yes, I usually start by explaining the main idea to the whole class. If some students still look confused, I take time to explain again in a simpler way or give examples that match their level of understanding.
7.	Do you use any technology during the assessment process? Give the example!	For now, I mostly use paper-based assessments and direct observation to see how students perform during learning activities. Sometimes I also take notes using my phone or laptop to record their progress.

8.	Do you prepare scaffolding for student to help them in understanding the content?	Yes, I usually provide some support to help students understand the lesson and finish their tasks. I might use guiding questions, simple steps, or pictures to make the concept clearer. In math lessons, I sometimes let students use tools like number lines or objects to help them calculate. As they start to understand better, I slowly reduce the help so they can work more independently. This way, all students can keep making progress at their own pace.
9.	When do you assess the student? do you wait until they are ready?	I usually assess students after we finish one learning objective to see how well they understand the topic. If some students are not ready yet, I give them extra time or simpler exercises before the assessment, so they can feel more confident when doing it.
B. Process		
10	Do you assess student adjusting to their learning style like visual, audio, and kinesthetic? Please explain!	Yes, I try to adjust the assessment to match students' learning styles. For visual learners, I use pictures or diagrams. For those who learn better by listening, I include oral questions or short discussions. I also let kinesthetic learners show their understanding through hands-on activities or simple projects. This way, every student can express what they know in a way that suits them best.
11	Do you use variation of approach such as project-based learning, group discussion, gamification and other?	Yes, I like to use different approaches in my class. Sometimes students work on projects and present their results, and other times we have group discussions to share ideas. I also use interactive quizzes or simple games to make the learning process more fun and engaging.
12	Could you give me a list of some approach that you use to assess student?	I use several ways to assess my students depending on the learning goals. Sometimes I give short written tests or ask them to explain their understanding orally. I also observe how they work in groups or complete hands-on activities. For certain topics, I assign small projects like making posters or simple creations and collect their work to track their progress. I also use checklists to record their participation and attitude, and occasionally ask them to reflect through self or peer assessments.
13	Do you give different deadline or times for	For now, I usually give the same deadline for all students. However, if some students really need more time because they face difficulties,

	student in finishing the task? Why?	I sometimes give a little extra time so they can finish their work properly. I think it helps them feel less pressured and still do their best.
14	Do you give any individual guidance for student who need it? please explain!	Yes, I give individual guidance for students who need more help. I usually take a few minutes to talk with them personally, explain the parts they find difficult, and guide them through the steps until they understand better.
C. Product		
15	Do you give freedom related the way student created their product?	Yes, I usually let students show their creativity in making their products. They can choose their own way to present their ideas, for example through drawings, posters, models, or short presentations, as long as it fits the learning objective.
16	What does the type of product that student usually create?	My students make simple projects that match the lesson. They often create posters or drawings to share information, build small models from paper or clay, and sometimes make crafts using recycled materials. They also write short reflections or report to explain what they have learned.
17	Do you give choice for student of how to present their product?	Sometimes I let students choose how they want to present their work, depending on the activity. They might show it through a drawing, a poster, or a simple 3D model. In some lessons, they can also explain their ideas in writing, such as by making a short report or summary.
18	Do you adjust the level of product for each student?	Yes, I sometimes modify the product depending on the student's ability. For instance, some students may create a simple picture, while others can add short descriptions or make a more detailed poster. This helps every student work on the same topic but at a level that matches their skills.
19	Do you give the criteria for product transparently and clearly to the student?	Yes, I always make sure students understand the criteria before they start working on their product. I usually explain what aspects will be assessed and give simple guidelines or examples so they know what is expected from them.

20	Do you have different rubric for each product?	Yes, I usually prepare different rubrics based on the kind of product students create. Each rubric is adjusted to match the learning goals and the specific skills that need to be assessed.
D. Environment		
21	Is the environment support the student to learn individually, in group, and to meditate?	Yes, the classroom setting allows students to learn in various ways. They can focus on their own tasks when working individually, and there are also times for group activities where they can collaborate and share ideas. We also start the day with a short quiet time or reflection to help them prepare their minds for learning.
22	Is the class facility support student different learning style?	Yes, the classroom facilities are quite supportive of students' different learning styles. Visual learners can benefit from pictures, charts, and videos that help them see the concepts clearly. Auditory learners get more engaged through listening and speaking activities like stories or group talks. Meanwhile, kinesthetic learners can use materials such as blocks, paper, or clay to learn by doing. These various tools help every student learn in a way that suits them best.
23	Is the environment of class comfortable for student during the assessment?	Yes, the classroom environment is comfortable for students during assessments. The school provides various learning materials, including books, Montessori tools, and activity kits that help students stay focused and relaxed while showing what they have learned.
24	Is the class providing book, teaching aids, electronic devices, and so on?	Yes, the classroom is equipped with several learning resources such as books, a television, and some teaching aids that support the learning process. These tools help make the lessons more interactive and easier for students to understand.
25	Is the student feel comfortable and respect toward their diversity?	Yes, the students feel comfortable in class and show respect toward one another. They learn to appreciate differences and are encouraged

		to cooperate and help each other during activities.
E. Formative assessment		
26	How do you implement formative assessment during the learning process to monitor student progress?	I usually use learning activity sheets to keep track of students' progress during the lesson. By checking their work step by step, I can see how well they understand the material and identify which students need more guidance or support.
27	Can you share an experience where formative assessment helped you identify and address students' learning needs in real time?	There was a time when some students had difficulty completing their learning activity sheet. From that, I could immediately see that they hadn't fully understood the topic. I then gave a short review and explained the material again using simpler examples, which helped them grasp the concept better.
F. Fairly grading and feedback		
28	Does the student understand the standard or criteria of the task or project?	At the moment, the students haven't been introduced to clear standards or criteria for their tasks or projects. We usually focus more on completing the work, but I plan to start sharing simple rubrics so they can understand what is expected of them.
29	Do you give the opportunity for student to revise or redo their assignments as part of the learning process?	Yes, I allow students to revise or redo their assignments if needed. This gives them a chance to learn from their mistakes and improve their work based on the feedback they receive.
30	How do you ensure the quality and fairness of assessments when applying differentiation in your classroom?	To ensure the quality and fairness of assessments when applying differentiation, I take more time for planning and preparation. I make sure that each task is aligned with the same learning objectives but offered at different levels of difficulty. I also use various learning resources to provide equal opportunities for all students to demonstrate their understanding in ways that suit their abilities. Careful planning and diverse materials help maintain both quality and fairness in the assessment process.
31	Do you separate the academic score with	Yes, because the policy of school.

	behavior score? Why?	
32	How do you separate academic score and behavior score?	Yes, I keep the academic score separate from the behavior score. The academic score represents how well students understand the lesson, while the behavior score reflects their attitude, participation, and interaction with others. By keeping them apart, students and parents can clearly see which area relates to learning achievement and which relates to personal growth. It also allows me as a teacher to give more specific feedback for each aspect.
33	Do you use description to assess student or using score? Why?	I prefer using descriptive assessments instead of only giving numerical scores. Through written comments, I can explain students' strengths and the areas they still need to work on. We also use general indicators like S for sometimes, F for frequently, C for consistently, and NA for not applicable. Combining these with short descriptions helps students and parents understand the child's learning progress more clearly than just seeing a number.
34	Do you provide relevant feedback for student after the assessment?	Yes, I always try to give relevant feedback after the assessment. I usually tell students what they have done well and what they can improve. This helps them understand their mistakes and motivates them to do better in the next task.
Challenges in implementing Differentiated Assessment		
G. Instructional and Pedagogical Challenges		
35	How do you understand about Differentiated Assessment dan it's application?	I understand about differentiated assessment from my experience teaching here with Montessori method.
36	How do you usually design learning tasks and activities to address the diverse needs of your students?	I usually design learning tasks based on the weekly objectives, then adapt or modify materials from previous lessons to fit my students' current needs. I make small adjustments to the level of difficulty, instructions, or activities so that both

		advanced and struggling students can participate and learn effectively.
37	How long do you usually take time to design task or activity for one material?	It usually takes quite a lot of time to prepare tasks or activities for one topic, especially when I try to adjust them to different student needs. Sometimes it's challenging to manage the time, but I find the process worthwhile because it helps the learning run more effectively.
38	How do you manage your time and workload?	When I have a heavy workload, I try to manage my time by planning the lessons in advance and organizing materials early. For example, during a math lesson, I once prepared several versions of activity sheets for different ability levels. I also grouped the students and encouraged peer support so they could help one another, which made the learning process smoother and saved preparation time.
39	What challenges do you face when creating different activities that suit learners with varying abilities and interests?	One of the biggest challenges I experience is designing activities that can meet the needs of students with very different ability levels in the same class. It can be tricky to make tasks that are challenging enough for advanced learners but still manageable for those who need extra help. Another challenge is the time it takes, since preparing several versions of activities requires more effort than creating just one. The most difficult part for me is making sure that every student feels supported and motivated to participate actively.
40	Can you describe a situation where it was difficult to design tasks that fit the needs of all learners? How did you handle it?	I once faced a challenge in designing math tasks because my students had very different skill levels. Some had already mastered multiplication, while others were still having trouble with basic addition and subtraction. If I gave the same worksheet to everyone, it wouldn't fit their needs. To solve this, I created two sets of tasks one with simpler problems and another with more advanced ones. I also let students choose which set they wanted to work on. This approach made them

		feel more confident and allowed each student to learn at a level that suited them best.
41	In your experience, which strategies have been most effective in ensuring that all students can participate meaningfully in your lessons?	Several strategies help make sure all students can take part actively in the lessons. I often use group activities so students can learn from and support one another. Giving clear instructions and step-by-step guidance also helps them stay on track. I prepare tasks at different levels of difficulty so everyone can work based on their ability. In addition, I use visual materials and hands-on activities to keep the learning interesting and accessible for all students.
42	Do you feel you are working to much when you were designing material using differentiated assessment?	Yes, I sometimes feel that designing materials with differentiated assessment takes more time and energy because I need to prepare various activities for students with different levels of ability. It can be quite demanding compared to making one same task for everyone. However, I believe the extra effort is worth it, since students become more engaged and learn more effectively when the activities truly match their needs.
43	How do you manage the student to follow the activity and to keep them focus?	I keep students focused by using a variety of learning media and activities. For example, I use pictures, videos, and hands-on materials to make the lesson more interesting. Changing the type of activity also helps maintain their attention and keeps them actively involved in learning.
44	Is there any challenge you face for allowing task revision or correction?	One of the challenges in providing appropriate stimulation for diverse learners is that it takes more time to recheck students' work and see whether each activity truly meets their needs. I also need to observe how different students respond to the same task, which requires extra attention and adjustment. This process can be time-consuming but is important to ensure every student gets the right level of challenge and support.

H. Institutional Challenges		
45	Is the class size affect the assessment process? How?	Yes, the number of students in the class really influences the assessment process. When there are many students, it takes longer to review their work, give feedback, and observe their learning closely. In smaller classes, it's much easier to notice each student's progress and provide more personalized support. So, class size can greatly affect how effectively assessments can be carried out.
46	Does the school give any training for the teacher? how much training?	Yes, the school provides training for teachers, mainly focused on Montessori methods. Through this training, we learn how to apply Montessori principles in teaching and assessment to better support students' learning.
47	Does the training session help you in implementing differentiated assessment?	Not yet. The training we have received so far mainly focuses on Montessori approaches, so it hasn't specifically discussed differentiated assessment. However, some of the principles from the training can still be applied to support students with different needs.
48	In your experience, what makes it challenging to provide appropriate stimulation for diverse learners?	To implement differentiated assessment more effectively, I would benefit from training provided by the school. This would help me learn new strategies and practical methods for designing activities that meet the needs of all students. In addition, support in the form of teaching materials and opportunities to collaborate with other teachers would make it easier to apply differentiated assessment successfully in the classroom.
49	What kind of support you need from your school in order to implement differentiated assessment in a better way?	Yes, the number of students in the class really influences the assessment process. When there are many students, it takes longer to review their work, give feedback, and observe their learning closely. In smaller classes, it's much easier to notice each student's progress and provide more personalized support. So, class size can greatly affect how effectively assessments can be carried out.
Benefit of Implementing Differentiated Assessment		
I. Benefit for Learner		

50	In your opinion, does the implementation of differentiated assessment affect student motivation? How?	Yes, I believe differentiated assessment can boost student motivation. When tasks are suited to their individual level, students feel more confident and capable. This encourages them to participate actively and put more effort into learning because the work feels achievable and meaningful to them.
51	Tell the experience of student become active in the class during the implementation of differentiated assessment!	I noticed that students became more active during differentiated assessment because they could work on tasks that matched their own level. For instance, some students were very engaged in creating posters, while others focused on solving practice problems. Giving them choices helped them feel more confident and motivated, which made the classroom atmosphere livelier and more participative.
52	How differentiated assessment help the diver's student to achieve their learning goal?	Differentiated assessment helps students reach their learning goals by matching tasks to their abilities and learning styles. Students who need extra support can work on simpler activities to strengthen their understanding, while more advanced students can take on challenging tasks to expand their knowledge. This approach ensures that every student has the opportunity to succeed and achieve the learning objectives at their own level.
53	What is the strategy that effectively assist the student need?	One strategy that works well to support students' needs is giving differentiated tasks. By varying the difficulty and type of activity, each student can work at a level that suits them. Another helpful approach is providing step-by-step guidance and using visual aids or hands-on materials. These strategies help students understand the lesson more easily and keep them motivated to learn.
54	Does the student comprehend the material deeply by using differentiated assessment?	Yes, differentiated assessment helps students gain a deeper understanding of the material. When tasks are designed to suit their learning styles and skill levels, students become more involved and can comprehend the concepts more effectively.
55	Does the student become more independent in the learning after implementing	Yes, students tend to become more independent after implementing differentiated assessment. They take more responsibility for their learning and are able

	differentiated assessment?	to work on tasks at their own pace with greater confidence.
56	How does the differentiated assessment support student to be more responsible for their learning?	Differentiated assessment helps students become more responsible for their learning because it encourages them to take ownership of their tasks and complete them with honesty and commitment.
J. Benefit for Teacher		
57	Does differentiated assessment help you to recognize the student potential?	Yes, differentiated assessment allows me to recognize students' potential more clearly. When tasks are matched to their abilities and interests, I can see what each student does best. For instance, some excel in problem solving, while others show creativity in making posters or models. Using a variety of tasks gives me a better understanding of their strengths than using a single uniform test.
58	Could you give the example of how does the approach help you to recognize the student potential?	For example, during a science lesson using differentiated assessment, some students chose to draw and label parts of a plant, while others preferred to write short explanations. This activity showed me that some students have strong visual and artistic skills, while others are more skilled at writing and explaining ideas. It helped me realize that their potential goes beyond memorizing facts and includes expressing knowledge in different ways.
59	Do you feel more flexible when designing the material? How it helps you?	Yes, I feel more flexible when designing materials because I can adjust tasks to suit different students instead of using the same approach for everyone. This flexibility allows me to better meet each student's needs and helps them engage more effectively in learning.
60	Do you feel more skilled in designing material after implementing differentiated assessment? Please explain!	Yes, I feel more skilled in designing materials after implementing differentiated assessment. I have learned how to create tasks at different levels and give students choices, which helps me design activities that better match their abilities and interests.
61	Does differentiated assessment encourage you to innovate more	Yes, differentiated assessment encourages me to be more innovative in my teaching. I try out new methods and activities to keep students engaged and make sure each of them

	often in your teaching? How?	can participate and learn in a way that suits their abilities.
62	How does differentiated assessment help you grow professionally as a teacher?	Differentiated assessment contributes to my professional growth by strengthening my planning and observation skills. It helps me pay closer attention to each student's needs and design lessons that support their learning more effectively.
63	Do you feel more creative and motivated to explore various forms of assessment since implementing differentiated assessment? Why?	Yes, I feel more creative and motivated to try different types of assessment. Seeing students achieve better learning outcomes encourages me to explore new ways to design tasks and activities that meet their individual needs.
64	What kind of creative assessments have you created, and how did students respond to them?	One creative assessment I designed asked students to create drawings and posters about healthy food. They could use colors and short sentences to share their ideas. The students responded very positively. They were engaged, enjoyed the activity, and felt proud to display their work in the classroom. This made the lesson more interesting and allowed me to see their understanding in a creative way.
65	Does using this assessment help you improve yourself for the next meeting?	Yes, using this assessment helps me improve for the next lesson because it shows me which parts students have understood and which areas need more support. This allows me to adjust my teaching strategies, offer reviews if needed, and prepare enrichment activities so the next lesson is more effective and engaging.

Singaraja, 19 September 2025



Observed Teacher number (1)

Appendix 21. Completed Open-Ended Questionnaire from Observed Teacher number (2)

No.	Questions	Answer
Implementation of Differentiated Assessment		
A. Content		
1.	Do the material contain text, picture, illustration, and video?	Certainly, I utilize textbooks, online articles, educational YouTube videos, and real objects from the environment.
2.	Do you use variation of source in order to develop your material? Could you state?	Yes, I use a variety of sources in developing materials, tasks, and questions for students. I do not rely on only one reference, but combine several sources to make learning more meaningful. For example, I use curriculum documents and textbooks to stay aligned with learning objectives, explore educational websites and videos (such as Twinkl or YouTube) for engaging explanations, and also make use of AI-based tools to help create and refine questions. By integrating these different sources, I can simplify materials for students who need support and provide enrichment or higher-order thinking questions for students who are ready for more challenges.
3.	Do you adjust the content with student ability level? In what way?	Certainly, students who can't pass level 1 learning activity sheet must do it again until they can pass it. If they can do level 1 learning activity sheet they can do another learning activity sheet.
4.	Do you prepare any additional challenge for fast learner?	Certainly, usually we make HOT question for fast learner and individualized one-on-one support.
5.	Do you give additional information related the material for learner that need more support? How?	Certainly, I utilize simpler language and additional illustrations and examples if the students seem confused and add some information from educational video resources from YouTube
6.	Do you adjust the way you explain with student level of understanding?	Certainly, first we explain general information to all students. When a student doesn't understand, we will guidance the students and give more explanation
7.	Do you use any technology during the assessment process? Give the example!	Currently not, just paper assessment and observe the students

8.	Do you prepare scaffolding for student to help them in understanding the content?	Yes, I prepare scaffolding to support students in understanding the content and completing the assessments. For example, I provide guiding questions, step-by-step instructions, or visual aids to help them process information. In mathematics, I sometimes allow the use of learning tools, such as number lines or concrete objects, to assist in calculations. This support is gradually reduced as students gain more confidence and independence. In this way, students who need help can still progress, while those who are ready can continue with more challenging tasks.
9.	When do you assess the student? do you wait until they are ready?	After 1 learning objective done
B. Process		
10.	Do you assess student adjusting to their learning style like visual, audio, and kinesthetic? Please explain!	Certainly, I combine collaborative group discussions, project-based learning, and simple educational games.
11.	Do you use variation of approach such as project-based learning, group discussion, gamification and other?	Project presentation, collaborative group discussion, and interactive quizzes.
12.	Could you give me a list of some approach that you use to assess student?	I usually use several methods to assess students. For example, I give written tests with short answers or multiple choice, and sometimes I do oral assessments by asking them to explain their ideas. I also use performance assessment, like observing students when they work in groups or do simple experiments. In addition, I give projects, such as making posters or simple products, and collect their work in a portfolio to see their progress. I also use observation checklists to note participation and attitude, and sometimes I ask students to do self-assessment or peer-assessment to reflect on their own learning.

13	Do you give different deadline or times for student in finishing the task? Why?	Currently not, it's same for all
14	Do you give any individual guidance for student who need it? please explain!	Certainly, I carry out short individual sessions to guide them step by step.
C. Product		
15	Do you give freedom related the way student created their product?	Certainly, they do some creativity
16	What does the type of product that student usually create?	Students usually create simple products as part of their projects. For example, they make drawings or posters to show information, create 3D models using clay or paper, and sometimes make simple crafts from recycled materials. They also write short reports or summaries about what they have learned.
17	Do you give choice for student of how to present their product?	I sometimes give students choices in how to present their product, but not always. For example, they may choose to show their work through drawings, posters, or 3D models. In some cases, they can also explain it in writing, like making a short report or summary.
18	Do you adjust the level of product for each student?	Yes, I sometimes adjust the product based on students' ability. For example, some students make a simple drawing, while others can add short sentences or make a small poster. This way, the task is still the same but adjusted to what each student can do.
19	Do you give the criteria for product transparently and clearly to the student?	Certainly, I develop a transparent and structured rubric according to the type of product.
20	Do you have different rubric for each product?	Certainly, I develop a transparent and structured rubric according to the type of product.
D. Environment		
21	Is the environment support the student to learn individually, in group, and to meditate?	Yes, the learning environment supports students to learn in different ways. They can study individually at their own desk, and they also have chances to work in groups during class activities. In the morning, we usually do a short meditation or quiet time together in the classroom before starting the lesson.

