DESIGN OF ASSESSMENT FOR ENGLISH SUBJECT IN JUNIOR HIGH SCHOOL

Yulianus Paken Mangewa
Dosen Prodi Pendidikan Bahasa Inggris
Universitas Kristen Indonesia Toraja
Email: julianusmangewa@gmail.com

ABSTRACT

The problem concerns in this study is the design assessment for English subject in junior high school. An exploratory method utilized in this study. The aim of this study is to explore or to investigate the theory of assessment design in junior high school. The design of assessment will be examined through a sequential exploratory design that employed both qualitative and quantitive data. The study will be beneficial theoretically and practically. Theoretically, the result of the study will contribute to contribute to the general understanding of curriculum-change implementation. Practically, the result will help teacher in designing English assessment more appropriately.

Key words: design, assessment, English subject, junior high school

CHAPTER I: INTRODUCTION

Teachers use the curriculum as the starting point in deciding what to assess, and to focus on why and how students gain their understanding. Assessment for learning requires ongoing assessment of the curriculum outcomes that comprise the intended learning. Teachers create assessments that will expose students' thinking and skills in relation to the intended learning, and the common preconceptions.

A. BACKGROUND

Under the government policy, the Ministry of National Education develops new curriculum to improve the education quality that is Curriculum 2013. The success of Curriculum 2013 may be consider successfully if followed by the change of teaching and learning strategy at class, the choosing of media, and the choosing of assessment process. Assessment processes in Curriculum 2013 are more varies. One of them is Portfolio Assessment.

English as a formal subject is given to junior high school (SMP) level, which the goals are translated as follows: "The goals of teaching and learning English for this level are improving the four English skills. They are the mastery of the receptive skills (reading and listening) and the mastery of the productive skills (speaking and writing), within a specified word level and relevant grammatical structures and notions, in the context of the specified themes which are enclosed for junior high school (SMP) students" (Balitbang Depdiknas, 2002:42).

Based on experiences, the implementation of National Examination (NE) in one country will cause some impacts on its participants.

B. PROBLEM IDENTIFICATION

Education curriculum in Indonesia has been changed several times. On this year of 2013, the curriculum is changed with an integrative thematic concept applied to elementary, junior high, high school, and vocational school. The purpose of the new curriculum (2013 curriculum) is to improve religious tolerance as education should not only make people smart but also to train Indonesians to be mentally tough, physically healthy, tolerant and willing to live in harmony with others with different religions, race, and tribes.

The implementation 2013 curriculum will certainly have an impact on the assessment that will cover all aspects which are mandated. Therefore, it is necessary for investigating of how English teachers to design assessments that cover all aspects required in the curriculum.

C. PROBLEM LIMITATION

Considering wide of the scope of assessment refers to the 2013 curriculum, then this study are limited to the design of assessment for English subject in junior high school as a consequent of implementing 2013curriculum. There are some junior high schools decided to implement the new curriculum starting the odd semester of the 2013/2014 academic year.

D. RESEARCH QUESTIONS

The study questions that will be answered in this study is:

"How do the English teachers design assessment for English subject in junior high school?"

E. RESEARCH GOALS

The goal of the study is to describe the design assessment implemented by teachers for English subject in junior high school.

F. RESEARCH BENEFITS

The result of this study is expected to be significant theoretically and practically. Theoretically, the result of the study will contribute to contribute to the general understanding of curriculum-change implementation. Practically, the result will help teacher in designing English assessment more appropriately.

CHAPTER II: LITERATURE REVIEW

This chapter deals with theories regard to the present study. This part presents the theoretical review and pre-understanding framework. The theoretical review explores theories refer to assessment, while, the second part explains about framework of pre-understanding.

A. THEORETICAL REVIEW
1. Assessment

There is no generally agreed definition of assessment. According to QAA assessment as 'any processes that appraise an individual's knowledge, understanding, abilities or skills.' Brown (2004:4), defines assessment is an ongoing process encompassing a much wider domain (than tests)'. Thus, assessment is the planned process to carry out a specific educational purpose i.e. to measure a learner's progress in learning.

Assessment refers to the act of collecting information and making judgments about a language learners'

knowledge of a language and ability to use it (Schmitt,2002: 267).

