

**DEVELOPING AUTHENTIC ASSESSMENT RUBRIC FOR ASSESSING
5TH GRADE ELEMENTARY SCHOOL
STUDENTS AT BULELENG REGENCY**

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ABSTRACT

This research was carried out with the aim of developing an authentic assessment rubric by adopting several learning methods that are in accordance with 21st century learning, including Problem-Based Learning, Project-Based Learning, Task-Based Language Learning, and Discovery-Based Learning. This study used the Design and Development model by Richey & Klein (2007) accompanied by the Analysis, Design, Development, and Evaluation stages, also known as ADDE. The subjects in this study were teachers and students of grade 5 elementary school in Buleleng Regency. There are several types of instruments applied such as observations, interviews, questionnaires, and document analysis used to collect data and then analyzed by mixed method data analysis. From the overall testing or evaluation process, it was found that the entire rubric that had been developed was stated as a very good assessment rubric by three experts and one teacher assessor, and was said to be good by one teacher's evaluation results for use in the assessment of the teaching and learning process of 5th grade English.

Keywords: authentic assessment rubric, 21st century learning methods, elementary school students and teachers.

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Penelitian ini dilaksanakan dengan tujuan untuk mengembangkan rubrik penilaian otentik dengan mengadopsi beberapa metode pembelajaran yang bersesuaian dengan pembelajaran abad ke-21, meliputi *Problem-Based Learning*, *Project-Based Learning*, *Task-Based Language Learning*, dan *Discovery-Based Learning*. Penelitian ini menggunakan model Desain dan Pengembangan oleh Richey & Klein (2007) disertai tahapan *Analysis*, *Design*, *Development*, dan *Evaluation* yang dikenal juga dengan ADDE. Subjek dalam penelitian ini adalah guru dan siswa kelas 5 SD di Kabupaten Buleleng. Terdapat beberapa jenis instrument yang diterapkan seperti observasi, wawancara, kuesioner, dan analisis dokumen yang digunakan untuk mengumpulkan data dan selanjutnya dianalisis dengan *mixed method* data analisis. Dari keseluruhan pengujian atau proses evaluasi diperoleh bahwa keseluruhan rubrik yang telah dikembangkan dinyatakan sebagai rubrik penilaian yang sangat baik oleh tiga ahli dan satu guru penilai, serta dikatakan baik oleh satu hasil evaluasi guru untuk digunakan dalam penilaian proses belajar mengajar Bahasa Inggris kelas 5 SD.

Kata-kata Kunci: rubrik penilaian otentik, metode pembelajaran abad 21, siswa dan guru sekolah dasar.