22	Is the class facility support student different learning style?	Yes, the class facilities support different learning styles. For visual learners, there are whiteboards, pictures, and sometimes videos to help them understand. For auditory learners, the class activities often include listening and speaking, such as storytelling or discussions. For kinesthetic learners, there are learning tools like number blocks, paper, or clay for hands-on activities. These facilities make it possible for students to learn in ways that match their learning style.
23	Is the environment of class comfortable for student during the assessment?	Certainly, the school provides books, Montessori material and learning kits.
24	Is the class providing book, teaching aids, electronic devices, and so on?	Certainly, the class provide book, tv and some teaching aids.
25	Is the student feel comfortable and respect toward their diversity?	Certainly, students are encouraged to respect each other's differences and work together.
E. Formative assessment		
26	How do you implement formative assessment during the learning process to monitor student progress?	I utilize learning activity sheet for monitor students' progress
27	Can you share an experience where formative assessment helped you identify and address students' learning needs in real time?	There are any students can't finish their learning activity sheet, so I am able to identify the students not yet understand about the topic.
F. Fairly grading and feedback		
28	Does the student understand the standard or criteria of the task or project?	Currently not, we don't have the standard or criteria of the assignment or project.
29	Do you give the opportunity for student to revise or redo their assignments as part of the learning process?	Certainly, they can revise

30	How do you ensure the quality and fairness of assessments when applying differentiation in your classroom?	More planning time and more learning resources.
31	Do you separate the academic score with behavior score? Why?	Yes, I separate the academic score from the behavior score. Academic score shows how well students understand the subject content, while behavior score reflects their attitude, effort, and social skills in class. By separating the two, it becomes clearer for both students and parents to see the difference between learning progress and personal character development. This also helps teachers give more focused feedback on what needs to be improved in academics and what needs to be improved in behavior.
32	How do you separate academic score and behavior score?	Based on observation for behavior score, and score learning activity sheet for academic score.
33	Do you use description to assess student or using score? Why?	I mainly use descriptions to assess students rather than giving numerical scores. Descriptive assessment helps me explain what students already do well and what they still need to improve. In addition, we use general marks such as S (sometimes), F (frequently), C (consistently), and NA (not applicable). These marks, together with written comments, give clearer information to students and parents about the child's progress, rather than just showing a number.
34	Do you provide relevant feedback for student after the assessment?	Certainly, I give some feedback for student.
Challenges in implementing Differentiated Assessment		
G. Instructional and Pedagogical Challenges		
35	How do you understand about Differentiated Assessment dan it's application?	I understand differentiated assessment from my experience in PPG and also from reading different sources. During PPG, I learned how to adjust assessments to meet students' diverse needs and abilities. I also explore other references, such as articles, books, and educational videos on platforms like YouTube, to get more examples of how to apply it in class. From these, I learned that

		differentiated assessment can be applied by giving varied types of tasks, adjusting the level of difficulty, and providing choices so that every student has a fair chance to show their understanding.
36	How do you usually design learning tasks and activities to address the diverse needs of your students?	I design weekly and reuse or adapt previous materials.
37	How long do you usually take time to design task or activity for one material?	It takes more time and sometimes it is hard to balance.
38	How do you manage your time and workload?	Once during a math topic, I had to prepare different learning activity sheets. I grouped students and gave peer support to help.
39	What challenges do you face when creating different activities that suit learners with varying abilities and interests?	One of the main challenges I face is preparing activities that can suit students with very different levels in the same class. Sometimes it is difficult to design tasks that are not too easy for advanced students but also not too difficult for those who need more support. Another challenge is the time needed, because creating different versions of activities takes longer than making one uniform task. For me, the hardest part is finding the right balance so that all students feel included and motivated to do their best.
40	Can you describe a situation where it was difficult to design tasks that fit the needs of all learners? How did you handle it?	There was a time when I found it difficult to design math assessment tasks because some students already mastered multiplication while others were still struggling with addition and subtraction. If I only gave multiplication problems, some students could not do it, but if I only gave simple addition, the advanced students felt it was too easy. To handle this, I prepared two levels of tasks: basic problems for students who needed more practice with addition and subtraction, and more advanced problems for those ready to try multiplication. I also allowed students to choose which set of problems they wanted to try, so they felt more comfortable and

		confident. This way, every student had a task that matched their level.
41	In your experience, which strategies have been most effective in ensuring that all students can participate meaningfully in your lessons?	In my experience, some of the most effective strategies are using group work, giving clear step-by-step guidance, and providing different levels of tasks. Group work helps students support each other, while step-by-step guidance makes it easier for all students to follow the lesson. Giving different levels of tasks allows each student to work at their own ability level. I also try to use visual aids and hands-on activities to make the lesson more engaging for everyone. These strategies help all students participate meaningfully.
42	Do you feel you are working to much when you were designing material using differentiated assessment?	Yes, sometimes I feel it is quite challenging and takes more time when designing materials with differentiated assessment, because I have to prepare different types of activities for students with varying levels. It can feel like extra work compared to making one uniform task. However, I also see the benefit, because when the activities match the students' needs, they participate better and learn more effectively. That makes the effort feel worthwhile.
43	How do you manage the student to follow the activity and to keep them focus?	Use various media
44	Is there any challenge you face for allowing task revision or correction?	Certainly, it takes more time to recheck the work.
H. Institutional Challenges		
45	Is the class size affect the assessment process? How?	Yes, the class size affects the assessment process. When the class is large, it takes more time to check students' work and give individual feedback, and it is harder to observe each student closely. On the other hand, in a smaller class, it is easier to monitor progress, provide support, and adjust assessments to individual needs. So, the number of students in the class can make the assessment process more or less challenging.
46	Does the school give any training for the	Certainly, Montessori training

	teacher? how much training?	
47	Does the training session help you in implementing differentiated assessment?	Currently not, it's not about differentiated assessment
48	In your experience, what makes it challenging to provide appropriate stimulation for diverse learners?	To implement differentiated assessment better, I would need training from the school. Training can help me learn new strategies and practical ways to design activities for students with different needs. Besides training, support in the form of teaching materials and collaboration with other teachers would also make the process easier. With these supports, I can apply differentiated assessment more effectively in the classroom.
49	What kind of support you need from your school in order to implement differentiated assessment in a better way?	Yes, the class size affects the assessment process. When the class is large, it takes more time to check students' work and give individual feedback, and it is harder to observe each student closely. On the other hand, in a smaller class, it is easier to monitor progress, provide support, and adjust assessments to individual needs. So, the number of students in the class can make the assessment process more or less challenging.
Benefit of Implementing Differentiated Assessment		
I. Benefit for Learner		
50	In your opinion, does the implementation of differentiated assessment affect student motivation? How?	Certainly, as they can learn based on their level
51	Tell the experience of student become active in the class during the implementation of differentiated assessment!	During the implementation of differentiated assessment, I saw students become more active because they could choose tasks that suited their level. For example, some students were very engaged when making posters, while others preferred solving practice problems. By giving options, students felt more confident and motivated, and the class atmosphere became more active and livelier.
52	How differentiated assessment help the diver's student to	Differentiated assessment helps students achieve their learning goals because the tasks are adjusted to their level and learning style. Students who need more support can work on

	achieve their learning goal?	simpler tasks that build their basic understanding, while advanced students can try more challenging tasks to deepen their knowledge. This way, every student has the chance to succeed and reach the learning goals in a way that matches their ability.
53	What is the strategy that effectively assist the student need?	One effective strategy to assist students' needs is giving differentiated tasks. By adjusting the level of difficulty and the type of activity, each student can work according to their ability. Another helpful strategy is providing step-by-step guidance and using visual or hands-on learning tools. These approaches make it easier for students to understand the lesson and stay motivated.
54	Does the student comprehend the material deeply by using differentiated assessment?	Certainly, as they engage in learning aligned with their preferred learning styles.
55	Does the student become more independent in the learning after implementing differentiated assessment?	Certainly, the student becomes more responsible
56	How does the differentiated assessment support student to be more responsible for their learning?	Because they are encouraged to take responsibility and act with integrity
J. Benefit for Teacher		
57	Does differentiated assessment help you to recognize the student potential?	Yes, differentiated assessment helps me recognize students' potential. When students are given tasks that match their ability and interest, I can see more clearly what they are good at. For example, some show their strength in problem solving, while others are more creative in making posters or models. Through these varied tasks, I can identify each student's potential better than using one uniform test.
58	Could you give the example of how does the approach help you	For example, when I gave differentiated assessment in science, some students chose to draw and label parts of a plant, while others preferred writing short explanations.

	to recognize the student potential?	From this activity, I could see that certain students had strong visual and artistic skills, while others showed strength in writing and explaining ideas. This helped me recognize that their potential was not only in memorizing facts, but also in expressing knowledge in different ways.
59	Do you feel more flexible when designing the material? How it helps you?	Yes, I can adjust tasks and not force one way for all.
60	Do you feel more skilled in designing material after implementing differentiated assessment? Please explain!	Yes, I learn how to make multi-level and choice-based tasks.
61	Does differentiated assessment encourage you to innovate more often in your teaching? How?	Certainly, I try new methods to engage the students.
62	How does differentiated assessment help you grow professionally as a teacher?	It improves my planning and observation skills.
63	Do you feel more creative and motivated to explore various forms of assessment since implementing differentiated assessment? Why?	Yes, because I see better learning outcomes.
64	What kind of creative assessments have you created, and how did students respond to them?	One creative assessment I created was asking students to make drawings and posters about healthy food. They could use colors and short sentences to explain their ideas. The students responded positively; they were active, enjoyed the process, and were proud to display their posters in class. The activity

		made the lesson more engaging and helped me see their understanding in a creative way.
63	Does using this assessment help you improve yourself for the next meeting?	Yes, using this assessment helps me improve myself for the next meeting because I can identify which parts of the lesson students already understand and which areas still need reinforcement, so I can adjust my teaching strategies, provide review when necessary, or prepare enrichment activities to make the next lesson more effective and engaging.

Singaraja, 19 September 2025



Appendix 22. Completed Observation Sheet (five-day observation sessions)

Result of Observation Day 1

Class : 4,5,6 grade (rainbow class)

Time : 8.30 am-10.00 am

Date : 17 October 2025

Subject: Math

Statement	Evidence	Note
Implementation of Differentiated Assessment		
A. Content		
119. The material contains text, picture, illustration, and video.	Worksheet contains number specifically fractions and some illustration of fraction in the form of triangle, square, and circle.	The student asked to answer the question by coloring the illustration with pencil color, crayon or pencil.
120. Teacher uses variation of source to develop the material.	Teacher did not develop the material during this session.	Teachers plan the activity on Monday or during break time.
121. Teacher adjusts the content with student ability level.	The worksheet separate of two. The first one is harder than the other. The easier contain illustration of fraction in the form of shape and the harder one contain change fraction to decimals.	There are 5 th and 4 th grade worksheet.
122. There any additional challenge for fast learner.	There is no any additional challenge.	Students take a long time to finish one worksheet. So, the one that finish first take some rest while waiting for snack time and it is not too long. Some student create creativity like cutting shape of car or cake after finishing.
123. Teacher gives additional information related the material	Teacher give support for student by explaining the question and give step by	There is a special needs student that need a lot of help from the teacher to

for learner that need more support.	step to answer the question.	keep focus. There is a fifth-grade student that answering 4 th grade worksheet because he still hard to understand about fraction, after the student understood, he moved to fifth grade worksheet with additional support.
124. Teacher adjusts the way they explain with student level of understanding.	Teachers give additional explanation for student who still did not understand.	Some student that faces difficulty in answering the question so the teacher re-explained the things that the student found difficult.
125. Teacher uses any technology during the assessment process.	There is no technology involvement.	In math the teacher already explains the material. So, the students only did the worksheet.
126. Teacher prepares scaffolding for student to help them in understanding the content.	Teacher used verbal and visual scaffolding. Teacher explains the step of how to finish the question by giving question related the task. Teacher used a fraction circle to show how fraction work.	
127. Teacher assesses the student when they are ready	The student still not ready. Some of student still find it difficult to answered the worksheet.	Teacher giving assessment after explaining the material, ready or not the student have to answer the worksheet given.
B. Process		
128. Teacher uses variation of assessment to adjust with student learning style like visual, audio, and kinesthetic.	Teacher used object to describe fraction. It is a circle fraction to show how the fraction could make a circle and how	

	much pieces needed to make a circle.	
129. Teacher uses variation of methods in assessing student.	Only worksheet	In this meeting, teacher only used worksheet.
130. Teacher gives different deadline or times for student in finishing the task.	Student could make it without limitation time. At the end of the class, the student that have not finished can continue in the next meeting or during the break time.	Some student join yoga and came late to the class. It is almost 10 am and of course they cannot finish it.
131. Teacher gives any individual guidance for student who need it.	Teachers give individual guidance to answer the worksheet.	
C. Product		
132. Teacher gives freedom related the way student created their product.	Student could choose to work alone or do it in group	There only one way to finish the product by answering the question in the worksheet.
133. Student create variation type of product.	The worksheet contains of 2-3 types of question. It allows student to demonstrate their learning in different ways.	Student answer all the question, fortunately it helps them to show their understanding in different ways
134. Teacher gives choice for student of how to present their product.		They did not present anything.
135. Teacher adjusts the level of product for each student.	The students get different worksheet according to their grade.	
136. Teacher states clearly the criteria for product.	There are no criteria convey by the teacher.	
137. Teacher has different rubric for each product.	There is no rubric convey by the teacher.	
D. Environment		
138. The environment supports the student to learn individually, in group, and to meditate.	Student can sit in group, individually and with anyone they want to sit with. There was student sitting alone, there some	Before the class start, everyone does warm up and meditation.

	of them sit in group of two or in pair.	
139. The class facility supports student different learning style.	There are tv and some teaching aids for visual learner, there are two speakers for auditory learner, and a big class for kinesthetic learner.	
140. The environment of class comfortable for student during the assessment.	Student did not complain related the class.	They seem comfortable because they are happy during the math time.
141. The class provides books, teaching aids, electronic devices, and any facility to help students.	The class contains several books to read each morning, teaching aids like fraction circle and any other, electronic devices like tv and speaker.	
E. Formative Assessment		
142. Teacher used formative assessment result to understand the student need.	The teacher analyzed the result of formative assessment in order to know the student ability and then give proper feedback for improvement.	
143. Teacher implements worksheet as formative assessment during the learning process to monitor student progress.	Teachers give worksheet to the student after explaining about fraction. It is to check how far student be able to grasp the knowledge	
144. Teacher could facilitate students' learning needs in real time through worksheet.	Teacher immediately gives a different worksheet to do first for student that find hard to remember the last material in order to remember what the student have learned before so the learner could continue answering the worksheet on his level.	
F. Fairly Grading and Feedback		

145. There any standard or criteria of the task or project explained by the teacher for student.	The teacher did not give any explanation related how he would assess the student worksheet.	
146. Teacher ensures the quality and fairness of assessments before applying differentiation in the classroom.		The teachers were flexible with student assessment, so they focus on make sure the student be able to grasp the knowledge and practice their skill.
147. Teacher gives the opportunity for student to revise or redo their assignments as part of the learning process.		The student did not have enough time to finish. So, they did not do any revision.
148. Teacher separates the academic score with behavior score.	Teacher only assesses the result of worksheet based on student answer without mix it with their behavior during the process.	From the four students, one of them always walks around after he has done some of question. He did not bother other student, just walk and see the progress of his friends
149. Teacher uses description to assess student.	Teachers assess after some students have finished their worksheet by giving description like excellent. As long as the student answered it right and they got all right they will get excellent. From 4 student that have already finished, all got excellent.	This is the school rule to give student description instead score.
150. Teacher uses score to assess student.	No, they did not use any score/number.	
151. Teacher provides relevant feedback for student after the assessment.	The teacher did not give any feedback to the four students.	After they finished, the student can create whatever they want to. There is the one that draw,

		cutting shape, and just walk around while tell some story with his friend.
Challenges in implementing Differentiated Assessment		
G. Instructional and Pedagogical Challenges		
152. Teacher seems difficult in designing task and activity to fulfil divers student need.	There is no relatable moment to observed about this question	During the class the teacher did not design anything
153. Teacher cannot handle the difficulties of designing task and activity for diver's student.	There is no relatable moment to observed about this question	During the class the teacher did not design anything
154. Teacher takes a long time to design task or activity for one material.	Teacher used available worksheet	During the class the teacher did not design anything
155. Teacher cannot manage their time and workload.	There is no indication that teacher is struggle	Teachers already prepare everything before come to the class.
156. The strategies employ by the teacher is effective in ensuring all students to participate meaningfully during the class.	The student gets a lot of freedom during the process of finishing the worksheet. They can ask the teacher, using the fraction circle, or do it by their selves. All the student focus on finishing the worksheet except some student that have problem with focus.	There are 3 student that was hard to focus on finishing the worksheet. One of them is special needs student, the one is slow learner and the last student was hard to concentrate. There was one student that sleep on the class, teacher take a picture and send it to his parents.
157. Teacher is able to manage the student to follow the activity and to keep them focus.	When the student in the class was 6 learners, the teacher divides themselves to help student that need any help.	

158. Teacher can manage the task revision or correction.		There is no task revision, only unfinished task.
H. Institutional Challenges		
159. The class size affects the assessment process.	When the amount of student in the class was 6 learners, teachers were able to manage the class to stay quiet. Meanwhile when the other 6 student that have finished the yoga class, the class become chaotic and a little bit noisy because most of them asking question related the worksheet.	
160. The school gives any training for the teacher.		There was no any training during the day
161. The training session help teacher in implementing differentiated assessment.		There was no any training during the day. The teacher did not get any training from 2 weeks ago.
162. Teacher needs more time to provide any appropriate stimulation for diverse learners.	Teacher gives fraction circle for student so they can see and touch it to make better understanding about fraction.	
163. Teacher gets support from school to implement differentiated assessment in a better way.	The head master already told that the school support the implementation of differentiated learning including assessment.	
Benefit of Implementing Differentiated Assessment		
I. Benefit for learner		
164. The student becomes motivated and active in the class during the implementation of differentiated assessment.	The student actively asking questions to the teacher and they keep focus on finishing the task.	

165. By implementing differentiated assessment, the student could achieve their learning goal.	Some student already achieves the learning goal by finishing the task and got excellent.	Their understanding related fraction.
166. Differentiation in task effectively assist the student need.	The student facilitates by additional explanation or helps by the teacher to make them be able to answer the question. The student who needs a little bit help just ask when they need and the teacher give space for them to do alone or around their friends.	Teachers focus helping 3 student that really need help to keep them understand how to answer or focus on the question. The other students only ask when they confused and they were rarely asking because they already understand after several explanation.
167. The student comprehends the material deeply.	Because it is fraction, student focus on counting rather than comprehend deeply about the meaning.	
168. The student becomes more independent and responsible in the learning process.	Some students were independently finishing their task and take a rest after that.	
169. The student seems feel comfortable and respect toward their diversity.	They did not fight or bully their friends.	There is student with special needs, student from other country like Australia and Netherlands, some mix blood student and local student.
J. Benefit for teacher		
170. Teacher can recognize the student potential.	Teachers immediately sit beside slow learner to help them	
171. Teacher is more flexible when designing the material.	Teacher did not design any material during the math class.	

172. Teacher become more skilled in designing material during implementing differentiated assessment.	Teacher already gets used to design material that engaging and differentiated.	
173. Teacher is very innovating during teaching and learning process.	Teacher did not show any innovation during the class.	
174. Teacher increases their professional day by day.		Cannot observe because this is the first day
175. The assessment is very creative and teacher motivated to explore various forms.		Teacher did not seem to make any material during the class.
176. The student responds positively on creative assessment such as create poster.		Student did not make any project.
177. Teacher improves their way of teaching and prepares the innovative way for next meeting.		Teacher discusses at the end of the class for the next math class.
Additional Information		
Before the class finished, some student went outside to follow swimming session. After the class done the teacher design material for another subject, it is Indonesia by using PowerPoint and use online resource, the power point using two languages. The teacher did not struggle a little bit; the material already made in the form of text and the teacher seems translate it into English and sometimes add some text and picture.		

Observation Day 1 on Second Session

Class : 4,5,6 grade (rainbow class)

Time : 1.00 pm-02.00 pm

Date : 17 October 2025

Subject: PPKN

Statement	Evidence	Note
Implementation of Differentiated Assessment		
K. Content		
60. The material contains text, picture, illustration, and video.	The PowerPoint contains picture, text. Meanwhile the worksheet contains small illustration and text. Those using two language, Indonesia and English.	The student already learns the material and then makes the worksheet.
61. Teacher uses variation of source to develop the material.	Teacher did not develop the material during this session.	Teachers plan the activity on Monday or during break time.
62. Teacher adjusts the content with student ability level.	There is only one worksheet	
63. There any additional challenge for fast learner.	There is no any additional challenge.	The time is limited for two hours to explain and answer the worksheet.
64. Teacher gives additional information related the material for learner that need more support.	Teacher re-explains the material only for some student especially slow learner that usually hard to focus.	
65. Teacher adjusts the way they explain with student level of understanding.	Teacher gives an example about democracy. Teachers give example by asking student some question and let student tell their opinion. The question utter by teacher is about ice cream flavors.	Teachers give additional explanation for student who still did not understand.
66. Teacher uses any technology during the assessment process.	The teacher used TV to show the ppt.	

67. Teacher prepares scaffolding for student to help them in understanding the content.	Teachers did not prepare any teaching aids but give direct example of how democracy done	Teacher used verbal, visual scaffolding to help student understand the material and answer the worksheet.
68. Teacher assesses the student when they are ready	Teachers explain the material for about 1 hour and then continue with worksheet to know how far student are able to understood the material.	The teachers give formative assessment immediately after explaining the material.
L. Process		
69. Teacher uses variation of assessment to adjust with student learning style like visual, audio, and kinesthetic.	In the worksheet only text and illustration. But, during the explanation of material, teacher demonstrate democracy orally and give the visual example on PowerPoint.	During explaining the material teacher adjust it with student learning style. Most of them is a visual and kinesthetic learner.
70. Teacher uses variation of methods in assessing student.	Teacher only use worksheet to assess the student.	
71. Teacher gives different deadline or times for student in finishing the task.	Student could make it without limitation time. At the end of the class, the student that have not finished can continue in the next meeting or during the break time.	Most of them already finished before the times up. The special need students were finding hard to finish so he included to the students that cannot finish on time.
72. Teacher gives any individual guidance for student who need it.	Teachers give individual guidance to answer the worksheet.	Some student who already understand, only look on the summary of the material that available on the first page, unfortunately, some student needs more explanation from the teacher and teacher need to make

		sure the student focus on finishing it.
M. Product		
73. Teacher gives freedom related the way student created their product.	Student could choose to work alone or do it in group	There only one way to finish the product by answering the question in the worksheet.
74. Student create variation type of product.	The worksheet contains of several types of question. Such as essay, matching, multiple choice. It allows student to demonstrate their learning in different ways.	Student answer all the question, fortunately it helps them to show their understanding in different ways
75. Teacher gives choice for student of how to present their product.	They did not present anything.	
76. Teacher adjusts the level of product for each student.	The students get different worksheet according to their grade.	
77. Teacher states clearly the criteria for product.	There are no criteria convey by the teacher.	
78. Teacher has different rubric for each product.	There is no rubric convey by the teacher.	
N. Environment		
79. The environment supports the student to learn individually, in group, and to meditate.	Student can sit in group, individually and with anyone they want to sit with. There was student sitting alone, there some of them sit in group of two or in pair.	Before the class start, everyone does warm up and meditation.
80. The class facility supports student different learning style.	There are tv and some teaching aids for visual learner, there are two speakers for auditory learner, and a big class for kinesthetic learner.	
81. The environment of class comfortable for student during the assessment.	Student did not complain related the class.	They seem comfortable because they are happy during the PPKN time.

82. The class provides books, teaching aids, electronic devices, and any facility to help students.	The class contains several books to read each morning, teaching aids like fraction circle and any other, electronic devices like tv and speaker.	
O. Formative Assessment		
83. Teacher used formative assessment result to understand the student need.	The student submit the worksheet and the teacher give the description but some student still not finish it	
84. Teacher implements worksheet as formative assessment during the learning process to monitor student progress.	Teachers give worksheet to the student after explaining about democracy. It is to check how far student be able to grasp the knowledge	
85. Teacher could facilitate students' learning needs in real time through worksheet.	All students answer the worksheet based on their level.	
P. Fairly Grading and Feedback		
86. There any standard or criteria of the task or project explained by the teacher for student.	The teacher explains about how to answer the worksheet because the worksheet contains of various question types.	
87. Teacher ensures the quality and fairness of assessments before applying differentiation in the classroom.		The teachers were flexible with student assessment, so they focus on make sure the student be able to grasp the knowledge and practice their skill.
88. Teacher gives the opportunity for student to revise or redo their assignments as part of the learning process.	The student did not do any revision.	
89. Teacher separates the academic score with behavior score.	Teacher only assesses the result of their product without mix it with their	

	behavior during the process.	
90. Teacher uses description to assess student.	Teachers assess after some students have finished their worksheet by giving description like excellent.	This is the school rule to give student description instead score.
91. Teacher uses score to assess student.	No, they did not use any score/number.	
92. Teacher provides relevant feedback for student after the assessment.	The teacher did not give any feedback to the students.	After they finished the worksheet, student could go home.
Challenges in implementing Differentiated Assessment		
Q. Instructional and Pedagogical Challenges		
93. Teacher seems difficult in designing task and activity to fulfil divers student need.	There is no related moment to observed	During the class the teacher did not design anything
94. Teacher cannot handle the difficulties of designing task and activity for diver's student.	There is no related moment to observed	During the class the teacher did not design anything
95. Teacher takes a long time to design task or activity for one material.	There is no related moment to observed	During the class the teacher did not design anything
96. Teacher cannot manage their time and workload.	Teachers already prepare everything before come to the class.	
97. The strategies employ by the teacher is effective in ensuring all students to participate meaningfully during the class.	The student gets a lot of freedom during the way to finish the worksheet. They can make in the group, alone or with the help of teacher.	The teachers focus on the way student grasp the material.
98. Teacher is able to manage the student to follow the activity and to keep them focus.	The teacher be able manage the student because all of them have finished before the times up.	
99. Teacher can manage the task revision or correction.		There is no task revision, only unfinished task.
R. Institutional Challenges		

100. The class size affects the assessment process.	The class full of student and the teacher were able to manage them. The student sits on their desk but a little bit noisy because they ask a lot.	
101. The school gives any training for the teacher.		There was no any training during the day
102. The training session help teacher in implementing differentiated assessment.		There was no any training during the day. The teacher did not get any training from 2 weeks ago.
103. Teacher needs more time to provide any appropriate stimulation for diverse learners.	Teacher gives questions for student to make them think about the meaning of the question in the worksheet.	
104. Teacher gets support from school to implement differentiated assessment in a better way.	The head master already told that the school support the implementation of differentiated learning including assessment.	
Benefit of Implementing Differentiated Assessment		
S. Benefit for learner		
105. The student becomes motivated and active in the class during the implementation of differentiated assessment.	The student actively asking questions to the teacher and they keep focus on finishing the task.	
106. By implementing differentiated assessment, the student could achieve their learning goal.	Student are able to answer the question on the worksheet.	A little student was still hard to comprehend the material.
107. Differentiation in task effectively assist the student need.	The student facilitates by additional explanation or helps by the teacher to make them be able to grasp the material about democracy. The student who needs a little bit help	

	just ask when they need and the teacher give space for them to do alone or around their friends.	
108. The student comprehends the material deeply.	Student can comprehend the material well by showing how they could answer the question independently.	
109. The student becomes more independent and responsible in the learning process.	Some students were independently finishing their task and take a rest after that.	
110. The student seems feel comfortable and respect toward their diversity.	They did not fight or bully their friends.	There is student with special needs, student from other country like Australia and Netherlands, some mix blood student and local student. student really respect the difference between them.
T. Benefit for teacher		
111. Teacher can recognize the student potential.	Teachers immediately sit beside slow learner to help them	
112. Teacher is more flexible when designing the material.	Teacher did not design any material during the Science class.	
113. Teacher become more skilled in designing material during implementing differentiated assessment.	Teacher already gets used to design material that engaging and differentiated.	
114. Teacher is very innovating during teaching and learning process.	Teacher at first prepare a lot of teaching aid in order to give the example of how force work in real-life.	