Although some people tempt to think of testing and assessment as synonymous terms, actually they are not. Tests are prepared administrative procedures that occur at identifiable times in a curriculum when learners muster all their facilities to offer peak performance, knowing that their responses are being measured and evaluated. Assessment in other hand is a systematic approach for collecting information on student learning or performance, usually based on various source of evidence. Popham (1995: 3) defines assessment in the context of education as a formal attempt to determine the status of students with respect to various educational interests. Boyer & Ewel defines assessment as a process that provides information about individual students, about the curriculum or program, the institution or everything to do with the institutional system. "Processes that provide information about individual students, about curricula or programs, about institutions, or about entire systems of institutions" (Stark & Thomas, 1994: 46).

O'Malley, Pierce, (1996:237) When-ever a student responds to a question, offer a comment, or tries out a new word or structure, the teacher subconsciously makes an assessment of the students' performance alternative assessment.

2. The purpose of assessment

The Ministerial Council on Education, Employment, Training and Youth Affairs Melbourne Declaration on Educational Goals for Young Australians (2008: 14) determines assessment is designed to meet three broad purposes:

- Assessment for learning — enables teachers to monitor student knowledge, understanding and skills development so as to target their teaching to support students' progress to meet learning goals
- Assessment as learning — enables students to reflect on and monitor their own progress to inform their future learning goals
- Assessment of learning — assists teachers at the end of learning experiences to gather evidence of student knowledge, understanding and skills as described in the relevant achievement standards for the year level.

The National of Education Department (*Depdiknas,* 2004:23*)* argues assessment is a systematic process that contains a collection of information, analyze and interpret information to make decision-making.

Teachers need to collect various types of information through the use of different tools before they make decisions regarding students' leaning or any recommendation for a specific kind of instruction or techniques.

The purpose of the assessment include: 1) assessing individual abilities through specific tasks, 2) determining learning needs, 3) assist and encourage students, 4) assist and encourage teachers to teach better, 5) determine the learning strategies, 6) accountability institutions, and 7) to increase quality of education.

3. The principles of assessment

Palomba and Banta (1999) argue assessment is the systematic collection, review, and use of information about educational programs undertaken for the purpose of improving student learning and development. Assessment as one important

part in the series of educational and teaching process, it can be said of all the education and teaching activities determined by assessment, and of course in practice it does not only focus on good results, but also have to look at the principle or things to note in the assessment, as follows:

- The assessment should include the competence of the three aspects, namely knowledge, skill and attitudes.
- Using a variety of ways of assessment at the time of learning activities in progress.
- The selection of tools and types of assessment is based on the formulation of learning objectives
- Referring to the objectives and functions of assessment, such as providing feedback, reporting to parents, and providing information to students about their learning achievement level.
- Assessment should be able to encourage students' reasoning and creativity, for example, a written descriptions test, portfolios, student work, observation and others.
- Assessment can be done through tests and non-test.
- Referring to the principle of differentiation, which provides opportunities for students to demonstrate what is known, understood, and capable of doing.
- Non-discrimination.(Depdiknas, 2003: 37)

Therefore, it can be said that there are a number of factors to consider when choosing tests and assessments. The ideal assessment instrument is (a) reliability, (b) fairness, (c) validity, (d) practicality, (e) appropriateness. Each of these factors are discussed in detail below.

a. *Reliability*

Reliability refers to the consistency, stability, dependability, and accuracy of assessment result. (McMillan, 2001: 65) The reliability of an assessment tool is important to note. Factors that may affecting the level of reliability of an assessment tool: (1) if the assessment tool is too easy, too difficult, or not clear, it will likely find that it is not reliable, (2) if the participants in assessment have characteristics that are diverse, (3) if a standard assessment used by teachers is not consistent, then the resulting score was not reliable, (4) if the number of questions used to measure ability is too small, then it is likely that it is not reliable.

b. *Fairness.*

An assessment system and its processes must not disadvantage or discriminate any person or organization. All eligible candidates must be guaranteed access to assessment that does not discriminate on any basis. Assessment guidelines must include an approach for working with candidates with special needs. To achieve these principles, the assessment system must exhibit the following characteristics: The Imperial College of Australia http://www.imperial. edu.au/policies/ 1263-assessment-policy.

- Clear, comprehensive standards and assessment processes;
- Identification and individualized responses to the needs and assessment issues of potential candidates;
- Selection of processes and materials within the assessment system that do not disadvantage candidates;
- Appropriate, effective review and dispute resolution mechanism to investigate, examine and redress any issue of unfairness or disadvantage

involving access, assessment, certification or other related issues; and

- Amendment of the system to avoid or counter potential disadvantages wherever are identified, and appropriate steps taken to overcome them, including reassessment, if required.