115. Teacher increases their professional day by day.	Teachers provide clear instruction rather than yesterday.	
116. The assessment is very creative and teacher motivated to explore various forms.	The explanation of force using PowerPoint and teaching aids really engage the student into the material.	
117. The student responds positively on creative assessment such as create poster.	All student clearly seems happy demonstrate it with their teacher.	Most of the laugh and showing their friend that they can make a lot of shape using rubber band and show their skill in throw-catch tennis ball.
118. Teacher improves their way of teaching and prepares the innovative way for next meeting.		Teacher discusses at the end of the class for the next science class.
Additional Information		
During the break time, student focus on creating creativity. Before learn PPKN they have a lunch. During lunch break and snack time they eat using placemat that they create by themselves. Then after that, they wash their hand and their lunch box if it already empty, some of them did not wash it, only wash their hand. Several students that eat snack, throw the snack wrapper on the bin. After the PPKN session, they go home but it was only observed until they clean the class before going home.		

Result of Observation Day 2

Class : 4,5,6 grade (rainbow class)

Time : 8.00 am – 10.00am

Date : 18 October 2025

Subject: English

Statement	Evidence	Note
Implementation of Differentiated Assessment		
A. Content		
1. The material contains text, picture, illustration, and video.	only writing some examples on the board	The student already learns the material; in this meeting they only asked to do mini project.
2. Teacher uses variation of source to develop the material.	Teacher did not develop the material in the class.	Teachers plan the activity at home.
3. Teacher adjusts the content with student ability level.	There is no any material	
4. There any additional challenge for fast learner.	There is no any additional challenge.	
5. Teacher gives additional information related the material for learner that need more support.	Teacher re-explains the material by giving example so the student could remember the material.	Each of the student have to answer the teacher question Realtime to make sure they already remember the material on last meeting.
6. Teacher adjusts the way they explain with student level of understanding.	Teachers give additional explanation for student who still did not understand.	Some student raises their hand when they still cannot remember the material. There are two teacher and one teacher assistant, one of the teachers explain meanwhile the other two help re-explain to another student that still confused.
7. Teacher uses any technology during	There is no technology involvement.	In English, there are no any technology

the assessment process.		involvement because the activity only drawing.
8. Teacher prepares scaffolding for student to help them in understanding the content.	Teacher used verbal and visual scaffolding. Teacher explains the step of how to finish the task. Teacher giving example by drawing on the board.	
9. Teacher assesses the student when they are ready		In this meeting, the students were ready to do the project because the result show they already understand the material.
B. Process		
10. Teacher use variation of assessment to adjust with student learning style like visual, audio, and kinesthetic.	Teacher currently uses drawing as a mini project to learn about verb and subject.	Today activity contain visual and kinesthetic activity.
11. Teacher uses variation of methods in assessing student.	Teacher only uses one things, it is description (excellent, well done, very good etc)	
12. Teacher gives different deadline or times for student in finishing the task.	Each student can make their draw without limitation of time but fortunately some of them already finish before the class end.	
13. Teacher gives any individual guidance for student who need it.	Teacher go to student that ask question related this project and some student mostly make sure that their understanding is correct.	
C. Product		
14. Teacher gives freedom related the way student created their product.	Teacher gives student freedom of the color used such as pencil color, crayon or paint. They also free to choose the subject and verb used for their sentence.	

15. Student create variation type of product.	The product is drawing but they can use any color form the drawing like pencil color, crayon or paint.	
16. Teacher gives choice for student of how to present their product.	There is no presentation.	
17. Teacher adjusts the level of product for each student.	The product level is not too hard for all student even though it only one product that they create	
18. Teacher states clearly the criteria for product.	The product criteria clearly stated by the teacher. student be able to do it a long with their friend or alone. They need to draw an activity that represent their own sentence.	
19. Teacher has different rubric for each product.	There is no rubric number based only school rubric that contain description.	
D. Environment		
20. The environment supports the student to learn individually, in group, and to meditate.	Student can sit in group, individually and with anyone they want to sit with. There was student sitting alone, there some of them sit in group of two or in pair.	Before the class start, everyone does warm up and meditation.
21. The class facility supports student different learning style.	There are tv and some teaching aids for visual learner, there are two speakers for auditory learner, and a big class for kinesthetic learner.	
22. The environment of class comfortable for student during the assessment.	Student did not complain related the class.	They seem comfortable because they are happy during the English time.
23. The class provides books, teaching aids, electronic devices, and any facility to help students.	The class contains several books to read each morning, teaching aids like fraction circle and any other, electronic devices like tv and speaker.	

E. Formative Assessment		
24. Teacher used formative assessment result to understand the student need.	Teacher sees each student progress and not only sit down. They ask each student whether the student understand the instruction or not. When student did not understand, they ask the teacher and teacher give the explanation.	Teacher could analyze the student ability by looking at their process in creating product.
25. Teacher implements worksheet as formative assessment during the learning process to monitor student progress.	In this meeting teacher do not use any worksheet to assess student. they do mini project for simple present tense.	The focus on this activity is the student understanding in using the right verb for the subject (between verb 1 or verb 1 plus s/es)
26. Teacher could facilitate students' learning needs in real time through worksheet.	Teacher immediately help student that hard to create a sentence by giving support and verbal guidance.	
F. Fairly Grading and Feedback		
27. There any standard or criteria of the task or project explained by the teacher for student.	The teacher convey that the drawing must contain several important things such as: a sentence in simple present, the drawing that represent the sentence, they could use any type of coloring (pencil color, paint or crayon)	
28. Teacher ensures the quality and fairness of assessments before applying differentiation in the classroom.		The teachers were flexible with student assessment, so they focus on make sure the student be able to grasp the knowledge and practice their skill.
29. Teacher gives the opportunity for student to revise or redo their assignments as		The student did not do any revision.

part of the learning process.		
30. Teacher separates the academic score with behavior score.	The teacher always separates the assessment; the behavior was observed and then the academic score based on the worksheet result	
31. Teacher uses description to assess student.		This is the school rule to give student description instead score.
32. Teacher uses score to assess student.	There is no number	
33. Teacher provides relevant feedback for student after the assessment.	The teacher provides personalize feedback for each student. they go around to see the student progress. Each student asks the teacher about the drawing like could they draw like this. Some student draw without any border, the other makes a border and then continue to draw.	
Challenges in implementing Differentiated Assessment		
G. Instructional and Pedagogical Challenges		
34. Teacher seems difficult in designing task and activity to fulfil divers student need.		During the class the teacher did not design anything
35. Teacher cannot handle the difficulties of designing task and activity for diver's student.		During the class the teacher did not design anything
36. Teacher takes a long time to design task or activity for one material.		During the class the teacher did not design anything

37. Teacher cannot manage their time and workload.	Teachers already prepare everything before come to the class.	
38. The strategies employ by the teacher is effective in ensuring all students to participate meaningfully during the class.	The student gets a lot of freedom during the process of finishing the drawing. Some of them work in the group, some of them draw a big picture, some of them draw a small picture and they could use anything in the process like pencil color, water color, create side lines and so on.	The teachers focus on the way student produce a sentence rather than the drawing. They make sure each student understand the formula of simple present.
39. Teacher is able to manage the student to follow the activity and to keep them focus.	The teacher be able manage the student because all of them have finished before the times up.	
40. Teacher can manage the task revision or correction.		There is no task revision, only unfinished task.
H. Institutional Challenges		
41. The class size affects the assessment process.	The class full of student and the teacher were able to manage them. The student sits on their desk but a little bit noisy because they ask a lot.	
42. The school gives any training for the teacher.		There was no any training during the day
43. The training session help teacher in implementing differentiated assessment.		There was no any training during the day. The teacher did not get any training from 2 weeks ago.
44. Teacher needs more time to provide any appropriate stimulation for diverse learners.	When the student still confused about the instruction, teacher immediately draw an example product to help student understanding related the task.	
45. Teacher gets support from	The head master already told that the school support	

school to implement differentiated assessment in a better way.	the implementation of differentiated learning including assessment.	
Benefit of Implementing Differentiated Assessment		
I. Benefit for learner		
46. The student becomes motivated and active in the class during the implementation of differentiated assessment.	The student actively asking questions to the teacher and they keep focus on finishing the task.	
47. By implementing differentiated assessment, the student could achieve their learning goal.	Student are able to produce one sentence using their own idea.	
48. Differentiation in task effectively assist the student need.	The student facilitates by additional explanation or helps by the teacher to make them be able to produce a sentence. The student who needs a little bit help just ask when they need and the teacher give space for them to do alone or around their friends.	
49. The student comprehends the material deeply.	Student can comprehend the material well by showing how they connect the sentence and the drawing.	
50. The student becomes more independent and responsible in the learning process.	Some students were independently finishing their task and take a rest after that.	
51. The student seems feel comfortable and respect toward their diversity.	They did not fight or bully their friends.	There is student with special needs, student from other country like Australia and Netherlands, some

		mix blood student and local student.
J. Benefit for teacher		
52. Teacher can recognize the student potential.	Teachers immediately sit beside slow learner to help them	
53. Teacher is more flexible when designing the material.	Teacher did not design any material during the English class.	
54. Teacher become more skilled in designing material during implementing differentiated assessment.	Teacher already gets used to design material that engaging and differentiated.	
55. Teacher is very innovating during teaching and learning process.	Teacher at first did not prepare and example. Because a lot of students confused of how the task should be done, teacher draw and example on the board.	
56. Teacher increases their professional day by day.	Teachers provide clear instruction rather than yesterday.	
57. The assessment is very creative and teacher motivated to explore various forms.	The mini project is so creative because most of the student likes to draw so it gives much motivation for student in finishing the task	There is one student that did not draw anything for about a half hour.
58. The student responds positively on creative assessment such as create poster.	Most of the student were motivated when the teacher told them to draw	There is a student that looks calm but he really like drawing because the result of his project is so good. In the process he even makes a sketch.
59. Teacher improves their way of teaching and prepares the innovative way for next meeting.		Teacher discusses at the end of the class for the next English class.
Additional Information		

the class start with warm up and meditation. And then they need to read a book. the teacher would choose two or more student to present. In today class the teacher only chooses two students to present what they have read. The student presents with their own way. The student in the class really respects each other they even protect their friend. There are no bully. One moment, the student with special need went outside without teacher notice it. but the girls scream to the teacher so the teacher would notice. And there is a boy that immediately run outside and catch the kid.



Result of Observation Day 3

Class : 4,5,6 grade (rainbow class)

Time : 1.00 pm – 02.00 pm

Date : 19 October 2025

Subject: Science

Statement	Evidence	Note
Implementation of Differentiated Assessment		
A. Content		
1. The material contains text, picture, illustration, and video.	The PowerPoint contains picture, text. Meanwhile the worksheet contains small illustration and text. Those using two language, Indonesia and English.	The student already learns the material and then make the worksheet.
2. Teacher uses variation of source to develop the material.	Teacher did not develop the material during this session	Teachers plan the activity on Monday or during break time.
3. Teacher adjusts the content with student ability level.	There are two kinds of worksheet, for fifth and fourth grade student.	The student got the worksheet based on their grade.
4. There any additional challenge for fast learner.	There is no any additional challenge.	The time is limited for two hours to explain and answer the worksheet.
5. Teacher gives additional information related the material for learner that need more support.	Teacher re-explains the material only for some student especially slow learner that usually hard to focus.	
6. Teacher adjusts the way they explain with student level of understanding.	Teacher gives an example about how force work. He uses magnet, rubber band, tennis ball and badminton racket.	Teachers give additional explanation for student who still did not understand.
7. Teacher uses any technology during the assessment process.	To show the ppt, the teacher used TV.	
8. Teacher prepares scaffolding for student to help	Teachers prepare magnet, rubber band, tennis ball and badminton racket to show	Teacher used verbal, visual and kinesthetic

them in understanding the content.	how force work. Instead of just imagining or watching the example on a screen, students can clearly see how force happens.	scaffolding to help student understand the material and answer the worksheet.
9. Teacher assesses the student when they are ready	Teachers explain the material for about 1 hour and then continue with worksheet to know how far student are able to understand the material.	The teachers give summative assessment immediately after explaining the material.
B. Process		
10. Teacher uses variation of assessment to adjust with student learning style like visual, audio, and kinesthetic.	In the worksheet only text and illustration. But, during the explanation of material, teacher demonstrate the force by throwing and catching tennis ball between teacher and student, played badminton and also make a shape with rubber band like star, car, robot and many more.	During explaining the material teacher adjust it with student learning style. Most of them is a visual and kinesthetic learner. So, teachers used some teaching aids and let the student practice the force with him.
11. Teacher uses variation of methods in assessing student.	Teacher only use worksheet to assess the student.	
12. Teacher gives different deadline or times for student in finishing the task.	Student could make it without limitation time. At the end of the class, the student that have not finished can continue in the next meeting or during the break time.	Most of them already finished before the times up.
13. Teacher gives any individual guidance for student who need it.	Teachers give individual guidance to answer the worksheet.	Some student who already understand, only look on the summary of the material that available on the first page, unfortunately, some student needs more explanation from

		the teacher and teacher need to make sure the student focus on finishing it.
C. Product		
14. Teacher gives freedom related the way student created their product.		There only one way to finish the product by answering the question in the worksheet.
15. Student create variation type of product.	The worksheet contains of 6 types of question. It allows student to demonstrate their learning in different ways.	Student answer all the question, fortunately it helps them to show their understanding in different ways
16. Teacher gives choice for student of how to present their product.		They did not present anything.
17. Teacher adjusts the level of product for each student.	The students get different worksheet according to their grade.	
18. Teacher states clearly the criteria for product.	There are no criteria convey by the teacher.	
19. Teacher has different rubric for each product.	There is no rubric convey by the teacher.	
D. Environment		
20. The environment supports the student to learn individually, in group, and to meditate.	Student can sit in group, individually and with anyone they want to sit with. There was student sitting alone, there some of them sit in group of two or in pair.	Before the class start, everyone does warm up and meditation.
21. The class facility supports student different learning style.	There are tv and some teaching aids for visual learner, there are two speakers for auditory learner, and a big class for kinesthetic learner.	
22. The environment of class comfortable for	Student did not complain related the class.	They seem comfortable because they are happy during the science time.

student during the assessment.		
23. The class provides books, teaching aids, electronic devices, and any facility to help students.	The class contains several books to read each morning, teaching aids like fraction circle and any other, electronic devices like tv and speaker.	
E. Formative Assessment		
24. Teacher used formative assessment result to understand the student need.	The teacher give worksheet then check it afterwards. The result of student worksheet shows their ability and then teacher give proper feedback for the student.	
25. Teacher implements worksheet as formative assessment during the learning process to monitor student progress.	Teachers give worksheet to the student after explaining about force. It is to check how far student be able to grasp the knowledge	
26. Teacher could facilitate students' learning needs in real time through worksheet.	All students answer the worksheet based on their level.	
F. Fairly Grading and Feedback		
27. There any standard or criteria of the task or project explained by the teacher for student.	The teacher explains about how to answer the worksheet because the worksheet contains of various question types.	
28. Teacher ensures the quality and fairness of assessments before applying differentiation in the classroom.		The teachers were flexible with student assessment, so they focus on make sure the student be able to grasp the knowledge and practice their skill.

29. Teacher gives the opportunity for student to revise or redo their assignments as part of the learning process.		The student did not do any revision.
30. Teacher separates the academic score with behavior score.	Teacher only assesses the result of their product without mix it with their behavior during the process.	
31. Teacher uses description to assess student.	Teachers assess after some students have finished their worksheet by giving description like excellent.	This is the school rule to give student description instead score.
32. Teacher uses score to assess student.	No, they did not use any score/number.	
33. Teacher provides relevant feedback for student after the assessment.	The teacher did not give any feedback to the students.	After they finished the worksheet, student could go home.
Challenges in implementing Differentiated Assessment		
G. Instructional and Pedagogical Challenges		
34. Teacher seems difficult in designing task and activity to fulfil divers student need.		During the class the teacher did not design anything
35. Teacher cannot handle the difficulties of designing task and activity for diver's student.		During the class the teacher did not design anything
36. Teacher takes a long time to design task or activity for one material.		During the class the teacher did not design anything
37. Teacher cannot manage their time and workload.	Teachers already prepare everything before come to the class.	
38. The strategies employ by the teacher is	The student gets a lot of freedom during the way to finish the worksheet. They	The teachers focus on the way student grasp the material.

effective in ensuring all students to participate meaningfully during the class.	can make in the group, alone or with the help of teacher.	
39. Teacher is able to manage the student to follow the activity and to keep them focus.	The teacher be able manage the student because all of them have finished before the times up.	
40. Teacher can manage the task revision or correction.		There is no task revision, only unfinished task.
H. Institutional Challenges		
41. The class size affects the assessment process.	The class full of student and the teacher were able to manage them. The student sits on their desk but a little bit noisy because they ask a lot.	
42. The school gives any training for the teacher.		There was no any training during the day
43. The training session help teacher in implementing differentiated assessment.		There was no any training during the day. The teacher did not get any training from 2 weeks ago.
44. Teacher needs more time to provide any appropriate stimulation for diverse learners.		Teacher did not design anything in the class.
45. Teacher gets support from school to implement differentiated assessment in a better way.	The head master already told that the school support the implementation of differentiated learning including assessment.	
Benefit of Implementing Differentiated Assessment		
I. Benefit for learner		

46. The student becomes motivated and active in the class during the implementation of differentiated assessment.	The student actively asking questions to the teacher and they keep focus on finishing the task.	
47. By implementing differentiated assessment, the student could achieve their learning goal.	Student are able to answer the question on the worksheet.	A little student was still hard to comprehend the material.
48. Differentiation in task effectively assist the student need.	The student facilitates by additional explanation or helps by the teacher to make them be able to produce a sentence. The student who needs a little bit help just ask when they need and the teacher give space for them to do alone or around their friends.	
49. The student comprehends the material deeply.	Student can comprehend the material well by showing how they could answer the question independently.	
50. The student becomes more independent and responsible in the learning process.	Some students were independently finishing their task and take a rest after that.	
51. The student seems feel comfortable and respect toward their diversity.	They did not fight or bully their friends.	There is student with special needs, student from other country like Australia and Netherlands, some mix blood student and local student. student really respect the difference between them.
J. Benefit for teacher		

52. Teacher can recognize the student potential.	Teachers immediately sit beside slow learner to help them	
53. Teacher is more flexible when designing the material.	Teacher did not design any material during the Science class.	
54. Teacher become more skilled in designing material during implementing differentiated assessment.	Teacher already gets used to design material that engaging and differentiated.	
55. Teacher is very innovating during teaching and learning process.	Teacher at first prepare a lot of teaching aid in order to give the example of how force work in real-life.	
56. Teacher increases their professional day by day.	Teachers provide clear instruction rather than yesterday.	
57. The assessment is very creative and teacher motivated to explore various forms.	The explanation of force using PowerPoint and teaching aids really engage the student into the material.	
58. The student responds positively on creative assessment such as create poster.	All student clearly seems happy demonstrate it with their teacher.	Most of the laugh and showing their friend that they can make a lot of shape using rubber band and show their skill in throw-catch tennis ball.
59. Teacher improves their way of teaching and prepares the innovative way for next meeting.		Teacher discusses at the end of the class for the next science class.

Additional Information

the class start with warm up and meditation. And then they need to read a book. the teacher would choose two or more students to present. In today class the teacher only chooses two students to present what they have read. The student presents with their own way. The teacher use counting to make the student become calm after chaos happen because of the demonstration. Teacher gives much time for student to explore force with magnet and other teaching aids.

Result of Observation Day 4

Class : 4,5,6 grade (rainbow class)

Time : 8.30 am – 10.00am

Date : 29 October 2025

Subject: English

Statement	Evidence	Note
Implementation of Differentiated Assessment		
A. Content		
1. The material contains text, picture, illustration, and video.	only writing some examples on the board for explanation. The worksheet contains text, picture, illustration.	The student already learn the material and they continue the worksheet.
2. Teacher uses variation of source to develop the material.	Teacher was creating a PowerPoint in the class during English class. One teacher responsible for teaching the student and one teacher was creating the PPT.	Teacher develop material in the class for science class.
3. Teacher adjusts the content with student ability level.	There are two worksheets with various type of questions. The student that still confused got the worksheet that was very basic like answer what is the activity in the picture and arrange a word to be a good sentence meanwhile the other worksheet already creating a sentence by themselves.	
4. There any additional challenge for fast learner.	Student that already past the first worksheet before this meeting, they make a new worksheet with a higher level of difficulty.	Some student already make the first worksheet in previous meeting so in this meeting they got a new worksheet.
5. Teacher gives additional	Teacher re-explains the material by giving example	Each of the student have to answer the

information related the material for learner that need more support.	so the student could remember the material.	teacher question Realtime to make sure they already remember the material on last meeting.
6. Teacher adjusts the way they explain with student level of understanding.	Teachers give additional explanation for student who still did not understand.	Some student raises their hand when they still cannot remember the material. There are two teacher and one teacher assistant, one of the teachers explain meanwhile the other two help re-explain to another student that still confused one by one student.
7. Teacher uses any technology during the assessment process.	There is no technology involvement.	In English, there are no any technology involvement because the activity only answering worksheet.
8. Teacher prepares scaffolding for student to help them in understanding the content.	Teacher explains the step of how to finish the task.	Teacher used verbal and visual scaffolding.
9. Teacher assesses the student when they are ready	Student get assess after the explanation done.	The first worksheet is to make sure the level of student basic understanding meanwhile the next worksheet was adjusting student level of understanding
B. Process		
10. Teacher uses variation of assessment to adjust with student learning style like visual, audio, and kinesthetic.	Teacher uses worksheet and it contains picture, illustration for visual learner.	
11. Teacher uses variation of	The worksheet contains variation type of question such as crossword, find	In this meeting, teacher only give

methods in assessing student.	word, essay, re-arrange sentences, creating sentences and yes/no type of question.	worksheet for student according to their level
12. Teacher gives different deadline or times for student in finishing the task.	Student could make it without limitation time. At the end of the class, the student that have not finished can continue in the next meeting or during the break time.	Most of them already finished before the times up.
13. Teacher gives any individual guidance for student who need it.	Teachers give individual guidance to answer the worksheet	Only for some student that really need help.
C. Product		
14. Teacher gives freedom related the way student created their product.	Student could choose to work alone or do it in group	Most student did not cheat and they really responsible with their worksheet. Student only ask their friend or teacher if they really did not understand the question or how to answer the section.
15. Student create variation type of product.	Student answer variation of worksheet so the answer is the product itself.	
16. Teacher gives choice for student of how to present their product.	Student did not present their result, they were only showing it to the teacher and the teacher check it.	
17. Teacher adjusts the level of product for each student.	The product was different in the level of challenge for the students.	The worksheet according to their level.
18. Teacher states clearly the criteria for product.	The teacher inform student what need to be done like the section a need to create sentences by using different irregular verb.	
19. Teacher has different rubric for each product.	Teacher did not explain any rubric to the student.	
D. Environment		

20. The environment supports the student to learn individually, in group, and to meditate.	Student can sit in group, individually and with anyone they want to sit with. There was student sitting alone, there some of them sit in group of two or in pair.	Before the class start, everyone does warm up and meditation.
21. The class facility supports student different learning style.	There are tv and some teaching aids for visual learner, there are two speakers for auditory learner, and a big class for kinesthetic learner.	
22. The environment of class comfortable for student during the assessment.	Student did not complain related the class.	They seem comfortable because they are happy during the English time.
23. The class provides books, teaching aids, electronic devices, and any facility to help students.	The class contains several books to read each morning, teaching aids like fraction circle and any other, electronic devices like tv and speaker.	
E. Formative Assessment		
24. Teacher used formative assessment result to understand the student need.	The result of the worksheets is analyzed by the teacher after they are finishing it. then teacher give appropriate feedback for student improvement.	teacher create the worksheet based on student level understanding.
25. Teacher implements worksheet as formative assessment during the learning process to monitor student progress.	Teacher gives worksheet two times for English; this was the second meeting.	Teacher always give worksheet to monitor the development of student understanding.
26. Teacher could facilitate students' learning needs in real time through worksheet.	Teacher gives feedback for student related their answer when they check it during the process. The teacher helps each student that seems hard to follow the worksheet like the special	Teacher helps the special need student to make a sentence

	need student who always need the teacher companion.	
F. Fairly Grading and Feedback		
27. There any standard or criteria of the task or project explained by the teacher for student.	The teacher explains what need to do. Like how to answer the crossword and how to make sentences.	
28. Teacher ensures the quality and fairness of assessments before applying differentiation in the classroom.		The teachers were flexible with student assessment, so they focus on make sure the student be able to grasp the knowledge and practice their skill.
29. Teacher gives the opportunity for student to revise or redo their assignments as part of the learning process.		The student did not do any revision.
30. Teacher separates the academic score with behavior score.	Teacher only assesses the result of their product without mix it with their behavior during the process.	
31. Teacher uses description to assess student.	Teachers assess after some students have finished their worksheet by giving description like excellent, well done, good job.	This is the school rule to give student description instead score.
32. Teacher uses score to assess student.	No, they did not use any score/number.	
33. Teacher provides relevant feedback for student after the assessment.	The teacher gives feedback after a student submit their worksheet. The feedback contains the student fault for not adding adverb of time in the end of each sentence he made.	
Challenges in implementing Differentiated Assessment		
G. Instructional and Pedagogical Challenges		

34. Teacher seems difficult in designing task and activity to fulfil divers student need.	Teacher create science PowerPoint related electricity and he did not seem hard to handling it.	
35. Teacher cannot handle the difficulties of designing task and activity for diver's student.	Teacher seems enjoy and keep continue the PowerPoint and some time he was going around to check the student. there were some students asking about the worksheet, he answer it first and then after all done, he continues to create the PPT.	
36. Teacher takes a long time to design task or activity for one material.	Flexible, it according to the teacher.	
37. Teacher cannot manage their time and workload.	Teachers already prepare everything before come to the class for this class.	
38. The strategies employ by the teacher is effective in ensuring all students to participate meaningfully during the class.	The student gets a lot of freedom during the process of finishing the worksheet, they can sit alone or with group. They were really independent in finishing the task because they did not cheat and focus on finishing theirs. Some time they playing or talking with their friend but the worksheet still done	The teachers focus on the development process of the student so mostly they need to use worksheet.
39. Teacher is able to manage the student to follow the activity and to keep them focus.	The teacher be able manage the student because all of them have finished before the times up.	
40. Teacher can manage the task revision or correction.		There is no task revision, only unfinished task.
H. Institutional Challenges		
41. The class size affects the	The class full of student and the teacher were able to	

assessment process.	manage them. The student sits on their desk but a little bit noisy because they ask a lot.	
42. The school gives any training for the teacher.		There was no any training during the day
43. The training session help teacher in implementing differentiated assessment.		There was no any training during the day. The teacher did not get any training from 2 weeks ago.
44. Teacher needs more time to provide any appropriate stimulation for diverse learners.		Teacher did not design anything in the class.
45. Teacher gets support from school to implement differentiated assessment in a better way.	The head master already told that the school support the implementation of differentiated learning including assessment.	
Benefit of Implementing Differentiated Assessment		
I. Benefit for learner		
46. The student becomes motivated and active in the class during the implementation of differentiated assessment.	The student actively asking questions to the teacher and they keep focus on finishing the task.	
47. By implementing differentiated assessment, the student could achieve their learning goal.	Student are able to produce nine simple past sentence using irregular verb based on their own idea.	
48. Differentiation in task effectively assist the student need.	The student facilitates by additional explanation or helps by the teacher to make them be able to produce sentences or re-	

	arrange the sentences. The student who needs a little bit help just ask when they need and the teacher give space for them to do alone or around their friends.	
49. The student comprehends the material deeply.	Student can comprehend the material well by showing how they could answer all the questions on the worksheet	
50. The student becomes more independent and responsible in the learning process.	Some students were independently finishing their task and take a rest after that.	
51. The student seems feel comfortable and respect toward their diversity.	They did not fight or bully their friends. There is a student where he finds it funny about the illustration of three children with different skin color and his friend tell him nicely that he should not laugh on the black children because it disrespects them.	There is student with special needs, student from other country like Australia and Netherlands, some mix blood student and local student.
J. Benefit for teacher		
52. Teacher can recognize the student potential.	Teachers immediately sit beside slow learner to help them	
53. Teacher is more flexible when designing the material.	Teacher could continue or stop in designing PPT for science during this meeting. And he manages to finish it before using it	
54. Teacher become more skilled in designing material during implementing differentiated assessment.	Teacher already gets used to design material that engaging and differentiated.	
55. Teacher is very innovating during teaching and learning process.	The teacher still uses the same pattern for the assessment.	There is no innovation.

56. Teacher increases their professional day by day.	Teachers provide clear instruction rather than yesterday.	
57. The assessment is very creative and teacher motivated to explore various forms.	There were a lot of different type of question on each worksheet.	
58. The student responds positively on creative assessment such as create poster.	Most of student seem calm	
59. Teacher improves their way of teaching and prepares the innovative way for next meeting.		Teacher discusses at the end of the class for the next English class.
Additional Information		
<p>the class start with warm up and meditation. And then they need to read a book. the teacher would choose two or more student to present. In today class the teacher only chooses two students to present what they have read. The student presents with their own way. There some student that playing and did not focus on finishing the worksheet, the teacher did not scold them but giving motivation at first and when they keep continue to not focus the teacher give warning. And there a student that did not attend the class, they only inform the permission on WhatsApp group.</p>		

Result of Observation Day 5

Class : 4,5,6 grade (rainbow class)

Time : 1.00 pm – 02.00 pm

Date : 30 October 2025

Subject: Science

Statement	Evidence	Note
Implementation of Differentiated Assessment		
A. Content		
1. The material contains text, picture, illustration, and video.	The PowerPoint contains picture, text. Meanwhile the worksheet contains small illustration and text. Those using two language, Indonesia and English.	The student already learn the material and then make the worksheet.
2. Teacher uses variation of source to develop the material.	Teacher did not develop the material during this session.	Teachers plan the activity on Monday or during break time.
3. Teacher adjusts the content with student ability level.	There is only one worksheet and one project with the same level	The student work in group combined with fifth and fourth grade student.
4. There any additional challenge for fast learner.	There is no any additional challenge.	The time is limited for two hours to explain, make the project and answer the worksheet.
5. Teacher gives additional information related the material for learner that need more support.	Teacher explain about how the fan can work to a student that still confused about dynamo and switch.	Teacher re-explains the material only for some student especially slow learner that usually hard to focus.
6. Teacher adjusts the way they explain with student level of understanding.	Teacher gives an example about how to assemble a fan	Teachers give additional explanation one by one for student who still did not understand.
7. Teacher uses any technology during the assessment process.	Teacher uses battery, dynamo, switch, fan, wood and cables to demonstrate the energy change.	
8. Teacher prepares scaffolding for student to help	Teachers prepare all the learning resource for this project like battery,	Teacher used verbal, visual and kinesthetic scaffolding to help

them in understanding the content.	dynamo, switch, fan, wood and cables. Additionally, there some step by step to assemble a fan until it works.	student understand the material, project and answer the worksheet.
9. Teacher assesses the student when they are ready	Teachers explain the material for about 1 hour and then continue with worksheet to know how far student are able to understood the material.	The teachers give summative assessment immediately after explaining the material.
B. Process		
10. Teacher use variation of assessment to adjust with student learning style like visual, audio, and kinesthetic.	In the worksheet contains text, picture and illustration. During the project each group get one fan skit and they assemble it together.	The assessment variation mostly for visual and kinesthetic learner. It showed they rarely implement song as the assessment. Because most of the student are visual learner so they only like to see something.
11. Teacher uses variation of methods in assessing student.	Teacher uses project and worksheet to assess the student.	
12. Teacher gives different deadline or times for student in finishing the task.	Student could make it without limitation time. All of them finish the to assemble the fan and then answer the worksheet. Unfortunately, there a little bit student that cannot finish it on time. At the end of the class, the student that have not finished can continue in the next meeting or during the break time.	Most of them already finished before the times up. The one that already finished, they tidy up the area.
13. Teacher gives any individual guidance for student who need it.	All the student still confused on how to make the fan even though there are step by step in the worksheet. Teacher helps them with cutting the cable, glued the board with the wood stick, and put the	Teachers give individual guidance to make the fan and answer the worksheet.

	cable in. but some groups do it by themselves.	
C. Product		
14. Teacher gives freedom related the way student created their product.	They do it in group	There only one way to finish the product by making the fan work and answering the question in the worksheet.
15. Student create variation type of product.	The worksheet contains of 6 types of question. It allows student to demonstrate their learning in different ways. The question type is multiple choice, true false, short answer, and drawing task	Student answer all the question, fortunately it helps them to show their understanding in different ways
16. Teacher gives choice for student of how to present their product.		They did not present anything.
17. Teacher adjusts the level of product for each student.	The students get same project and same worksheet.	This is the first project and worksheet after the explanation. So, that is why the worksheet and project still the same. It focuses on shape a new understanding of electrical circuits.
18. Teacher states clearly the criteria for product.	There are no criteria convey by the teacher.	Student only follow the instruction.
19. Teacher has different rubric for each product.	There is no rubric convey by the teacher.	
D. Environment		
20. The environment supports the student to learn individually, in group, and to meditate.	Student can sit in group, individually and with anyone they want to sit with. There was student sitting alone, there some of them sit in group of two or in pair.	Before the class start, everyone does warm up and meditation. In this science class the student need to sit on group.
21. The class facility supports student different learning style.	There are tv and some teaching aids for visual learner, there are two speakers for auditory	

	learner, and a big class for kinesthetic learner.	
22. The environment of class comfortable for student during the assessment.	Student did not complain related the class.	They seem comfortable because they are happy during the science time.
23. The class provides books, teaching aids, electronic devices, and any facility to help students.	The class contains several books to read each morning, teaching aids like fraction circle and any other, electronic devices like tv and speaker.	
E. Formative Assessment		
24. Teacher used formative assessment result to understand the student need.	The use of worksheet is to develop basic understanding of electricity and for the project it is just a fan project to demonstrate the energy change, how to assemble a mini fan and how does mini fan work.	
25. Teacher implements worksheet as formative assessment during the learning process to monitor student progress.	Teachers give worksheet to the student after the project. It is to check how far student be able to grasp the knowledge after doing the project.	
26. Teacher could facilitate students' learning needs in real time through worksheet.	Teacher go to each group and asking them if they need some help, they also help by giving instruction and show them how to do it. like put the cable together and how to place the dynamo, wood and board.	
F. Fairly Grading and Feedback		
27. There any standard or criteria of the task or project explained by the	The teacher explains about how to answer the worksheet because the worksheet contains of various question types.	

teacher for student.		
28. Teacher ensures the quality and fairness of assessments before applying differentiation in the classroom.		The teachers were flexible with student assessment, so they focus on make sure the student be able to grasp the knowledge and practice their skill.
29. Teacher gives the opportunity for student to revise or redo their assignments as part of the learning process.		The student did not do any revision.
30. Teacher separates the academic score with behavior score.	Teacher only assesses the result of their product without mix it with their behavior during the process.	
31. Teacher uses description to assess student.	Teachers assess after some students have finished their worksheet by giving description like excellent.	This is the school rule to give student description instead score.
32. Teacher uses score to assess student.	No, they did not use any score/number.	
33. Teacher provides relevant feedback for student after the assessment.	The teacher did not give any feedback to the students. All the finished worksheet was submitted because they need to continue practice for Halloween party. but there is no feedback might be because some of them already got excellent and the teacher help them during the process. So, the teacher helps to recall their understanding when they forget about the material. It makes them can answer it well.	After they finished the worksheet, student could go home.
Challenges in implementing Differentiated Assessment		
G. Instructional and Pedagogical Challenges		

34. Teacher seems difficult in designing task and activity to fulfil divers student need.		During the class the teacher did not design anything
35. Teacher cannot handle the difficulties of designing task and activity for diver's student.		During the class the teacher did not design anything
36. Teacher takes a long time to design task or activity for one material.		During the class the teacher did not design anything
37. Teacher cannot manage their time and workload.	Teachers already prepare everything before come to the class.	
38. The strategies employ by the teacher is effective in ensuring all students to participate meaningfully during the class.	The student gets a lot of freedom during the way to finish the worksheet. They can make in the group, alone or with the help of teacher.	The teachers focus on the way student grasp the material.
39. Teacher is able to manage the student to follow the activity and to keep them focus.	Teacher is able to manage the student to follow the activity and to keep them focus.	Teacher is able to manage the student to follow the activity and to keep them focus.
40. The teacher be able manage the student because some of them have finished before the times up.	The teacher be able manage the student because some of them have finished before the times up.	
H. Institutional Challenges		
41. The class size affects the assessment process.	The class full of student and the teacher were able to manage them. The student sits on their desk but a little bit noisy because they ask a lot.	During project the student really noisy and a little bit hard to manage rather than only worksheet time or

		explanation of material.
42. The school gives any training for the teacher.		There was no any training during the day
43. The training session help teacher in implementing differentiated assessment.		There was no any training during the day. The teacher did not get any training from 2 weeks ago.
44. Teacher needs more time to provide any appropriate stimulation for diverse learners.	Teacher help student with how they could connect the cable and let them try it by themselves.	
45. Teacher gets support from school to implement differentiated assessment in a better way.	The head master already told that the school support the implementation of differentiated learning including assessment.	
Benefit of Implementing Differentiated Assessment		
I. Benefit for learner		
46. The student becomes motivated and active in the class during the implementation of differentiated assessment.	The student actively asking questions to the teacher and they keep focus on finishing the task.	
47. By implementing differentiated assessment, the student could achieve their learning goal.	Student are able to answer the question on the worksheet and do the mini fan project.	A little student was still hard to remember the material but teacher help them to recall.
48. Differentiation in task effectively assist the student need.	The student facilitates by additional explanation or helps by the teacher to make them be able to produce a sentence. The student who needs a little bit help just ask when they	

	need and the teacher give space for them to do alone or around their friends.	
49. The student comprehends the material deeply.	Student can comprehend the material well by showing how they could answer the question independently.	
50. The student becomes more independent and responsible in the learning process.	Some students were independently finishing their task and tidy up after that.	
51. The student seems feel comfortable and respect toward their diversity.	They did not fight or bully their friends. The student seems comfortable to say their opinion or ask their friend about something. Taking turns on the project. There a student wanted to attach a switch to the board and politely asked his groupmate if he could do so, and his friend gave him permission.	There is student with special needs, student from other country like Australia and Netherlands, some mix blood student and local student. student really respect the difference between them.
J. Benefit for teacher		
52. Teacher can recognize the student potential.	Teachers immediately sit beside slow learner to help them answering the worksheet	
53. Teacher is more flexible when designing the material.	Teacher did not design any material during the Science class.	
54. Teacher become more skilled in designing material during implementing differentiated assessment.	Teacher already gets used to design material that engaging and differentiated.	
55. Teacher is very innovating during teaching and learning process.	Teacher at first prepare a lot of teaching aid in order to give the example of how force work in real-life.	

56. Teacher increases their professional day by day.	Teachers provide clear instruction rather than yesterday.	
57. The assessment is very creative and teacher motivated to explore various forms.	The mini fan project is so well prepared and the worksheet level really basic so it did not seem to hard for all student.	
58. The student responds positively on creative assessment such as create poster.	The mini fan project is so well prepared and the student really excited about it. especially when their fan can actually work they cheer up so loudly.	Most of them were excited even though there is a student that scared of electricity so she rather only sees.
59. Teacher improves their way of teaching and prepares the innovative way for next meeting.		Teacher discusses at the end of the class for the next science class.
Additional Information		
The teacher did not rush them to finish the worksheet even though the time was already up, the teacher only tells them to put it in the learning package and tidy up so they can continue the Halloween party practice.		

Appendix 23. Transcription of Teacher's Interview from Observed Teacher number (1)

Subject: Observed teacher number (1)

Experience : 2 ½ years

Time/date : 11.00 am / October 29th 2025


No.	QUESTION	ANSWER
A. CONTENT		
1.	During the explanation of material or assessment, you said that you use YouTube video. but during the observation, there are no implementation of YouTube. Could you state the reason?	<p>jadi kalau misalnya kan, misalnya ngejelasin itu bikin powerpoint. Biasanya aku pindah lagi ke youtube gitu. Kalau di Mr. Angga mungkin dia jarang sih ngajar pakai powerpoint gitu. Lebih ke aku gitu.</p> <p>sering. Jadi kebanyakan aku kalau misalnya nggak sempat bikin powerpoint, aku kasih dulu mereka nonton pakai tv gitu. Penjelasan materinya pakai youtube. Karena kalau youtube, pakai youtube terus, itu cuma sesekali aja sih pakai youtube. Karena kalau cuma langsung sering-sering pakai youtube, mereka ketergantungan. Jadi pengennya aku pakai video. Dan juga penjelasan video itu agak rumit di sini. Karena misalnya nanti, ini sih yang tatangan yang aku dapat kalau misalnya nonton video itu. Kan nggak semua anak bisa bahasa inggris gitu. Nanti dapat videonya yang bahasa indonesia, yang bahasa inggrisnya nggak paham. Jadi dijelasin balik gitu. Jadi lebih ke sekalian aja pakai powerpoint gitu. Tapi kalau aku pakai youtube itu biasanya contoh-contoh dari materinya. Misalnya tentang listrik seri paralel tadi kan. Oh ini loh saklarnya gitu. Saklar paralel itu kalau di tekan tombol ini, yang ini yang hidup gitu. Atau misalnya tentang bencana alam gitu. Mereka kan nggak tahu bencana alam apa ini. Mereka baru kasih lihat youtube kayak gini gitu. Apa proses vulkanisme di dalam gunung gitu. Buat video-video penjelasan kayak penampakan aja gitu loh. Tanpa penjelasan gitu biasanya. Kalau video penjelasan, language</p>

		barrier-nya gitu. Jadi sama aja gitu. Kita harus menjelaskan ulang.
2.	Before you conduct assessments, what steps do you take to prepare for differentiated assessments in the classroom?	pertama kita kategorikan siswa mana saja yang materinya, misalnya si a mereka masih belajar verb, ada yang siapa yang udah bisa bikin kalimat sentence, kita klasifikasikan dulu. Baru kami siapkan jumlah assessment yang diperlukan. Misalnya aku yang masih paham verb 3 anak, yang udah bisa bikin kalimat 2 anak. Jadi yang pertama kita klasifikasikan, yang kedua baru kita mulai eksekusi membuat assessment-nya seperti itu. Nah, kalau yang butuh persiapan untuk assessment yang lebih observasi dengan presentasi itu ya, kita berikan penjelasan dulu ke mereka, pemahaman mereka sampai mana, baru kita minta mereka presentasi. Nah, kalau misalnya presentasinya udah lancar, ataupun mereka masih kurang paham itu kami berikan pemahaman ulang.
3.	How do you adapt your lesson plans or assessments to accommodate student diversity from the initial planning stage?	sebagai contoh, kadang-kadang ada siswa yang misalnya contohnya dari luar negeri itu kok kami disini sering juga kok worksheet gitu. Bahkan misalnya katanya di sekolahnya itu jarang gurunya menjelaskan langsung dikasih worksheet baru gitu. Nah, kita menyesuaikan aja. Kita berikan dia worksheet sebagai assessment. Kita ajar ke dia, ajarin dia itu sebelahan gitu. Kalau misalnya ada yang nggak worksheetnya, baru dijelasin, Jadi kita harus beradaptasi. Kalau misalnya ada yang siswa lebih senang lagi dari guru. Nah, baru kita berikan penjelasan. Dengan memberikan assessment, worksheet itu biasanya mereka udah bisa ngerjain sendiri gitu. Jadi kita dari gurunya sih yang beradaptasi. Menyesuaikan gitu. Karena disini kan kebanyakan murid-murid pindahan. Misalnya ada yang dari belgia. Jadi kita tanyakan dulu. Disana bagaimana sih kemungkinan belajarnya gitu. Misalnya disana banyak-banyak worksheet. A bunch of worksheets gitu. Sampai misalnya, mungkin bisa dengan, kita

		<p>bervariasi cara ngajarnya pakai PowerPoint lebih fun lah bagi mereka. Dan worksheet itu cuma sekedarnya aja. Untuk sebagai assessment pemahaman mereka. Juga kalau misalnya mereka dari segi asesmenya, mereka lebih suka menjelaskan daripada banyak nulis. Kan ada tuh siswa beberapa yang malas nulis. Misalnya Coba kamu tuliskan tiga benda yang paling sering kamu pakai di rumah. Ada yang langsung menjelaskan aja, ada yang langsung nulis, ada yang suka nulis dulu baru dikasih ke gurunya. Jadi itu cara kami beradaptasi untuk asesmen. Untuk mengetahui pemahaman mereka sampai mana.</p>
4.	<p>How to consider the suitable worksheet for student that not surely understand the material?</p>	<p>kalau ini ada beberapa siswa yang memang kesulitan kali untuk memahami worksheet karena kadang worksheetnya itu soalnya terlalu panjang, ada yang mereka memahaminya susah karena mungkin dari background mereka, ada itu kan yang siswa dari Australia, dia merasa bodoh karena aku nggak tahu tentang Indonesia. Iya di belakangnya kan udah ada penjelasan, padahal kan di page pertama itu materinya dulu, yang udah dijelasin sama dulu. Baru soal, nah itu, kendalanya itu siswa itu kadang mereka nggak suka membaca gitu, nggak suka membaca, nggak suka ada penjabaran materi disana karena mereka memang bawaannya nggak suka baca, dan sulit fokuskan mereka. Jadi kami menyesuaikan selanjutnya itu lebih ke versi berbasis gambar. Jadi mereka tinggal lihat gambarnya aja, oh ini apa, baru mereka deskripsikan gitu. Tapi materinya sama, nggak mengubah esensi materi yang ada di pembelajaran itu, pokoknya disesuaikan. Ada yang sukanya baca, baca dulu, teksnya baru paham, baru mereka menjawab, jadi kami menyesuaikan. Tapi kalau misalnya pakai gambar itu, lebih effort kita harus buat worksheets sendiri, yang berbeda dari yang lain. Jadi disini gurunya harus full effort.</p>

5.	How to varied the challenge level in worksheet for the same material?	Cara kami membedakannya itu, kadang di materi itu ada kata-kata yang sulit, misalnya istilah-istilah yang gitu, misalnya konduktor, isolator. Nah, kami ubah katanya itu. Isolator itu benda yang tidak bisa mengalihkan listrik. Jadi contoh soalnya “sebutkan kan benda yang tidak bisa mengalihkan Listrik” Atau kalau yang mereka nggak paham, kami beri kata-kata yang literal. Kalau misalnya ada pemahaman yang lebih gampang, karena kalau menjelaskan itu kan sebutin juga kata-kata istilah gitu, mereka udah paham. Jadi soalnya itu kami tulis aja isolator, “sebutkan benda isolator” gitu. Nah itu, kami mengubah kata-katanya, kalimatnya.
B. PROCESS		
6.	Why do you give more time for student that late to submit the assignment?	di montessori itu kan kami, filosofinya jangan terlalu, jangan nge-push siswa. Kita hanya memotivasi dia saja. Mengapa kamu harus belajar ini? Apa pentingnya di kehidupan nyata? Itu setelah kita menjelaskan itu, itu up to them. Mau pace mengerjakannya lambat atau cepat. Tapi kami memberikan dorongan. Di montessori itu kami nggak boleh memaksa, apalagi sampai membandingkan. “Itu temennya udah selesai lho, dia cepet lho. kok kamu lambat?”, itu nggak boleh. Jadi kami kan punya learning package, tas yang dikasih persiswa gitu. Jadi kalau mereka belum selesai, misalnya snack time, temen lainnya udah selesai, sedangkan dia belum selesai, itu kami biasanya perintahkan mereka untuk masukin dulu ke learning package. Nanti kalau misalnya ada waktu jam pelajaran, biasanya kan 2 jam pelajaran, 1 jamnya udah selesai, nah 1 jam setelahnya itu, antara kreativitas untuk mereka yang udah selesai, abis worksheet at the learning package, yang masih belum selesai itu mereka udah selesai semua. Nah kalau yang belum selesai, kami ingin mereka melanjutkan. Kalau misalnya mereka, “oh mister, aku udah

		<p>lupa, ini materinya udah lama soalnya.” Nah kita berikan penjelasan ulang. Tapi dengan singkat jelas agar mereka lebih review materinya. Biasanya kan mereka cuma sekedar lupa. Kalau di recall kayak diingatin lagi, “oh iya aku baru ingat.” Tinggal di trigger aja sedikit baru mereka ingat.</p>
7.	<p>If you give additional time for student to finish their work, how do you assess them?</p>	<p>kalau disini sama aja dan kami menilainya tidak menggunakan angka. Misalnya kalau di public school itu menilainya menggunakan angka. Terus ada, “oh kamu, siapa yang cepat ngumpul, nilainya lebih tinggi.” Kalau di sini tidak, kami tidak membedakan. Jadi di montessori, kulisofinya kami mengapresiasi semua effort siswa, walaupun mereka kerjanya lebih lambat dan penyarapan materi mereka itu lebih kurang. Jadi kami selalu mengapresiasi, walaupun mereka itu pace-nya beda. Jadi walaupun ada yang dalam satu jam itu sudah langsung selesai, dan teman lainnya ada yang harus besoknya baru selesai, itu sama saja nilainya. Asalkan dia paham materinya. Jadi di montessori itu lebih menilai pemahaman siswa. Kalau misalnya belum paham, kami kasih kejelasan ulang. Itulah kenapa kami itu di rapot itu hanya berdasarkan observasi. Misalnya, oh dia konsisten, sudah paham, jadi tidak pakai angka.</p>
8.	<p>If a student fails to meet the learning objectives, is there a way for the student to improve their grades?</p>	<p>kalau di jam pelajaran, misalnya kan kami ada ekstra tuh. Nah kalau misalnya murid tersebut nggak ikut ekstra, kan dipisah tuh. Yang ekstra biasanya ke ruang musik. Ikut ekstra musik, ke ruang musik. Nah, atau di ekstra menjahit tuh. Kalau misalnya mereka belum mencapai tujuan pelajaran, kami pisahkan dia ke kursi yang kosong gitu kan. Kami kasih penjelasan ulang, agar mereka tuh benar-benar paham. Jadi istimewa yang di montessoro school ini, kami nggak boleh meninggalkan siswa yang terlambat gitu. Jadi kami harus mengejar. Jadi di situ tantangannya gitu. Nggak kayak di sekolah-sekolah yang biasanya kan,</p>

		<p>kalau misalnya di hari ini belajar tentang carnivora, selesai di hari itu aja, kalau di minggu depannya udah beda materi kan nggak di-review lagi sama anak-anaknya yang nggak paham gitu. Jadi kami lihat dulu anaknya, worksheetnya kok banyak salah gitu kan. Atau nggak kami ingat, kamu kan si a, kamu waktu itu banyak salah asesmennya gitu. Jadi ayo sama mister bisa jelasin ulang gitu. Di mana aja kamu perlu ditanyakan, di mana lagi yang belum paham gitu. Jadi kan kita bisa.</p>
9.	<p>Why do you assess student after you have finished explaining even though the student seems still confused with the material?</p> 	<p>ada yang sudah benar-benar paham, tapi mereka tetap dikasih worksheet. Iya, tetap dikasih worksheet, semua itu lebih patokan penilaian yang lebih konkret, lebih lebih benar-benar bisa kita menilai lebih cepat gitu biar tak perlu presentasi lagi gitu. Kalau sebelumnya kami, misalnya ada, sudah dijelaskan materinya kita berikan mereka task misalnya sebutkan atau dituliskan gitu itu kan perlu presentasi itu lebih lama. Kalau pakai berbasis kertas kan worksheet berbasis Latihan soal kan kita tahu misalnya pertanyaan yang a, kan ada beberapa jenis soal itu, ada yang tarik garis, ada yang pertanyaan essay atau abc gitu kan kita lebih bisa tahu anak-anaknya sudah paham atau enggak jadi lebih simpel. Kalau untuk presentasi kan nggak bisa untuk semua anak, ada yang introvert, ada yang malu untuk presentasi jadi kalau worksheet itu kan mereka bisa langsung kerja, yang introvert atau yang lebih kurang percaya diri, tetap saja mereka bisa ngerjain. Kalau untuk berbasis worksheet, jadi kami semuanya perlu worksheet itu, assessment itu.</p>
C. PRODUCT		
10.	<p>Based on your answer on questionnaire, they sometimes did a project. But when I observe, there is a project create by the student but only differentiated in the form</p>	<p>iya. Soalnya sekarang karena yang sekarang ini anaknya lebih cenderung kayak kalau keseringan presentasi mereka jenuh juga padahal kalau presentasi itu kan lebih bisa kita menilainya oh anak ini lebih paham, karena kan semakin anak itu paham lebih</p>

	<p>of color type and they did not present it. they did not present it? and in what project they have to present the result?</p>	<p>confidence dia kelihatan presentasinya menggebu-gebu lah ngejelasin, kalau yang tak paham kan masih tagang buku, baca gitu jadi di situ kita menilainya artinya dari semester sebelumnya dan sekarang ada perbedaan terkait penggunaan worksheet dan presentasi. iya betul, tapi kan persentasi itu juga, kami lakukan tergantung situasinya gitu. Agar lebih bervariasi.</p>
11.	<p>After observing, I do not see a big difference between product that was created by the student. and several time I catch that you give the same worksheet. could you explain more about this?</p>	<p>kalau produk yang berbeda kan misalnya kan ada tuh beberapa anak yang memang bisa membuat patung, memang jiwa sedikit-sedikit. Kalau menggambar terus, kan rata-rata bisa lah ya semua yang membuat gambar, menggambar gitu, atau mewarnai itu rata-rata juga bisa. Jadi kalau itu sesuai materi sih kemarin tuh kan kalau menggambar itu lebih cocoknya menggambar. Karena juga kalau pakai patung itu kan kita resource lebih bahan-bahannya lebih perlu banyak gitu kan. Kalau menggambar itu kan tinggal kasih kertas gitu. Lebih ke efektivitas, efisiensinya juga. Ini sih relevan nggak sama materinya. Terkadang kalau menggambar itu lebih relevan sih, lebih fleksibel gitu, cakupannya lebih luas gitu. Kalau misalnya crafting patung itu kan, crafting-crafting itu kan hanya beberapa materinya aja, kayak perlu produk tiga dimensi gitu. Khusus berbeda-beda ya, materi khusus, nggak diistirahatkan. Tapi kayak kan ada agama hindu ini kan mereka lagi bikin projek, bikin Pura gitu, dari stick. Kalau itu kan lebih cocok tiga dimensi. Kalau menggambar Pura aja kan kayak kurang pas aja gitu. Kalau misalnya belajar tentang alam atau sains itu kan lebih kadang kita coba gambarkan bencana alam gitu. Masa bencana alam mau dibikin tiga dimensi memang gimana gitu. Sebenarnya bisa sih, kan gunung meletus. Gunung meletus bisa, cuma kalau banjir gimana gitu kan lebih ribet gitu. Lebih ke relevansinya aja gitu.</p>

12.	<p>Besides project, have the student ever go outside to learn?</p>	<p>ada waktu itu saya sempat ngajar dan juga saya pernah ajar tentang biologi, misalnya carnivora, omnivora, dan juga ekosistem. Misalnya sebutkan ekosistem di sekolah ini ada apa saja, ada pohon, coba mereka observasi itu semuanya, ada apa saja, ada air kah, ada sungai kah. Dan terus ada tentang ratai makanan juga pernah diajarkan. Terus saya minta mereka keluar kelas itu coba cari minimal lima per kategori, misalnya lima, coba kalau temukan lima kategori hewan herbivora gitu kan, bisa kegandang sapi, itu kan ada sapi atau belalang yang diumpul gitu, kalau karnifora mereka lihat ada, bahwa ada kadal di sini kan gitu. Jadi lebih relevansi gitu. Jadi kalau keluar-keluar gitu kami lebih ke relevansi materinya. Dan juga kemarin Mr. Angga juga pernah mengajar bentuk-bentuk padat cair gas itu dia coba bawa ke rumah pohon gitu biar untuk safety kan gitu. Agar karna itu menghidupakn kompor. Jadi juga observasinya lebih enak gitu. Jadi lebih ke relevansi materinya sih. Saya juga pernah waktu itu mengajar tentang, waktu itu kan steam itu yang lebih ke engineering itu kan bangunan, bagaimana bangunan itu dibangun gitu kan. Coba observasi gedung ini keluar pakai bahan apa aja dia, ada besi untuk pagar, itu bagus. Soalnya mereka juga kalau sering-sering keluar kan capek gitu.</p> <p>iya, relevansi materi. Kalau misalnya masa belajar matematika keluar, setiap belajar bahasa indonesia keluar gitu kan. Mereka juga nanya “ngapain keluar mister” gitu. Kalau misalnya cari hewan karnifora, mereka senang tuh nyari hewan gitu kan, sering gitu anak-anak kan suka kejar-kejar hewan gitu.</p>
13.	<p>Do you have any experience of differentiated the product resut based on student interest? Or only</p>	<p>variasi produk itu kami pernah membuat crafting, apa yang berbeda tuh? Ogoh-ogoh iya ya Ogoh-ogoh, kan ada tuh cuman Ogoh-ogoh -nya udah ada di gudang sih, ada yang bikin Ogoh-ogoh</p>

	giving choice for student to finish their product? if yes, please explain!	<p>bentuk yang kepala aja, ada yang full body, ada yang cuma badannya aja, kalau plastisin ga ada sih, cuma di pake kerangkanya pake stick, pake stick es krim, terus mereka pake bubur kertas gitu, ada yang udah bawa kerangkanya dari rumah, terus udah bikin kerangka full body gitu, makanya mereka passionate bikin Ogoh-ogoh gitu, terus produknya banyak yang berbeda gitu misalnya yang bikin bingkai, bingkai foto gitu, mereka ada yang bikinnya isinya itu gambar mereka, ada yang bikin pake bunga isinya, karena jadi manding gitu, produknya berbeda-beda, diberi kebebasan sih mereka mau isi apa aja gitu, sesuai dengan minat mereka gitu, interestnya dimana yang penting hasil akhirnya sama, yang penting hasil akhirnya Ogoh-ogoh, tapi dibebaskan biarkan mereka bebas milih apa yang mereka suka gitu, karena kan kalau misalnya kita paksa, dia sukanya a tapi kita suruh dia bentuk b gitu, kan mereka ga sesuka, ga dengan senang gitu bikinnya, malah terpaksa gitu,</p>
D. ENVIRONMENT		
14.	Does the student could organize their class by themselves or the teacher need to handle it? why?	<p>sebenarnya mereka fleksible itu duduknya boleh dimana saja. Tapi sesuai dengan denah kelasnya. Kalau misalnya untuk materi montessori itu kan kami sudah mengkategorikan. Misalnya di rak atas itu untuk matematika, di bawah untuk literasi gitu. Literatur, linguistik, sensor motorik di sini itu mereka nggak boleh pindah-pindah. Kalau tempat duduk mereka boleh sih, bebas. tergantung sih, kalau misalnya ada project boleh saja. Cuma kalau lagi belajar, kami nggak boleh. Maksimal 4 lah, satu meja itu ber-4. Karena kalau selonjoran panjang itu kan mungkin chaos mereka. Langsung ribut. Dulu sempat kayak gitu, padang panjang itu meja. Cuma karena nggak kondusif kami pisahin. Soalnya mereka alasannya, ayo mister biar kami bisa kerja sama. Karena kan memang alasannya sesuai dengan</p>

		<p>montessori. Karena anak yang lebih besar itu membantuan yang lebih kecil tingkatan kelasnya gitu. Eh ternyata mereka cuma akal-akal. Biar lebih rame gitu. Iya kurang fokus. Mereka cuma main aja gitu. Makanya lebih dibatasi. Jadi satu meja kan cukup 4 anak. Bahkan 4 anak saja yang banyak ngobrolnya. Kalau gitu mereka sementara kami pindahin. Soalnya kita nggak bisa memaksakan mereka juga, eh kamu nggak boleh duduk sini. Kalau dipindahin kan mereka langsung nggak semangat belajar. Boleh mereka bebas. Tapi jangan sampai melanggar perintah guru gitu kan. Kalau udah dikasih tau, ngobrol-ngobrol terus. Pindahin sementara. Biasanya kalau mereka masih ketemu, itu berarti kan mereka yang bikin semangat ke sekolah temannya. Jadi kalau mereka semangat ke sekolah karena temannya, dia kan mood-nya bagus. Jadi belajarnya dia lebih baik belajarnya gitu.</p>
E. FORMATIVE ASSESSMENT		
15.	How often do you conduct differentiation-based assessments?	<p>ya sering dilakukan. Selalu sih. Tapi terkadang kalau materinya sama, dan mereka ya Tipe soalnya itu ya hanya sebegitu-begitu saja, kami berikan sama asesmennya, tapi di banyak waktu itu kami seringnya itu berbeda, karena di satu ruangan kelas itu ada tiga tingkatan, gitu.</p>
16.	Does the assessment was done multiple times in a material or just once?	<p>kalau per materi itu satu worksheet, sekali worksheet, sekali project biasanya. Kayak misalnya ini kan tentang komponen listrik, besok kami projectnya gitu. Tapi kalau untuk worksheet kertas itu cuma sekali aja sih. Tergantung kalau misalnya mereka minta worksheet lagi, setelah itu boleh dikasih lagi dengan soal yang berbeda. iya, ada yang dua. Jadi kami mengulang. Tergantung materinya juga. Tergantung pemahaman siswa, berarti kalau misalkan sudah paham, ya sudah.</p> <p>iya, misalnya kan kita kalau ngasih materi yang sama yang mereka sudah</p>

		<p>paham, misalnya kan kita ibarat mengisi ember yang sudah penuh gitu kan, jadi kan sia-sia kan waktu belajarnya gitu. Kalau sudah paham, ngapain lagi dikasih gitu. Kita tuh kayak mengisi ember yang kosong, kalau misalnya mereka belum paham ini, baru kita kasih worksheet. Kalau sudah paham, ya sudah gitu. Kita lanjut ke materi selanjutnya. Kalau misalnya mereka masih ada yang belum paham, baru kita ngasih pengenalan. nah, kalau yang sudah paham itu kan, kita tuh disini harus selalu perhatikan anak itu, anak ini kalau misalnya sudah, jadi kita harus hafal anak ini progress sampai mana, oh kalau dia sudah selesai worksheet ini, kita printin yang baru, kalau yang kemarin yang masih setengah, masih belum full dia, baru kita kasih pengalaman materi sama worksheetnya lagi dilanjutkan gitu. Jadi sesuai dengan pace belajaran mereka gitu. tapi kebetulan kayak kemarin ini masih rata-rata pengetahuannya sama. iya, masih sama. Jadi nggak ada tumpang tindih. Kecuali kalau matematika itu kan levelnya beda-beda tuh. Ada yang sudah sampai konversi dari pecahan ke persen gitu, ke desimal, ada yang masih memahami pecahan gitu kan, dari konsep awalnya gitu. kalau di matematika kesenjangannya jauh beda iya, kesenjangannya lumayan ada, ada yang masih dasar ada yang sudah advanced gitu.</p>
17.	What the most used strategy to assess student?	<p>menilai siswa dengan membuat proyek atau memberikan tugas presentasi. Mereka boleh tulis dulu, baru mereka presentasikan. Atau menggambar dulu, baru presentasikan. Kebanyakan anak-anak suka menggambar, karena lebih efisien dan lebih cepat. Mereka kan anak kecil juga banyak juga yang suka menggambar, jadi lebih cepat. iya, visual. Jadi itu mengapa saya lebih sering pakai powerpoint dan juga dilanjutkan dengan youtube video. Karena mereka</p>

		<p>lebih wow, anak-anak jaman sekarang kan lebih ke visual, main game, main hp. Itu mengapa mereka membacanya kurang. Kenapa di awal hari itu kami beri mereka literasi time, agar mereka biasa baca. Di powerpoint juga ada tulisannya, cuma tidak terlalu panjang.</p>
18.	Which strategy that effectively help you to identify the student progress? Why?	<p>strateginya itu lebih ke approach ke anaknya sih, satu persatu gitu. Jadi kita sebagai guru itu jangan hanya duduk diam, gitu. Tapi kita harus keliling, melihat anak ini progresnya bagaimana. Kalau ada dia sampai termenung, tertegun gitu kan, oh berarti mereka nggak bisa ngejanya. Kan ada tuh anak yang tau talkactive, oh mister ini apa, mister ini apa. Tapi ada yang cuma diem aja, nggak bisa ngerjainya. Jadi kita harus, guru itu harus lebih observasi anak-anaknya. Kayak guru jangan hanya duduk diam, nunggu anaknya itu ngomong, gitu. Jadi kita harus lebih approach ke mereka.</p>
19.	How do you plan the assessment in the form of project and presentation to suit the student preference?	<p>nge-plan-nya ya kita melihat dulu dari level mereka, kita kategorikan dulu pemahaman mereka sampai mana. Kita bikin dulu list-nya atau per kelas kah atau per level pemahaman gitu. Misalnya di kategori A anak ini pemahamannya masih kurang, kita minta mereka bikin proyeknya yang simple-simple aja gitu. Misalnya kalau bikin proyek kayak anak-anak yang listrik atau yang bikin proyek yang harus mereka bikin sesuatu gitu. Ya kamu gapapa, coba kamu gambarkan ini, apa yang kamu pahami tentang ini. Ada juga yang mau langsung bikin proyek 3 dimensi gitu. Jadi kita kategorikan, kami kita juga sebagai guru udah tau di luar kepala siapa aja yang pandai bikin gini, bikin gitu gitu. Jadi kita planningnya, kita kategorikan dulu anak-anaknya di level mana gitu. Baru kita nanti bikin list, oh anak ini bikin proyeknya atau asesmenya bikin ini aja gitu. Sesuai dengan level mereka gitu. Bahkan ada yang ga suka gambar gitu, kalau gambar cuma asiran-asiran aja gitu. Jadi asesmenya tetap aja</p>

		menggambar atau memproyeksikan apa yang mereka pahami tentang materi itu. Tapi tetap juga kami berikan evaluasi lagi, pemahaman ulang gitu, atau mereka benar-benar paham.
20.	How do you analyze student's competency based on their result of assessment?	menganalisisnya dengan cara kami menilai. Misalnya kalau misalnya worksheet-nya biasa kan ada soal-soalnya, oh dia cuma bisa menjawabnya di soal itu cuma dengan satu kata saja, yes, no, atau water gitu. Oh berarti ini pemahamannya masih kurang terlalu mendalam. Kalau misalnya isolator "isolator adalah benda yang bisa mengatur listrik itu." Ada yang ada yang anak-anak itu "no electricity" gitu, jadi simple aja jawabannya gitu. Jadi ya kami bisa menilai, oh ini pemahamannya cuma sekedar tahu aja gitu. Ada yang orang pemahamannya lebih mendalam. dari cara mereka menjawab sih. Ada yang menjawabnya panjang-panjang gitu. Ada yang sampai karena saking sukanya menggambar, dia kasih gambarnya juga, isolator itu apa gambarnya gitu. Ada yang suka gitu bikin worksheetnya. Dan guru itu juga gak melarang, mereka bebas berekspresi lah gitu. Kalau misalnya udah dijawab dengan esay, baru dikasih gambar ya enggak masalah. Bahkan kan lebih bagus kayak bonus gitu. Penilaian ttp di samakan
21.	How do you usually give feedback for student after the assessment?	biasanya kalau ngasih assessment itu, feedbacknya ke in-person, biar mereka merasa insecure gitu. One by one, jadi di worksheetnya juga dibikin excellent, well done gitu. Karena kalau diumumkan gitu, takutnya siswa lagi kok dia bisa yang lain nggak jadi saling membanding-bandingkan untuk menghindari hal tersebut gitu.
F. FAIRLY GRADING		
22.	Why do you give choice for student in finishing the assessment?	Ya sudah pasti, Alasan saya memberikan penjelasan untuk anak-anak yaitu karena anak-anak punya keunikan dan sudut pandang masing-masing. Mereka kesukaannya ada berbeda-beda. Misalnya ketika kami punya proyek

		<p>ogoh-ogoh, ada yang mau bentuk kepalanya seperti barong, tapi badannya bentuk mitologi Bali seperti kerajaan Bali lainnya, itu kami kolaborasikan agar membentuk sebuah hasil karya yang berbeda-beda tetapi unik seperti itu. Namun konteksnya tetap sama, yaitu membuat ogoh-ogoh tidak melenceng dari unsur utama dari ogoh-ogoh seperti itu. Jadi, kami itu di montessori ini sangat mengapresiasi dan lebih menghargai kebebasan anak-anak dalam berkreaitivitas dan juga memberikan ekspresi. Dan kami sangat memberikan keluangan untuk mereka untuk berekspresi seperti itu.</p>
23.	<p>How do you assess different product? like some student only made the head but the other made the full body</p>	<p>karena seperti yang tadi kan montessori itu lebih kita mengapresiasi effortnya mereka, karena setiap anak-anak itu kan kemampuannya beda, ada yang cuma bisa bikin kepala, ada yang cuma bisa bikin kaki, udah bisa bikin full body tapi yang kita nilai utamanya itu adalah mereka memahami materinya gitu, misalnya tentang Ogoh-ogoh, mereka yang penting paham tentang Ogoh-ogoh, untuk produk itu kan ga semuanya mereka punya bakat untuk membuat sesuatu yang penting mereka udah tau aja cara bikin Ogoh-ogoh gimana gitu, terlepas dari mereka cuma bisa bikin kepala, cuma bisa bikin kaki gitu kayak kan kalau misalnya kita menilainya sesuai dengan bagus atau engga, itu kan ga fair gitu kan, karena ada yang cuma bisa matematika, tapi gak diseninya bagus, ada yang diseninya bagus tapi engga di matematika. jadi kan kalau misalnya kita berbeda gitu, tinggi-tinggian nilainya kan jadi kompetisi gitu, kalau di montessori kan ga boleh gitu, “oh kamu pinter ya” ga boleh jadi kita ga boleh terlalu melebihkan memberi afeksi gitu, “oh kamu pinter banget” kalau misalnya dia bisa, kita cukup yang mengapresiasi secukupnya gitu, dan mereka tuh ga perlu bikin besar kepala gitu</p>

24.	<p>Is there any difference of rubric for student that get a lot of help during the assessment until finish it or for student that finish it individually without any help?</p>	<p>nah itu kalau... Sebenarnya itu tergantung dari kami mengenal siswanya kemampuan, siswanya kemana sih. Kalau si kana itu karena dia harus masih belajar fokus dia. Kenapa dia dibantunya itu hanya terkadang aja. Karena sebenarnya dia, Si kana itu vocal dia, kalau nggak tau dia baru nanya. Sebenarnya kalau dia bengong itu, itu cuma karena dia susah fokus dia memang. Dia baru masih pagi aja udah ngacung-ngacung. Atau kayak nguap-nguap sampai keluar air mata dia gitu. Kalau degung itu kan memang ABK itu kami harus kasih intensif gitu sampai dia. Kalau misalnya dilepas itu, karena mereka udah bisa ngerjain sendiri. Kan guru itu keliling dia. Tunggu mereka nanya, mr! Berarti mereka nanya atau unjuk tangan gitu. Jadi kami itu nggak tau kemampuan siswanya itu sampai mana. Kalau ABK kan memang harus intensif. Kalau misalnya kana, itu memang suka bengong. Garu itu nyamperin Cuma untuk balikin focus dia. "ayo Khana jangan bengong lagi!" Sebenarnya dia bisa ngerjain sendiri. Cuma kalau banyak nanya, baru dia ngomong gitu. di montessori itu dia nggak. Nggak ada penilaian. Kayak tingkatan misalnya. Cuma seberapa paham dia gitu. Nggak penting. Kalau misalnya dibantu, selagi dia paham, dia paham yang nggak ada perbedaan nilai gitu. Sama aja. Nanti kita tes lagi, kalau misalnya dikasih worksheet atau assessment lain mungkin berupa persentansi, kalau misalnya mereka nggak bisa jawab, ya baru terangkan materinya, baru kita kasih dia hasil penilaian. Biasanya kalau saya sih, kasih dia ngerjain sendiri dulu, nggak dibantu, selesain semua, baru kita nilai gitu. Kecuali kalau dia sama sekali nggak bisa, baru kita bantu lagi. Tapi cuma sekedarnya. Biasanya memberi bantuan itu hanya penjelasan ulang sih, nggak langsung ke jawabannya. Misal ini</p>
-----	--	--

		<p>gimana, kasih dulu pengalaman, pengulangan materi dikit, tadi kan udah dijelaskan listrik paralel itu, yang gimana gitu. Listrik paralel itu, itu adalah listrik yang pakaiannya satu arah gitu. Di jawabannya ada nggak gitu. Jadi mereka baru bisa jawab sendiri. Jadi kami membantunya lebih ke pengalaman, lagi sih ulang. Kecuali kalau anak-anak bekerja, mereka sulit untuk berpikir sendiri.</p>
25.	Are there any different criteria for each student? why?	<p>Ya tidak ada rubrik khusus, Cuma mastiin bahwa mereka paham atau enggak.</p>
26.	How do you measure the assessment to be fair even if they made different product?	<p>sebenarnya kalau mereka mau mewarnai pakai pensil warna atau dari crayon atau dari cat warna itu tergantung preferensinya mereka. Mereka tuh merasa kayak, oh aku lebih bisa mewarnai pakai pensil warna, aku lebih bisa mewarnai pakai ini, itu preferensinya mereka. Bukan berarti, oh semua yang bercat warna itu bagus, semua warna pensil warna itu bagus gitu. Kan kita enggak bisa, itu preferensi semuanya. Jadi itu penilaiannya sama aja sih. Jadi itu sesuai preferensi mereka. Asalkan mereka udah paham konsepnya dan juga mereka udah bisa menggambar, bisa mewarnai.</p> <p>iya, dari prosesnya mereka, pemahamannya mereka. Kalau produk kan lebih ke preferensi. Iya, itu cuma sekedar result aja. Tapi fokusnya di pemahaman mereka. Iya, sama. Sama halnya kalau orang bikin patung kan agak beda gaya pahat gitu kan. Tapi ujung-ujungnya patung juga jadinya gitu. Walaupun gaya pahat, mau pakai paluka, mau pakai apa prosesnya gitu. Memang produknya beda sih, patungnya beda sih. Tapi kan tetap aja yang jadi patung gitu, sesuai preferensi aja. Bukan berarti patung pakai gaya a, pahatnya lebih bagus. Tapi kan nggak semua orang berpendapat kalau itu bagus gitu. Sesuai preferensi aja. Bahkan kalau misalnya ada orang suka patung yang vulgar gitu</p>

		<p>kan. Kan ada yang patung nggak pakai penutup gitu kan. Ada yang satu bilang, oh itu lebih estetika. Oh nggak, yang satunya berpendapat kalau itu tuh hasilnya lebih vulgar gitu kan. Nggak sopan gitu. Itu semua itu tergantung preferensi. Sama kayaknya anak-anak bilang, jelek lho pakai cat warna karena belepotan gitu. Di sisi lain anak-anak itu suka pakai cat warna. Jadi kita nggak bisa nge-judge. Karena itu preferensi mereka masing-masing gitu. Ada yang bisa menggambar warnanya pakai ansiran pensil aja gitu. Buat gradien bayangan. Itu kan ada si ryu bisa dia gitu. Ada yang bilang, oh ini bagus sekali. Ada yang bilang, oh nggak, warna jelek gitu kan. Semua tergantung preferensi. Itulah kenapa kami tuh lebih menghargai prosesnya aja. Karena lebih dari segi pengalaman mereka, konsep yang mereka pikirkan, daripada produk akhirnya gitu. Karena bagus atau nggak aja itu kan nggak ada tolak ukurnya. Semuanya preferensi pribadi gitu. Jadi gitu.</p>
27.	Do you give the criteria of the product for the student? how do you inform it?	<p>beneran, kayak menggambar harus ada tulisan ininya gitu tuh. Biasanya ini menggambar harus ada judulnya, misalnya kamu jelaskan di bawahnya itu ada deskripsikan, tetap juga menilai pemahaman mereka juga. Misalnya, gambarkan hewan karnivora atau rantai makanan gitu. Rantai makanan di atas itu karnivora karena dia nggak berawal dari belalang makan ini, ini, ini gitu. Jadi itu pemahaman mereka. Tapi kalau untuk spesifik gambar itu bebas sih mereka. Yang penting sesuai kegantungan materi. Misalkan harus ada gambar hewan, terus harus ada gambar penjelasan deskripsi,</p>
28.	How do you differentiate the competency and behaviors score?	<p>dibedakan kalau di raportnya ada kategorinya dia sosial atau misalnya langsung oleh mata pelajaran gitu. Itu ada kategorinya beda gitu. Sosial, kategori A sosial, kategori B akademiknya misalnya matematika gitu, itu kami bedakan kalau di matesori. iya</p>

		diobserve aja. Jadi kalau ngisi raport tuh umurnya ingat-ingat, oh dulu si a dia ngapain gitu. Maksudnya cara ngomongnya ke guru agak tinggi gitu. Kan setiap detail diperhatikan. Jadi kalau jadi guru Montessori kita harus benar-benar hafal siswanya secara personal satu persatu. kan secara nilai sikap beda, nilai pengalaman beda gitu. Kalau saya sih, kalau sudah menghafal mereka satu persatu juga, untuk membedakan itu sih tidak terlalu challenging ya.
G. INSTRUCTIONAL AND PEDAGOGICAL CHALLENGES		
29.	Do you face difficulty distinguishing between assessing students' attitudes and knowledge? Can you explain?	Cuma challengingnya itu karena kita perlukan banyak waktu untuk meng-upgrade dan menyiapkan asesmen yang begitu banyak gitu, yang berbeda-beda. Itu saja sih salah satu challenge. Perlu banyak waktu untuk menyiapkan instrumen yang berbeda-beda.
30.	Is there any specific rubric from the school to help teachers assess students?	ada sih, di rpp itu ada rubrik khusus. Di rpp itu kan ada kategori di kasus, di kanan ada. misalnya dia pemahamannya konsisten di sering atau jarang-jarang gitu. Itu aja sih ada berbeda sikap. soal penjelasan apa-apa aja yang harus dinilai gitu, misalnya ada naik objektifnya apa aja gitu. Ini harus paham a, b, c gitu. Gitu aja rubriknya.
31.	Do you find it difficult to implement differentiation-based assessment in accordance with existing concepts? Why?	kalau kesusahan sih nggak sih. Palingan ini aja untuk mengimplementasikan siswanya, karena kan beda-beda gitu kan. Biasanya mereka nggak mau pindah tempat dunia, tetap di kursi a, gabung-gabung tuh asesmennya gitu. Cuman itu aja sih. Apa, manajemennya aja kan agak rumit gitu.
32.	How much time do you need when designing assessments for students?	tergantung banyak materinya, misalnya materinya kompleks itu bisa sampai 1 jam, kalau yang biasa 30 menit aja cukup. sedikitnya kita panggung. Sebenarnya nggak sampai bergadang sih, saya selama bikin.
33.	Do you find it difficult to design different assessments so that you spend too much time on	Gak ada, gak sampai megadang juga kita buatnya karena di ambil dari jam ekstra

	them? Can you describe this?	
34.	Is there a way you use to manage your time to make different assessments efficiently? Explain!	Biasanya dari jam-jam ekstra. Biasanya hari senin itu kan full tuh ekstra. Dan pagi, cuma pagi aja jam 8 sampai jam setengah 10 belajarnya. Nah, jam 10 sampai jam 12 ekstra belajar. Itu kami bikinlah waktu seminggu full gitu. Abis latihan jam 1 sampai jam 3, karena kami udah dihantar sama guru ekstra juga, guru kelasnya tinggal dikit. Terus minggu full gitu. Jadi nggak perlu lagi untuk mengerjakan di rumah gitu. Sampai bergadang, nggak perlu. Jadi kami juga enak ada waktu kosongnya juga gitu kan, karena udah di-handle guru ekstra gitu. artinya saat siswa extra itu salah satu cara me-manage waktu untuk mendesign agar tidak bekerja secara berlebihan setibanya di rumah
35.	Do you feel that your workload has increased when preparing differentiated assessments? Explain!	iya, kalau di sini sih beda banget ya sama di sekolah negeri umumnya. Kalau di sekolah negeri kan tinggal kasih aja buku paket gitu kan. Kalau di sini kan kita gurunya harus manual, harus bikin materi sendiri, assessmentnya sendiri, semuanya sendiri gitu. Ya, karena memang banyak overload gitu karena beban kerjanya gitu. Apalagi belum lagi bikin rpp-nya atau administrasi lainnya gitu. Jadi effort buat bikin semuanya.
36.	Do you find it difficult to design effective assessments that are tailored to students' needs, readiness, and learning profiles? How do you overcome this?	kalau student reference-nya mereka kan beda-beda tuh. Kadang aku, dia lebih sukanya a, b gitu. Jadi kita kesulitannya hanya satu, kayak nanya satu-satu gitu. Kadang ada juga sesuai mood mereka kan, kalau hari ini aku nggak mau belajar pakai yang ini, gitu. Jadi kita ngikutin mood-nya mereka juga. Kadang mereka pengennya full dijelaskan aja, kata penyata gitu, atau gini kan.
37.	Have you ever encountered students who were not ready to learn (in terms of motivation, interest, or physical condition)? What did you do?	kalau belum ready untuk belajar kan memang dari awal ngantuk sih. Tapi tinggal menyadarkan kembali, fokusnya susah, gampang ngantuk, baru berhasil bagi keluarga. Jadi kami kuris lagi. Dan juga setiap peresmennya kami berkasih masukan juga ke orang tuanya, kasih

		<p>sarapannya jangan langsung tinggi gula pagi-pagi, kan langsung ngantuk. Jadi ada beberapa anak saya tanya, kamu udah sarapan, paginya makan apa? Makan jajan gitu, jajan asal, pisang goreng tadi. Gimana nggak ngantuk pagi-paginya langsung makan kayak gitu kan? Iksulinnya langsung naik dong, langsung ngantuk. Jadi untuk menyadarkan mereka, biasanya kami kasih senam dulu pagi-pagi, agar mereka mulai lebih pemanasan, meditasi dulu. walaupun udah berkali-kali waktu parent meeting, tapi tetap aja orang tuanya ngasih. Paginya pisang goreng, siangnya diantarin paket snack gitu kan, gimana? Pakekanya pake paket komplit lagi, pake es teh. Gimana nggak ngantuk?</p>
38.	<p>What challenges do you face when students are unable to take assessments tailored to their learning styles or interests? How do you overcome these challenges?</p>	<p>caranya kita mengalihkan ke yang lain. Namanya anak-anak kan lagi muda. Padahal mereka dari kemana coba di jepung, sampai satu buku full pun bisa. Tapi giliran kita memberikan mereka asesmen yang menggambar, mereka mungkin aja bosan. Yang kami alihkan ke yang lain. Sama kayak kita kan kalau tiba ngerjain sendiri, semangat gitu. Kalau disuruh udah males. Itu sih tantangan utama kalau majerah. Ini terkait keuntungan untuk siswanya.</p>
39.	<p>Do you encounter difficulties in adjusting assessment strategies to the curriculum used?</p>	<p>oh itu iya, itu dari dulu jadi perbincangan tuh kami gimana caranya menyatukan merdeka. Cuman syukurnya kurikulum merdeka tuh kebanyakan ngadopsi dari kurikulum rantai selalu nih. Karena kan bersifat merdeka gitu kan. Mereka belajarnya sesuai dengan minat belajar mereka. Karena kalau mau bikin proyek sesuai dengan keinginan mereka gitu. Jadi untungnya penyesuaian itu lebih mudah. Jadi lebih mudah karena berbasis merdeka kan. Mirip ya? Mirip. Bahkan asal masalah kan, ini sih kalau dari riset saya tuh katanya merdeka itu karena dari kurikulum rantai selalu, sesuai dengan minat belakang anak-anak gitu. Lebih</p>

		mudah sih. Lebih berbasis merdeka gitu. Proyek bersifat merdeka gitu.
H. INSTITUTIONAL CHALLENGES		
40.	Did you receive training or support when preparing to implement differentiated assessment? If so, what was the impact?	<p>dari sekolah nyediain setiap lingkungan semester. Kami interbreak atau trackbreak ada pelatihan montessori. Terakhir kali itu ada pelatihannya dari belanda, memberikan training montessori gitu. Dan juga menyusun kurikulumnya bagaimana. Kalau untuk workshop-workshop dari sekolah lokal juga ada kemarin. Untuk workshop lebih ke psikis anak gitu. Agar mereka mau meningkatkan motivasi belajar gitu. differentiated assessment itu waktu yang ada training dari belanda itu, cuman itu ga terlalu spesifik ke differentiatednya, lebih ke montessorinya aja.</p> <p>sangat banyak impact, karena mereka dari sekolah belanda itu kan, di eropa itu kan, penerapan montessori kan lebih kental. Kalau di sini kan masih abu-abu. Karena di sini kan masih belum terlalu, bahkan publik itu masih belum hafal banget mengenai metode mengajar montessori gitu. Lingkungan belajarnya, bahkan kalau ada tamu-tamu kesini kan, kalau kesini mereka kaget. Oh, ternyata satu kelas digabung tiga tingkatan kelas gitu. Dan juga banyak ekstranya, pada orang tua yang nggak paham sekolah montessori, mereka merasa kok banyak ekstranya daripada jam belajarnya gitu. Seharusnya mereka kalau mau masukin kan harus research dulu. Sehingga mereka paham. Kami setiap ada training montessori, dari belanda yang benar-benar sekolah pure montessori, mereka bahkan anaknya itu belajar sendiri, mereka ngambil materi pelajaran sendiri, dari materi-materi montessori itu mereka ngambil meja sendiri yang lebih independent. Jadi gurunya itu sebagai fasilitator bahkan kalau dijelaskan. Jadi gurunya hanya mengonservasi saja. Kalau misalnya dilihat anak itu kesulitan, baru disamperin. Jauh sama metode mengajar di indonesia yang gurunya</p>

		<p>sebagai pusat dari semuanya, senternya gitu di kelas. Kalau di montessori itu kan sebenarnya center of learning itu kan di siswanya, mereka belajar sendiri, guru itu fasilitator untuk membina gitu. Cuma kalau di indonesia kan masih kentalnya itu metode mengajar yang tradisional, lebih mencerapak gitu. Jadi kalau nggak cerama anaknya nggak ngerti gitu. Kalau mereka dilepas sendiri, memahami materi nggak bisa. Bahkan kami kan membuat asesmen itu kan di halaman pertama udah ada penjelasan juga, sama aja apa yang guru jelasin di powerpointnya, di penjelasannya gitu. Tapi mereka tetap aja kayak masih nanya lagi gitu, ini kamu udah baca belum yang tadi? Tadi masih ingat nggak penjelasan mister gitu? Bahkan mereka masih udah dikasih lecture gitu, penjelasan yang udah dikasih contoh yang jelas, mereka masih bingung gitu. Sedangkan kenapa di luar negeri itu anaknya lebih independent dan mereka lebih kreatif, dan bisa menggerakkan diri sendiri gitu. Karena memang mereka dilepas anaknya untuk mengeksplore sendiri, independent gitu.</p>
41.	<p>What obstacles did you encounter in terms of facilities, time, or learning resources when trying to implement Differentiated Assessment?</p>	<p>kalau fasilitasnya jelas ya, kita tuh nggak dapet buku dari pemerintah gitu. Ada sih, cuma nggak lengkap gitu. Jadi kami harus nyari materi di internet. Dan syukurnya sekarang kan udah banyak ai kan, sama website-website, website-website yang nyediain worksheet gitu. Walaupun ada yang berbayar, tapi tetap ada yang membantu gitu.</p> <p>fasilitas dari sekolah cuma Canva premium sih, kalau masuk dapodik. Selain itu, fasilitas di sekolah kurang, kami tuh tv-nya ganti-ganti, jadi setiap kelas tuh nggak punya projector sendiri gitu. Gitu sih, sama speaker gitu.</p> <p>Mostly from school facility</p>
I. BENEFIT FOR LEARNER		
42.	<p>How is the atmosphere in your class after</p>	<p>mereka lebih nanya ke teman yang porsinya sama gitu. Misalnya di meja</p>

	implementing different assessments for each student?	seperang, porsinya sama nih. Mereka langsung ketemu temen-temennya, nanya gitu. Kadang-kadang itu jiblah. Kalo ketemu nih, kami berikan arahan untuk tidak onton contek gitu. Kami ekorisnya, lakukan sebisamu, sesuai kamu bisa. Jangan sampe nontek aja. Karena kan bukan dari hasil pemahaman mereka gitu. Tadi aku juga ngeliat, padahal mereka satu paku dengan yang si bertiganya waksinya sama, yang satunya aja beda. Tapi mereka benar-benar bikin sendiri. Iya, bikin sendiri. Cuman kurangnya mereka kurang fokus karena kebanyakan ngobrol. Banyak ngobrol, ada yang satu meja itu mereka ngurumpe. Ngurumpe aja, tapi mereka bikin. Bikin juga tetep, cuman lebih lambat. Iya. Walaupun snacktime aja mereka masih belum selesai waksinya.
43.	How do students behave when they are interested in the assessment given and vice versa?	woh, langsung guru masih belum selesai menjelaskan, langsung tau gitu. Tangan ginian, mister ginian, mister ginian. Lebih excited gitu. Misalnya kalau guru itu kan angle-nya kayak persuasive gitu kan. Cara ngeliat-ngeliat, kami pernah nggak ini gitu. Oh iya, aku tau, mister. Langsung tau. Gitu sih. Lebih aktif gitu, dan juga lebih kurang produsif.
44.	How many students become more independent when given assessments?	kalau lagi haters, mereka tuh marah menyatakan biasanya. Kan kami minta untuk catat, tapi mereka marah menyatakan. Sampai nanya, ini untuk apa kita belajar gini? Biar kamu tau, dulu waktu itu suka belajar elemen-elemen. Elemen iron, elemen phosphor, itu apa? Kami tau. Terus kita ingatkan kepada mereka, semua ini di dunia ini kita membuat sesuatu itu pakai elemen-elemen ini. Semua itu tercipta dari elemen ini gitu. Baru itu ke orang gitu. Jadi yang kurang sedikit, mereka udah ngalek-ngalek lagi gitu ngomong hatinya. Paling sering tuh mereka nggak semangat lho, disuruh nyetir berarti. Iya, kalau disuruh nyetir. Karena memang kendalangan zaman sekarang itu mereka kurang menulis. Mereka kalau menulis

		itu masih mengeja. Utamanya anak-anak yang dari luar negeri sih. Entah apa penyebabnya, karena kan saya memang bukan expert di bidang neurologi gitu kan. Tapi mereka dibantikan dengan anak lokal, mereka mengejanya masih kurang. Bahkan baca itu masih mengeja gitu. Sedangkan anak-anak disini tuh, yang anak-anak lokal itu langsung baca bisa. Membaca itu lancar gitu. Entah apa sih penyebabnya. Membaca atau memahami sesuatu itu kurang.
45.	Does the student become more independence for their learning?	ya, setengah. Misalnya satu dari dua anak. Tapi udah banyak yang bisa kerjaan sendiri. Cuma beberapa itu masih bisa harus dibantu lagi. Kebanyakan yang 4 tahun itu anak-anaknya masih belum lancar bacanya. Udah bisa masih ngejar gitu. Itu guru tuh harus ready. Kalau tidak dibantu kebaca, mereka tidak bisa jawab. Jadi itu sih yang menurut saya. Addition: there are 4 independent student, and 2 dependent students. The rest is partially independent (asked after interview session on December, 9 th 2025 in order to make sure the fix number of independent students)
J. BENEFIT FOR TEACHER		
46.	How long have you been familiar with the concept of Differentiated Assessment?	saya familiarnya semenjak bekerja di sini sih mengajar di montessori school ini selama dua setengah tahun, karena saya merasa terkejut ya, surprise gitu, pas pertama kali ngajar di sini, kok satu ruangan kelas ada tiga tingkatan gitu, ternyata memang metode itu di montessor itu seperti itu gitu, dan saat kuliah juga dulu tidak terlalu sering disinggung, differentiated assessments ya adanya di differentiated materi pembelajaran gitu, misalnya pakai canva atau pawtoon seperti itu, tapi kalau asesmen itu, pas zaman kuliah itu jarang disinggung gitu dibahas, nah kalau untuk mengaplikasikannya baru tahunnya itu pas di sekolah montessori sekolah ini karena saya memang baru lulus kira-kira 2,5 tahun lalu ya. Jadi saya semenjak

		<p>ngajar di sini memang dibiasakan untuk melakukan differentiated assessment seperti itu. Jadi kami harus lebih effort untuk membuat worksheet itu berbeda-beda. Misalnya kelas 4 masih di level a kalau di kelas 5, levelnya b. Cuma terkadang ada yang kelas lima level nya, masih di basicnya gitu jadi kami, melakukan, differentiated assessment jadi kami memberi worksheet itu, berbeda, beda, tergantung, levelnya jadi di montessori itu, memang kami, harus mengobservasi per anak dan kasi assessment itu per anak seperti itu. tidak seperti di sekolah tradisional itu kan semuanya di samaratakan biasanya satu, kelas itu, walaupun mereka, tingkat, intellectual atau pemahaman mereka, tu masih berbeda, tapi tetap di kasi assessment atau worksheet yang sama. Kalau disini kami berinya berbeda.</p>
47.	Where did you learn about the concept of differentiated assessment?	<p>Interviewer: berarti pertama kali belajar terkait konsep differentiated assessment itu dari sekolah montessori saat ini? Teacher 1: iya betul</p>
48.	What do you know about the concept of Differentiated Assessment?	<p>jadi, differentiate assessment itu karena di montessori school ini kita dalam satu ruangan kelas, itu ada tiga, tingkatan class, empat lima dan enam. Kami melakukan assessment itu yang pertama dari observasi karena setiap kelas, itu kan tingkatan materinya, itu beda walaupun materinya sama. Tapi kami, memberikan soal yang berbeda. Juga kami observed, karena dalam satu tingkat itu ada anak, anak itu, pace, belajarnya ada yang lebih cepat, ada lebih lambat. Jadi kalau, anak, anak itu ada, yang pacenya lebih lambat kami, berikan workseet yang sesuai levelnya gitu, lebih, basic nya, misalnya kalau kami, mengajar, present tense yang tenses ada yang bisa membuat kalimat ada yang sudah bisa membuat kata kata tapi ada yang masih baru belajar verbnya saja contoh bisanya anak yang dari local, bahasa ibunya itu bahasa indonesia, ada yang mungkin, blasteran itu mereka udah</p>

		<p>fasih bahasa inggrisnya. Jadi cara kami berikan worksheetnya berbeda. Itu tingkatannya seperti itu. Dan juga dari segi observasi karena di montessori school ini, kami kan mengobservasi dari anak ke anak gitu nah kalau mereka kesulitan atau terlihat kesulitan, banyak bertanya, kami memberikan worksheet yang lebih mudah seperti yang tadi.</p> <p>kalau konsep differentiated assessment itu yang saya ketahui itu memberikan soal sesuai dengan level pemahaman siswa. Kalau di montesori itu kan kami tidak boleh meninggalkan progress siswa yang masih terlambat. Kami, membuat worksheetnya itu sesuai levelnya kalau misalnya ada yang kelas lima, masih masih perlu pemahaman verb, kami beri worksheet terkait verb walaupun itu materinya sudah present tense atau past tense seperti itu, walaupun ada yang kelas empat yang pemahamannya udah sampai paham sekali gitu kami beri worksheet yang sesuai dengan levelnya seperti itu</p>
49.	<p>Do you feel that you have sufficient knowledge about differentiated assessment? If not, how will you satisfy your curiosity?</p>	<p>kalau merasa cukup sih, namanya kita hidup itu tidak ada cukupnya untuk belajar, kita bisa selalu belajar. Mungkin saya perlu ikut workshop untuk differentiated assessment, karena kalau misalnya saya mengimplementasikannya berdasarkan yang menurut saya yang relevan dan dirasa cukup untuk siswa dengan assessment. Seperti melakukan review materi bersama anak-anak, mengambil observasi, kita melihat pemahaman anak dengan cara presentasi, dan juga worksheet seperti itu. Namun untuk pengetahuan yang saya punya, menurut saya masih bisa saya pelajari lagi. Mungkin dari workshop, karena sebelumnya saya ikut workshop, tapi bukan tentang differentiated, namanya kita kan setiap hari perlu belajar. Karena di luar sana saya yakin juga masih banyak sebenarnya differentiated assessment, tapi saya belum tahu konsepnya bagaimana.</p>

50.	Do you feel more flexible in designing assessments after implementing differentiated assessment?	<p>ya, lebih fleksibel. Jadi, dari pengalaman saya, benefit dari menggunakan differentiated assessment itu adalah kami itu bisa menilai anak-anak sesuai dengan kemampuan mereka. Jika kami melakukan assessment itu sama, sama rata semua, ketika ada anak yang kemampuannya di bawah murid yang lainnya, itu guru itu akan harus menjelaskan ulang, seperti itu. Tetapi dengan differentiated assessment, kami bisa menggunakan, kita bisa memberikan assessment yang sesuai dengan kemampuan mereka. Jadi mereka sudah bisa mengerjakannya seperti itu. Lalu ketika mereka sudah bisa, kita bisa memberikan worksheet yang levelnya di atas, namun sesuai dengan kemampuan mereka, seperti itu. Jadi kami tidak perlu mengajarkan berkali-kali dan materi yang jauh di atas kemampuan mereka, seperti itu. Untuk design materi, sangat flexible karena, saya lebih prefer menggunakan digital base bahan ajarnya, seperti menggunakan Powerpoint, Wordwall, dan lain-lain. Kalau misalnya untuk asesmen yang tidak differentiated kan biasanya hanya menggunakan buku. Dan juga di Montessori ini kami tidak disediakan buku dari pemerintah seperti itu. Jadi kami sebagai guru harus menyiapkan bahan ajar sendiri, seperti menggunakan Powerpoint dan lain sebagainya.</p>
51.	How does that flexibility help you in teaching in the classroom?	<p>membantunya, jadi kalau misalnya, di mathe solution kan setiap anak itu, kami percaya filosofinya itu, setiap anak itu punya pace pelajaran berbeda-beda. Jadi dengan menerapkan differentiated assessment itu, kita tidak perlu lagi menjelaskan ulang berbeda. Kita tinggal memberikan assessment yang berbeda saja. Jadi kita bisa tahu penilaian mereka, sampungannya, pemahamannya. Kalau misalnya di sekolah tradisional kan, walaupun satu ruang kelas sampai 30</p>

		<p>anak, tapi dijelaskan satu materi yang sama, assessmentnya tetap sama juga. Satu di buku lks itu kan soalnya sama. Bukan semua siswa yang bisa paham penjelasan di buku lks itu. Jadi kalau di sekolah biasa, sekolah negeri kan, lebih kurang efektif kan pelajarannya. Banyak yang meninggal kan anak-anak yang belum paham. Kalau di sini kan kita lebih bisa memastikan kalau anak-anak itu paham sesuai dengan pace pelajarannya. Membantu anak-anak mereka untuk memahami sesuatu yang mereka suka. Ada yang sedikit paham, ada yang sudah paham. Kalau yang sudah paham, kami lebih ke fokus ke yang belum paham. Kalau misalnya sudah setara, sudah paham semuanya, baru kita lanjutkan. Biar tidak ada kesenjangan untuk mengecilkan gap.</p>
52.	How does differentiated assessment help you recognize students' strengths and difficulties?	<p>jadi kan kita bisa tahu, mereka itu dari versi yang berbeda. Kita tahu kalau anak ini memang hanya bisa sebesar levelnya segini. Differenceiate kan namanya soalnya kita sesuaikan dengan level mereka. Kalau misalnya di soalnya levelnya lebih rendah, terus mereka sudah bisa semua, berarti dia bisa ke level yang selanjutnya lebih tinggi. Jadi kita bisa mengklasifikasikan, oh anak ini memang masih belum bisa mengerjakan workshop ini. Kita tahu levelnya.</p>
53.	How does differentiated assessment help you grow professionally as a teacher?	<p>Itu lebih ke rasa simpati kita sih. Kalau misalnya ada siswa yang masih belum paham, pasti kita merasa hidup gitu kan. Kalau misalnya mereka sudah paham terus, kasihan nih mereka prosesnya sedikit-sedikit aja gitu. Jadi kan kita merasa lebih petah sama anak-anak gitu, bertanggung jawab gitu. Kalau misalnya kan kita hanya mengajar anak-anak itu, kalau misalnya nggak pakai differentiated learning kan, jadi anak-anak yang belum paham itu kita biarin aja, kita lanjut ke materi sendiri lainnya. Kan kasihan anak-anak itu, kalau misalnya ada ujian dari pemerintah itu</p>

		kan, kayak anbk, ases klub, ases komputer, atau ujian nasional, nanti mereka nggak bisa jawab yang materi sebelumnya itu kan kasihan mereka.
54.	Do you feel more creative and motivated to explore various forms of assessment since implementing differentiated assessment?	: iya, sangat-sangat kreatif karena saya bisa belajar banyak sumber-sumber dari internet atau ai. Jadi kita bisa banyak resource lah makanya, nggak cuma satu tempat gitu. Dan saya kan guru di sekolah biasa kan pakai satu sumber pelajaran, pakai buku aja gitu. Kalau kami itu membuat infrastructure, kami menggunakan resource yang lebih bervariasi gitu, yang lebih menarik juga, yang lebih beragam gitu. kayak, eh ada form baru nih, mau coba akses. Jadi kita fleksibel kalau misalnya, oh ada yang model baru nih, bisa kita eksperimen juga kan. Kita melihat sampai mana siswa itu kepermalikan di titik soalnya, di titik soalnya sampai mana.
55.	Does differentiated assessment help you become closer to your students? Why?	Iya betul, jadi kita tuh mengonservasikan peranak gitu. Kalau misalnya ada anak yang belum paham, pasti kita lebih dekat karena kita lebih intense mengajar mereka. Tapi bukan berarti kita ke anak yang udah paham banget, bukan berarti kita jarang mengajar dia gitu. Mereka juga sering. Jadi kita kedekatan lebih terikat anak. Kita lebih sering kukursi dia gitu. Kalau kita berbeda dari guru-guru di stadion indonesia itu kan cuma hidup di depan gitu.

Singaraja, 29 Oktober
2025



Observed Teacher
number (1)

Appendix 24. Transcription of Teacher's Interview from Observed Teacher number (2)

Subject: Observed teacher number (2)

Experience : 4 months

Time/date : 10.00 am / October 29th 2025

No.	QUESTION	ANSWER
A. CONTENT		
1.	During the explanation of material or assessment, you said that you use YouTube video. but during the observation, there are no implementation of YouTube. Could you state the reason?	sebenarnya terkait dengan penggunaan video, kita ganti-gantian ya, ada penggunaan video dulu. Kita awalnya sebelum kita penggunaan ppt, kemarin 3 bulan pertama kita coba dengan video. Jadi dengan video, menganalisis dari video, dan kami rasa setelah dengan menganalisis video, ternyata siswa membutuhkan sesuatu yang lebih interaktif. Oleh sebab itulah, untuk saat ini kami mencoba untuk menyesuaikan dalam siswa dengan menggunakan ppt, penjelasan materi menggunakan ppt, dan juga tanya-jawab interaktif menggunakan ppt. Dan ppt pun juga sudah disertai gambar yang dinamis, ataupun gambar yang statis, seperti itu.
2.	Before you conduct assessments, what steps do you take to prepare for differentiated assessments in the classroom?	yang dipersiapkan dalam pendidikan berdifferentiasi tentunya karena di sini masih base pembelajaran assessmentnya itu adalah kami tidak ada ulangan wap akhir, tapi yang kami ada adalah worksheet, jadi pendidikan formatif selama proses pembelajaran. Jadi yang memang perlu disiapkan tentunya ulasan tersebut bagaimana ulasan tersebut disusun sesuai dengan level, gaya belajar, ataupun tingkat pemahaman peserta didik
3.	How do you adapt your lesson plans or assessments to accommodate student diversity from the initial planning stage?	terkait dengan menyesuaikan dengan keberadaan siswa sejak awal, kemarin sejak saya pertama di sini, saya mencoba untuk menerapkan satu assessment, semacam assessment untuk semua orang dengan materi yang sama. Jadi itu semacam assessment diagnosik untuk mendiagnosa terkait dengan kemampuan awal peserta didik. Kemudian saya juga mendiagnosa terkait dengan gaya belajar

		peserta didik. Dan rata-rata memang di kelas saya itu banyak pembelajaran yang memang lebih tertarik dengan audiovisual. Makanya saya sempat youtube, kemudian sekarang, sesekali kita juga ada youtube, pembelajaran dengan youtube, dengan video, kemudian, cuman memang sekarang lebih seringnya itu menggunakan ppt, tapi kalau semacam penjelasan gaya, itu ppt-nya pasti ada kayak foto dinamis yang bergerak gitu.
4.	How to consider the suitable worksheet for student that not surely understand the material?	karena kan siswa itu ada yang setelah diagnostic assessment-nya. Kan mungkin ada yang ternyata udah paham, tapi ada yang belum paham gimana cara memecah worksheet-nya. Terkait itu kan ada misalkan materi ini penjumlahan. Ada yang udah paham, ada yang belum. Kalau misalkan pada materi penjumlahan yang sudah paham, kita langsung coba untuk penjumlahan kayak 3 digit, langsung berbasis word problem, atau soal cerita. Sedangkan yang belum paham, itu kemarin seperti yang siswa adhd, itu kita bangun pemahaman awalnya dari penjumlahan dasar, semacam 9 tambah 15, mulai penjumlahan susun yang masih segerhana banget. Begitu pun dengan konsep perkalian. Kita mulai dari yang 1 digit, 2 digit, 3 digit, sampai bisa soal cerita. Tapi kalau udah paham, kita bisa skip langsung ke 3 digit, langsung ke soal cerita.
5.	How to varied the challenge level in worksheet for the same material?	menyesuaikan kesusahan atau variasi level dalam setiap worksheet untuk setiap materinya ini tentunya berdasarkan assessment diagnostik. Jadi diagnosa dari awal, yang kemudian kita lihat juga bagaimana perkembangan mereka hari-hari. Dan juga dalam pembuatan worksheet tentunya dikombinasikan dengan dari internet dan juga media-media lainnya untuk menyesuaikan.
B. PROCESS		

6.	Why do you give more time for student that late to submit the assignment?	<p>sebenarnya kita sudah kasih durasi waktu terkait dengan siswa tersebut. Misalkan, oh 30 menit lagi, mereka harus sudah selesai mengumpulkan. Namun terkadang kita juga harus menyesuaikan dengan disini kan ekstra kurikuler itu digabungkan dalam proses pembelajaran. Nah kadang mereka yang telat itu adalah mereka-mereka yang bergabung banyak pada ekstra kurikuler seperti itu. Oleh sebab itulah pada mapel seperti komputer itu kan gantian, mereka bisa mengerjakan disana. Atau mungkin pada saat english tadi, itu kan tidak semua dapat worksheet yang sama. Karena ada yang dulu, mereka bisa mengerjakan itu dulu. Karena kalau kita langsung lompat ke level yang selanjutnya, bahasa inggris tadi kan ada dua level ya. Ada yang pakai, masih menyusun kalimat dengan kata-kata yang acak, sama menyusun kalimat pure dari mereka sendiri. Nah kalau kita paksakan menyusun mereka dari kalimat yang langsung, sedangkan mereka belum paham bagaimana structure dan sentence itu. Makanya saya gunakanlah yang sudah ada kata-kata itu dulu. Jadi kalau kita skip, mereka mungkin akan sedikit kebingungan, dan mereka juga merasa diberikan treatment yang tidak fair atau tidak adil.</p>
7.	If you give additional time for student to finish their work, how do you assess them?	<p>di sini kan penilaian itu cuma, gak ada angka ya, di sini penilaiannya itu cuma sebatas mereka sering, sering mengerjakan atau sering menjawab seperti itu. Jadi untuk penilaian, base dari website mereka, walaupun mereka lebih lama, tetapi selama mereka bisa mengerjakan, maka penilaian itu akan berbanding lurus dengan penilaian yang baik. Tapi ketika mereka terlambat, mereka juga sama sekali tidak bisa mengerjakan, ya itu berbanding lurus juga dengan hasil penilaiannya.</p>
8.	If a student fails to meet the learning objectives, is there a way for the	<p>terkait dengan itu kan memang kita tidak bisa memaksakan orang yang ada di level 1 untuk bisa menguasai di level 3. Tetapi</p>

	student to improve their grades?	untuk setidaknya memiliki pengetahuan sesuai dengan levelnya, yang sering saya infokan adalah pertama pasti komunikasi dengan siswa. Kayak semacam lingkung, itu saya sering ngasih tau dia secara pelan-pelan apa yang harus dia lakukan, apalagi sekarang ada mahasiswa di sini yang juga membina terkait dengan matematika dan siswa. Selain itu juga yang pasti komunikasi dengan orang tua karena tidak bisa mengandalkan di sekolah saja untuk proses pembelajaran. Jadi juga dibimbing oleh orang tua.
9.	Why do you assess student after you have finished explaining even though the student seems still confused with the material?	Kenapa masih dikasih penilaian atau kenapa masih dikasih worksheet ya, penilaian formatif. Ini kan kita acukan pada penilaian proses juga ya bagaimana dia untuk bekerja, bagaimana apakah sudah bisa mandiri atau tidak. Jadi penilaiannya itu tidak hanya terbatas benar salahnya dia di worksheet, tapi bagaimana dia bisa bekerja, secara mandiri, atau masih butuh bantuan dari teacher.
C. PRODUCT		
10.	Based on your answer on questionnaire, they sometimes did a project. But when I observe, there is a project create by the student but only differentiated in the form of color type and they did not present it. they did not present it? and in what project they have to present the result?	kalau pas saya belum sih, kalau pas saya belum ada proyek itu, mungkin proyek itu bisa kita terapkan di akhir semesternya. Karena kan mereka harus dapat dulu basic drawing, basic cara buat patung, basic cara mewarnai gitu. Jadi ketika mereka sudah dapat semua materi itu, mungkin kita bisa terapkan dengan depresasi hasil proyek art. Dan mungkin itu memang sudah terapkan sama wisara aku di pembelajaran sebelumnya. Karena pas saya masuk, wisara aku tidak ada lagi. Kalau misalkan dari pengalaman berikutnya.
11.	After observing, I do not see a big difference between product that was created by the student. and several time I catch that you give the same worksheet. could you explain more about this?	baru satu konten. Kayak menggambar, foto materi hari ini kan menggambar gitu. Atau belajar untuk teknik color. Jadi tidak mungkin saya memberikan teknik color, tapi saya membuat pantung yang satu. Karena teknik color ya mungkin yang bisa kita berikan perbedaan itu adalah penggunaan pensel warna, penggunaan mereka

		<p>menggunakan pensel warna, menggunakan pen, atau menggunakan crayon. Cuman sekarang memang siswa memiliki ketertarikan lebih banyak itu menggunakan pen. Kalau yang sekarang yang saya lihat ya, beberapa kali menerapkan, akhir-akhir ini tuh mereka memang lebih tertarik menggunakan paint. Jadi, saya juga tidak menyalahkan ketika mereka dikasih kesempatan, oke kamu sekarang menguarnainya, silahkan pilih pewarna. Mereka rata-rata semua mengambil pen gitu. Itu kan juga bisa disebut sebagai diferensiasi. Kenapa bisa disebut sebagai diferensiasi? Karena yang saya paham itu bagaimana sesuai sama minat dan kebutuhan sesuai itu, walaupun semuanya itu sama.</p>
12.	<p>Do you have any experience of differentiated the product result based on student interest? Or only giving choice for student to finish their product? if yes, please explain!</p>	<p>kalau pas saya belum sih, kalau pas saya belum ada proyek itu, mungkin proyek itu bisa kita terapkan di akhir semesternya. Karena kan mereka harus dapat dulu basic drawing, basic cara buat patung, basic cara mewarnai gitu. Jadi ketika mereka sudah dapat semua materi itu, mungkin kita bisa terapkan dengan depresasi hasil proyek art. Dan mungkin itu memang sudah terapkan sama wisara aku di pembelajaran sebelumnya. Karena pas saya masuk, wisara aku tidak ada lagi. Kalau misalkan dari pengalaman berikutnya.</p>
D. ENVIRONMENT		
13.	<p>Does the student could organize their class by themselves or the teacher need to handle it? why?</p>	<p>kalau untuk penempatan material, itu dari pihak sekolah yang menyusun, karena kan harus disesukai mana material untuk math, mana untuk art, mana untuk science, dan lain-lain. Tapi kalau tempat duduk, kami tidak pernah mengatur, itu disesuaikan dengan kebutuhan siswa, karena ada siswa yang butuh untuk duduknya di depan, kayak di gung itu susah, dia melihat kalau duduk di belakang, itu kita persilakan duduk di depan, tergantung dari kebutuhan mereka, minat mereka, kenyamanan mereka.</p>
E. FORMATIVE ASSESSMENT		

14.	How often do you conduct differentiation-based assessments?	terkait assessment berbasis differensiasi, saya beberapa kali melakukan assessment berbasis differensiasi karena menyesuaikan dengan tingkat pemahaman peserta didik, daya belajar, dan juga kemampuan publik dari peserta didik
15.	Is there any summative assessment implement here? Could you explain!	ya, sebenarnya tidak ada penilaian akhir. Sebenarnya tidak ada penilaian akhir yang saya ketahui. Jadi yang kita gunakan penilaian sehari-hari. Cuma kemarin saya coba untuk memberikan asesmen 3 bulan pertama, setengah semester itu, bagaimana siswa selama mati 3 bulan terakhir. Sebenarnya itu yang saya coba terapa. Cuma yang saya ketahui, itu tidak ada ulangan akhir semester yang benar-benar kayak sekolah lain. Ada jadwal jelas, oh hari ini ulangan belajar indonesia matematika, mereka menyilang, dan lain-lain. Itu tidak ada yang saya ketahui. Kemarin itu kan berarti penilaian 3 bulan itu dibikin sama saya. jenis soalnya kemarin kami baru coba pilihan ganda saja.
16.	Does the assessment was done multiple times in a material or just once?	satu bab itu kurang lebih, di luar matematika, karena matematika lebih banyak biasanya, kalau satu bab itu tiga kali biasanya. Tiga kali. Kalau matematika itu lebih banyak. Karena konsep sebagian saja, materinya sekarang tentang pengukuran. Kan kita harus assessment pengukuran dulu, bisa mengukur, abis itu pengenalan yang satu tahun panjang, konversi satu tahun panjang, berapa, berarti satu tahun berapa bisa sampai lima kali. kalau mata pelajaran lain, tiga kali rata-rata pengenalan, implementasi, baru terakhir mencipta. Biasanya kayak gitu sih algorithmnya.
17.	What the most used strategy to assess student?	kalau strategi penilaian siswa, pertama pasti observasi, bagaimana siswa aktif kayak tadi, siapa yang murahnya yang ke tangan, ya itu bisa dilakukan penilaian. Cuman yang paling sering memang dilakukan itu berdasarkan rules. kalau strategi penilaian siswa, pertama, pasti

		observasi. Bagaimana siswa aktif kayak tadi, siapa yang merani angkat tangan, ya itu bisa dilakukan penilaian. Cuma yang paling sering memang dilakukan itu berdasarkan worksheet.
18.	Which strategy that effectively help you to identify the student progress? Why?	kalau menurut saya sangat-sangat efektif penggunaan worksheet ini, menurut saya. Walaupun kita belum melaksanakan ujian efektivitas yang bersifat kualitatif ya, tapi berdasarkan kualitatif yang saya lihat, universitas itu efektif, menurut saya efektif. Apalagi kalau itu pembelajaran kayak matematika yang membutuhkan latihan soal banyak. Jadi menurut saya itu benar-benar efektif untuk membangun pemahaman siswa. Kalau dari segi sains, didukung juga dengan penjelasan materi dari ppt, didukung dengan website yang mulai dari mereka mengenal dulu, di universitas itu ada yang mengenal dulu, mulai menjodohkan, baru mulai menjawab pertanyaan singkat-singkat, baru terakhir mencipta kadang kayak energi, itu kemarin kita menggambar tentang perubahan energi sebagai wujud akhirnya. Jadi menurut saya efektif untuk membangun pemahaman siswa.
19.	How do you arrange the assessment in the form of project and presentation to suit the student preference?	kalau proyek, untuk penentuan materi dulu, karena ini materinya perbap, untuk materinya itu berdasarkan dari guru. Tetapi kalau memang kayak semacam kemarin, coloringnya, apa yang mereka mau gambar, apa yang mereka mau buat, itu sesuai dengan siswa, yang penting masih dalam konteks materi itu.
20.	How do you analyze student's competency based on their result of assessment?	berdasarkan dari worksheetnya, kita lihat dari worksheetnya itu berapa banyak salah, oh ternyata yang dia banyak salah itu adalah dia belum bisa menganalisis kemampuan, analisisnya masih kurang, berarti kita berlatih lebih dalam tentang itu.
21.	How do you usually give feedback for student after the assessment?	secara langsung saya kasih. Tadi, misalkan mereka menjawab secara langsung atau sekalian. Jadi, tadi siswa menjawab dan mereka mengupukan worksheet ke saya. Saya langsung kasih

		tahu, kamu salahnya di sini. Kamu salahnya di sini. Tahu nggak, kalau ini harusnya bagaimana? Dia kan tahu tadi, oh ini harusnya pakai verb 2, oh ini harusnya pakai verb 1. Semacam itu cara refleksinya. One by one.
F. FAIRLY GRADING		
22.	Why do you give choice for student in finishing the assessment?	untuk materi itu, misalkan materi tentang teknik mewarnai, kita bebaskan mereka kenapa, karena kan itu sesuai dengan preferensi mereka, sesuai dengan kebermanian mereka. Jadi itu juga ketika sesuatu dilaksanakan sesuai dengan minat mereka, minat-minat mereka pasti membuatkan hasil juga yang lebih baik daripada kita memaksakan, oh semua pakai paint gitu. Nggak bisa mereka pakai paint, nggak minat mereka pakai paint. Jadi sesuai kebermanian mereka sih sekarang. Tapi tetap disesuaikan dengan konteks materinya. Mungkin hari ini udah bosan menggunakan pencil, besoknya bisa deh nyoba untuk menggunakan paint, dengan materi yang masih sama.
23.	Is there any difference of rubric for student that get a lot of help during the assessment until finish it or for student that finish it individually without any help?	kalau dari rubrik penilaian kan disusun berdasarkan worksheets yang ada. Jadi karena worksheetsnya berbeda, degung, apalagi, matematika itu berbeda sekali worksheetsnya degup dengan worksheets teman-temannya. Jadi rubrik penilaiannya pasti akan berbeda. Misalkan dia sudah mampu tidak menjawab yang bagian a, itu baru bagian a. Sekarang baru menyeberahkan pecahan, karena teman-temannya sudah menyeberahkan sampai menyederhanakan pecahan. Kesederhanaannya sih. Karena disini kan penilaian angka itu enggak ada ya, jadi benar-benar pilih pakai huruf aja. Itu pun pakai huruf kayak sering dan lain-lain gitu. kalau angka perbedaan sih tidak, tapi kan kita ada yang mudah bisa konsisten, ada yang masih kadang-kadang sama sering itu. Mungkin di poin lainnya, jadi yang berbeda kan ini masih pakai bangkuan, berarti belum bisa

		selalu untuk menjawab secara mandiri. Masih hasil penilaian juga berbeda.
24.	Are there any different criteria for each student? why?	Karena disini kan penilaian angka itu enggak ada ya, jadi benar-benar pilih pakai huruf aja. Itu pun pakai huruf kayak sering dan lain-lain gitu. kalau angka perbedaan sih tidak, tapi kan kita ada yang mudah bisa konsisten, ada yang masih kadang-kadang sama sering itu. Mungkin di poin lainnya, jadi yang berbeda kan ini masih pakai bangkuan, berarti belum bisa selalu untuk menjawab secara mandiri. Masih hasil penilaian juga berbeda.
25.	How do you measure the assessment to be fair even if they made different product?	tidak ada skor ya, itu yang sebenarnya menjawabnya, karena di sini tidak ada skor itu. Benar-benar cuman penilaian yang dibidang kualitatif, ya. Ya, dibidang penilaiannya itu kualitatif. Jadi, tidak bisa yang benar-benar harus 80-90 itu tidak bisa kita melihat seperti itu. Itu saya masih memahami sekarang. Masih mencoba memahami itu sih, karena belum pernah buat raport juga kan. Karena satu semester ini belum selesai. Pasti akan banyak diskusi dengan mr. Arco. Mungkin mr. Arco lebih banyak tahu tentang itu, karena sudah lebih dulu daripada saya.
26.	Do you give the criteria of the product for the student? how do you inform it?	kriteria yang harus ada di produknya, kemarin kayak teknik mama kayak semacam, mama teknik mewarnai, berarti kriteria-kriterianya dikasih tahu sih, warnanya dengan rapi, pakai untuk mix color, dikasih tahu biasanya. Itu dikasih tahu sih.
27.	How do you differentiate the competency and behaviors score?	yang saya lihat tersebut di report itu dipisahin sih, tapi tetap pake scoring yang c, f, a, b gitu. Tapi dibedain c-nya saya untuk di report. (show rubric penilaian) jadi di describe dia self-control, pengendalian diri, concentration itu, independence itu dibedakan ada skornya c, c, atau f, atau s gitu. Jadi di describe kayak gitu. Iya, mereka mengerjakan worksheet, mereka memproduksinya sama teman-temennya, kan kadang mengerjakan secara

		kelompok juga, jadi saya bisa langsung nilai.
G. INSTRUCTIONAL AND PEDAGOGICAL CHALLENGES		
28.	Do you face difficulty distinguishing between assessing students' attitudes and knowledge? Can you explain?	kesulitannya pasti memerlukan waktu yang lebih banyak untuk menyiapkan itu. Karena yang mungkin sekolah reguler yang tidak menerapkan diferensiasi kita hanya buat 1% atau 1 penilaian, tetapi karena perdiferensiasi kita harus menyiapkan 3, jumlahnya juga berbeda, dan isi di dalamnya juga berbeda. Jadi kesiapan waktu, tenaga, dan pikiran itu yang masih menjadi kendala buat saya. Apalagi sekarang itu masih semacam saya juga masih belajar bagaimana menerapkan diferensiasi.
29.	Do you find it difficult to implement differentiation-based assessment in accordance with existing concepts? Why?	mungkin kesulitannya, kalau kita persen kan itu sulit sama tidaknya, sulitnya itu mungkin 30-40%, tidaknya 60-70%. Karena kendala sulitnya itu diwaktu sama memahami biar benar-benar disesuaikan sama siswa. Biasanya saya prepare itu satu minggu untuk proyek satu minggu atau program satu minggu itu saya gunakan satu hari untuk semua mata pelajaran. Jadi saya prepare satu hari untuk semua mata pelajaran di program satu minggu. Tapi jika memang tidak selesai, saya biasanya prepare di h1 sebelum saat pulang sekolah, itu saya prepare untuk pekerjaan proyek setiap hari besoknya. Jadi tidak ada menyiapkan, kalau saya sendiri tidak ada menyiapkan reset di hari khas, itu saya biaran
30.	How much time do you need when designing assessments for students?	kalau dari waktu masih bisa saya tangani, tidak ada sampai yang pegadang, tidak ada sampai yang capek banget, itu enggak sih, masih bisa saya tangani. Cuman memang yang memerlukan, harusnya mungkin cuman perlu waktu 30 menit untuk menyelesaikan worksheet, mungkin lebih ke 45 menit, seperti itu per worksheet.
31.	Do you find it difficult to design different assessments so that you	kesulitan, dibilang sulit, sulit karena harus menyelesaikan sama siswa itu aja sih sebenarnya. Selain waktu ya, waktu

	<p>spend too much time on them? Can you describe this?</p>	<p>kan operatif. Mesti full satu hari, kadang-kadang gak sampai satu hari. Cuma ya emang kalau materinya lagi susah, materinya susah, tetapi materi tentang listrik atau materi tentang energi, itu kan mungkin sedikit susah ya untuk siswa yang kayak semacam degung, itu masih sedikit susah. Itu saya memikirkan gimana alur-alur worksheet-nya biar membangun pemahaman buat degung, seperti itu. Itu yang biasanya saya sulit sih. Alur membangun pemahaman di worksheet-nya. Biar sesuai.</p>
32.	<p>Is there a way you use to manage your time to make different assessments efficiently? Explain!</p>	<p>Kalau biar bisa terlaksana, sekarang jaman sudah canggih, kita sudah ada banyak informasi di internet, mencari referensi dari youtube, mencari referensi dari internet, dan yang paling sering saya gunakan juga berdiskusi dengan ai. Jadi itu adalah langkah saya konkret yang saya lakukan sekarang, memberikan ide, ide apa sekiranya yang bisa saya implementasikan untuk materi tersebut saya juga mencari referensi di internet, oh siswa ADHD sukanya a,b,c.</p>
33.	<p>Do you feel that your workload has increased when preparing differentiated assessments? Explain!</p>	<p>Beban kerjanya persiapan pembelajaran lebih meningkat. Persiapan pembelajaran, belasan pembelajaran juga meningkat. Kenapa? Karena kan kita harus memberikan beberapa kali, mungkin memang seharusnya fokus kita itu diberikan kepada semua siswa sama. Cuma karena ini membutuhkan lebih banyak, mau nggak mau kita juga harus memberikan pendampingan lebih banyak untuk siswa yang memang lebih banyak membutuhkan.</p>
34.	<p>Do you find it difficult to design effective assessments that are tailored to students' needs, readiness, and learning profiles? How do you overcome this?</p>	<p>kalau dibilang susah, seperti yang saya sebutkan tadi, susah sedikit sulit. Tapi yang saya lakukan, langkah yang saya lakukan untuk menyusun itu biar sesuai dengan siswa yang pastinya mengingat kembali atau meninjau kembali bagaimana diagnostik assessment di pertama, kemudian bagaimana perkembangan dia setelah pembelajaran sekarang, dan juga mencari informasi di internet. Bisa kita menggali informasi di</p>

		internet atau berdiskusi dengan rakan sejawat terkait dengan hal-hal yang harus kita lakukan jika mengalami situasi seperti kemungkinan abg.
35.	Have you ever encountered students who were not ready to learn (in terms of motivation, interest, or physical condition)? What did you do?	biasanya kan ada yang kayak ngantuk atau nggak fokus gitu. Kalau yang pagi-pagi, kayak tadi, mungkin sudah melihat kita ada ice-breaking sedikit, kemudian meditation untuk merelaxkan mereka dan mempersiapkan diri mereka untuk belajar. Kalau yang masih ngantuk, kadang saya memang berikan waktu 10-15 menit untuk mereka istirahat tidur sebentar, tapi dengan catatan setelah itu mereka harus fokus belajar lagi. Jadi memberikan waktu, karena selama saya ppg kemarin memang disarankan oleh dosen itu, ketika mereka mengantuk, ya kita kasih waktu mereka untuk tidur sebentar. Masih mereka istirahat sebentar, setelah itu mungkin sudah mereka fit, setelah kita tanya kenapa dia ngantuk, oh karena kurang tidur, mungkin baru kita kasih hati, kita kasih motivasi dan suruh mereka fokus belajar lagi.
36.	What challenges do you face when students are unable to take assessments tailored to their learning styles or interests? How do you overcome these challenges?	kalau itu masih ada beberapa. Seperti adi, dia masih memerlukan beberapa kali pendampingan. Cara kita untuk menghadapi kesulitan itu adalah memberikan pendampingan secara langsung. Karena mereka itu sederhana, tidak memahami instruksinya. Instruksinya sudah jelas, tapi kita harus ulang. Oh, instruksinya itu kayak gini, ini harusnya diginiin. Paham dah langsung ya.
37.	Do you encounter difficulties in adjusting assessment strategies to the curriculum used?	ya, kurikulum merdeka pakainya montessori method. Kalau montessori method itu sebenarnya biar lebih fleksibel, habis itu pakai material-material itu yang misalnya mereka gunakan untuk pelan-pelan belajar. Kalau kesulitannya, saya merasa sangat terbantu dengan montessori method. Karena montessori method itu menjadikan material itu yang bisa dipegang, bisa kita ada benda kuncil, jadi

		saya rasa bukan kesulitan, malah terbantu dengan montessori method.
H. INSTITUTIONAL CHALLENGES		
38.	Did you receive training or support when preparing to implement differentiated assessment? If so, what was the impact?	differentiate assessment, selama saya ikut di sini, belum ada. Terkait dengan differentiate assessment training khusus, tapi terkait dengan penerapan montessori method-nya sudah ada. banyak impact-nya. Pertama, terkait dengan 3 rules dalam pembelajaran. Kita ada observe, baru membantu siswa, semacam itu. Itu ada 3 rules-nya. Kemudian, cara penggunaan material. Karena kan material itu enggak bangsung kita lihat, oh kayaknya cara dimakainya kayak gini, gini, gini, langsung. Enggak bisa seperti itu. Ada pelantihannya, sehingga kita bisa, kalau kita sudah paham, baru bisa ngajak ke siswanya, kayak gitu.
39.	Is there any specific rubric from the school to help teachers assess students?	Untuk rubrik spesifik terkait dengan bagaimana panduan observasi ataupun lain-lain, itu tidak ada secara spesifik. Namun kami menggunakan pedoman lebih kepada pedoman kualitatif tidak berpantokan pada angka. Jadi kami punya pedoman C, S, F, dan NA. Jadi itu kita gunakan sebagai pedoman observasi setiap harinya dan untuk report nantinya di akhir semester.
40.	What obstacles did you encounter in terms of facilities, time, or learning resources when trying to implement Differentiated Assessment?	kalau fasilitas sekolah sudah sangat memadai, ada wifi, bisa kita gunakan untuk mencari informasi internet, ada tv, ada speaker, ada banyak material yang bisa mereka pegang untuk belajar, kemarin materi pecahan kan mereka memegang sendiri ya, pecahan setengah itu seberapa. Jadi sangat tidak ada kurang fasilitas itu, kalau dari fasilitas saya rasa cukup.
I. BENEFIT FOR LEARNER		
41.	How is the atmosphere in your class after implementing different assessments for each student?	kalau saya lihat keadaan kelasnya menjadi lebih baik, kalau semacam kayak degung, kemudian teman-teman yang sudah bisa sampai penjaaran pekerjaan, yang baru penyumlahan, jadi kan dia nggak langsung shock, dia nggak punya pemahaman awal, tapi langsung dikasih penjaaran pecahan, bagaimana

		<p>dia bisa itu setelah penyumlahan pecahan, pemahaman pecahan, pembagian itu masih ada yang kurang, jadi itu membantu siswa sih. Sepertinya saya lihat, dia lebih mau diam ketika pembelajaran itu disesuaikan sama kemampuannya dia. Kalau dia merasa benar-benar tidak tahu, padahal dia malah sering jalan-jalan, nggak diam-diam. Kalau dari degung sendiri, karena yang paling challenging saat ini kan degung, jadi yang saya lihat ketika sesuai sama pemahamannya dia, pasti ada cenderungnya, meskipun harus didapati.</p>
42.	<p>How do students behave when they are interested in the assessment given and vice versa?</p>	<p>saya lihat beberapa kali masih ada yang merasa bosan. Ketika pembelajaran itu, misalkan kemarin ada yang menggambar, karena saya tahu dia itu suka menggambar. Ternyata pas pembelajaran berikutnya saya kasih menggambar, dia merasa bosan. Oh, ini menjadi refleksi untuk saya, besok jangan dia menggambar lagi. Padahal memang dia sesuai dengan diagnosa awal itu dia memang suka menggambar. Karena materi energi itu akhirnya saya suruh dia menggambar, ternyata dia merasa bosan. Jadi itu menjadi refleksi untuk saya. Tapi overall, kalau bisa saya persentasekan, bagaimana siswa dalam pembelajaran 80% berjalan baik</p>
43.	<p>How many students become more independent when given assessments?</p>	<p>kurang lebih 4-5 orang sudah bisa. Sudah bisa benar-benar pure mandiri ya, tanpa bantuan, itu sudah 5 orang. Sisanya yang mungkin beberapa kali butuh bantuan sedikit, tapi ada yang level menengah yang perlu kita kasih bantuan sedikit saja, ada juga level yang hard yang perlu benar-benar kita kasih bantuan. Yang benar-benar perlu kita kasih bantuan mungkin 3-4 orang itu yang benar-benar perlu bantuan. Sisanya sudah aman. Addition: there are 5 independent student, and 1 dependent students. The rest is partially independent (asked after interview session on December, 9th 2025 in order to make sure the fix number of independent students)</p>

J. BENEFIT FOR TEACHER		
44.	How long have you been familiar with the concept of Differentiated Assessment?	konsep differensiasi assessment saya kenal semenjak masa kuliah s1, cuman saya lebih mendalami differensiasi assessment pada saat saya menjelang, saya saat mengikuti kuliah ppg, kemudian dan juga selama saya mengajar di montessori. Jadi kurang lebih, saya sudah mengenal 2 tahun lebih untuk konsep differensiasi, namun untuk menggali lebih dalam baru 1 tahun terakhir.
45.	Where did you learn about the concept of differentiated assessment?	saya saat mengikuti kuliah ppg, kemudian dan juga selama saya mengajar di montessori.
46.	What do you know about the concept of Differentiated Assessment?	konsep differensiasi assessment dari segi penilaian yang saya ketahui kan memang menyesuaikan dengan tingkat perkembangan siswa. Jadi terkait dengan konsep differensiasi assessment yang saya ketahui adalah bagaimana penilaian yang saya lakukan, karena disini kan sering pakai worksheet, jadi bagaimana worksheet tersebut disesuaikan dengan level siswa, apalagi di kelas saya ada siswa adhd, jadi tidak bisa memaksakan worksheet yang saya berikan. Jadi itu sama dengan teman-teman lainnya, bergantung juga pada tingkat kognitifnya. Jadi itu yang saya pahami tentang konsep differensiasi assessment, belajar sesuai dengan kemampuan, gaya belajar, dan hal-hal lain yang perlu disesuaikan dengan perkembangan dari siswa.
47.	Do you feel that you have sufficient knowledge about differentiated assessment? If not, how will you satisfy your curiosity?	terkait hal ini, jujur saya kurang merasa cukup oleh sebab itulah dalam proses penyempurnaan, dalam menyusun worksheet, karena worksheet ini kan masuk dalam penilaian formatif ya, proses pembelajaran. Jadi, saya sementara menyusun worksheet, saya juga mencari tahu kira-kira penilaian berdiferensiasi seperti apa yang bisa diberikan untuk siswa saya. Jadi, selama proses saya mengajar, saya juga sambil

		belajar terkait dengan penilaian berdiferensiasi.
48.	Do you feel more flexible in designing assessments after implementing differentiated assessment?	kalau saya merasa lebih fleksibel mendesain asesmen. Yang penting sesuai sama materi, tujuan atau capaian pembelajaran, saya desainlah asesmen itu sesuai dengan tujuan pembelajaran itu dengan beberapa aktivitas yang fleksibel. Dan tidak ada tuntutan dari sekolah juga.
49.	How does that flexibility help you in teaching in the classroom?	saya merasa lebih nyaman untuk mengajar karena disesuaikan dengan preferensi saya, preferensi siswa. Jadi tidak memasak rule dari sekolah yang mungkin tidak sesuai dengan keadaan siswa. Jadi merasa lebih nyaman, pembelajaran lebih asik, lebih menarik. Dan siswa juga lebih baik untuk menerima materi.
50.	How does differentiated assessment help you recognize students' strengths and difficulties?	differentiate assessment untuk mengetahui kelebihan dan kekurangan siswa. Kalau melihat kelebihan dan kekurangan siswa, saya rasa dari differentiate assessment ini, seperti kemarin, ada yang sudah sampai kemampuan analisis, berarti memang dia punya kelebihan, kelebihan analisisnya baik, kelebihan dari segi observasinya baik. Jadi, karena dia belajar secara bertahap, jadi bisa menganalisis secara bertahap kelebihan dan kekurangan siswa. diagnostic assessment awal itu pasti refer ke versi panjeral ya, kayak semacam detection, kemudian semacam numerasi, menulis, membaca, sedikit kemampuan sains, jadi saya gunakan itu untuk semuanya, sama kebutuhan belajar itu saya gunakan untuk semuanya, tidak memaksa assessment di tiap pembelajaran, mau masuk bab itu tidak saya gunakan assessment baru, tapi mungkin saya gunakan misalnya preferensi dari bab sebelumnya, karena kan mencad ke bab sebelumnya, penyumlahan dan pengurangan, habis itu perkalian pembagian, jadi ketika dia sudah bisa pengurangan, kalau posisi pembagian kan pengurangan berulang,

		itu bisa digunakan sebagai bahan evaluasi untuk pembelajaran berikutnya.
51.	How does differentiated assessment help you grow professionally as a teacher?	menurut saya sangat membantu saya untuk berkembang secara profesional sebagai seorang guru. Karena kemarin saat saya ppg juga benar-benar banyak diturut-turut ada teaching at the right level, jadi benar-benar sesuai dengan meningkatkan keprofesionalan saya dalam saya menjadi guru.
52.	Do you feel more creative and motivated to explore various forms of assessment since implementing differentiated assessment?	Iya saya jadi mencoba jenis-jenis assessment yang proses pertama itu saya lebih banyak mengeksplare. Jenis-jenis assessment yang formatif-sumatif, as learning, of learning, for learning juga jenis soal untuk siswa. saya tentunya menjadi lebih kreatif karena harus disesuaikan dengan siswa, jadi kita berpikir kreatif untuk menyelesaikan pembelajaran sesuai dengan keadaan siswa.
53.	Does differentiated assessment help you become closer to your students? Why?	tentunya, karena difference assessment kan sesuai dengan kebutuhan siswa. Jadi kita akan lebih menggali kebutuhan siswa. Jadi kita tahu apa yang mereka butuhkan, apa yang dia rasakan, apa yang dia alami, apa yang dia inginkan. Kita menjadi lebih dekat rasanya dengan siswa. Jadi difference assessment ini benar-benar membuat saya merasa lebih dekat dengan siswa.

Singaraja, 29 Oktober 2025



Observed Teacher number (2)

Appendix 25. Riwayat Hidup



Nama lengkap penulis adalah Agung Ayu Dyah Permata Sari. Penulis lahir di Singaraja pada tanggal 7 juli 2001 yang merupakan anak kelima dari pasangan Putu Gede Surasmada dan Ketut Sugati. Saat ini penulis tinggal di jl. Gajah Mada no 79 Banjar Jawa, Singaraja, Kabupaten Buleleng, Provinsi Bali. Penulis adalah warga negara Indonesia, dan menganut Agama Hindu. Adapun riwayat Pendidikan Penulis dimulai dari bersekolah di taman kanak-kanak Sandhi Putra. Penulis melanjutkan ke bangku Pendidikan sekolah dasar di SD Mutiara dan lulus pada tahun 2013. Setelahnya, Penulis melanjutkan Pendidikan ke bangku sekolah menengah pertama di SMP Negeri 2 Singaraja dan lulus pada tahun 2016. Kemudian melanjutkan Pendidikan ke bangku sekolah menengah ke atas di SMA Negeri 4 Singaraja dengan mengambil jurusan Mipa serta lulus pada tahun 2019. Riwayat Pendidikan penulis berlanjut hingga jenjang perguruan tinggi di Universitas Pendidikan Ganesha dengan mengambil program studi Pendidikan Bahasa Inggris. Penulis tamat tepat waktu pada tahun 2023 dengan skripsi berjudul “Developing 4c Skills Based Supplementary Material in Learning English for Ninth Grade Students in Smp Negeri I Singaraja”. Tidak berhenti di sana, penulis melanjutkan mengambil program magister di kampus yang sama. Pada tahun 2026 penulis akhirnya mampu menyelesaikan tugas akhir program magister dengan judul “The Implementation of Differentiated Assessment at Singaraja Montessori School Academic Year 2025/2026”.