A computer adapted testing (CAT) might be a good choice for English teachers, but unfortunately, many schools are not yet ready for such model of assessment. Chapelle (2006: 4) suggests that CAT promises systematic assessment for students' learning, as well as practicality in checking and reporting but not in administering.

c. Validity.

The Oxford Centre for Staff and Learning Development explains that an assessment process cannot be effective in promoting student learning unless it is valid and reliable. Assessment is understood to be valid when it is testing precisely what the examiners want to test, bearing in mind the learning outcomes for the module.

Validity is "the extent to which a test measures what its authors or users claim it measures; specifically, test validity concerns the appropriateness of the inferences that can be made on the basis of test results" (Salvia & Ysseldyke, 2004, p. 693). If a test is valid for one group or population, it may not be valid for another group.

Brown (2004: 22) divides validity into content validity, concurrent validity, predictive validity, construct validity, consequential validity, and face validity.

Thus, validity is the assessment tools used in accordance with the competencies to be achieved and it covers all the competencies represented proporsional. In language lessons, for example, assessing teacher competence speaking, if a valid

assessment using the oral test, if using a written test is invalid.

d. Practicality

Practicality in preparing an assessment tool is important to note. Practical assessment tools that can help teachers to prepare, use, and interpret the results. This practicality is influenced by a number of factors, namely scoring, ease of administering, timing, and form of assessment tools.

e. Appropriateness

The method of assessmentis suited to the outcome being assessed i.e.is capable of gathering evidence in relation to the intended outcome, and not something else. In addition to considering the four factors above, appropriateness of the assessment content should be considered, i.e., the test should be matched to the individual's cognitive functioning level, reading ability, math ability, and level of career development. For example, tests requiring an eighth grade reading level should not be administered to someone who reads at a third or fourth grade level. The uniqueness of vocabulary words should also be considered. For example, students may not understand certain questions about careers unless they have had some degree of career awareness and exploration in their past. They may be unfamiliar with the vocabulary or may not have been exposed to certain careers. If such career assessments are administered-inappropriately-the results produced may be invalid.

4. Type of assessment

Indiana University Southeast Assessment Handbook reveals Assessment tools can generally be placed in two categories, direct and indirect measures.

According to Brown (2004), there are several types of assessments, namely informal assessment, formal assessment, formative assessment (assessment for learning), summative assessment (assessment of learning), norm-referenced assessment, and criterion-referenced assessment.

Phye (1997) acknowledges assessment involves (1) groups or individuals, or both, and (2) may be formal or informal, as in the Table below.

	Formal instruments and activities: Options	Informal instruments and activities: Options
Group assessment	1. Text-embedded tests 2. Curriculum-embedded tests 3. Commercial criterion tests 4. Commercial normed tests 5. Rating scales 6. Performance tests 7. Questionnaires	1. Oral questions 2. writing samples 3. Seatwork 4. Homework 5. Paper-pencil tests 6. Rating scales 7. Exhibitions 8. Portfolios 9. Demonstration 10. Peer assessment 11. Interviews
Individual assessment	1. Performance assessment 2. Standardized norm-referenced tests 3. Standardized criterion-referenced tests 4. Curriculum-embedded tests	1. Observation 2. Oral questioning 3. Writing sample 4. Homework 5. Seatwork 6. Paper-pencil tests 7. Portfolios 8. Interviews 9. Self-assessment 10. IEP monitoring 11. Error analysis

Phye (1997: 38)

5. Design of assessment for English subject in Junior High School

Referring to design of assessment means try to answer "how". Stiggins, Arter, Chappuis, and Chappuis(2004 89). examine two keys to assessment quality. The first key is to know at the outset how to use assessment to promote learning (assessment *for* learning) and the purposes of accountability (assessment *of* learning). As the second key to quality, we have established that assessments must be designed to reflect the variety of achievement targets that underpin standards: mastery of content knowledge, the ability to use knowledge to reason, demonstration of performance skills and product development capabilities. Further-more, they summarize four basic categories of methods:

1. Selected response and short answer
2. Extended written response
3. Performance assessment
4. Personal communication

Selected response and short answer methods consist of those in which students select the correct or best response from a list provided. Formats include multiple choice, true/false, matching, short answer, and fill-in questions. Extended written response

assessment requires students to construct a written answer in response to a question or task rather than to select one from a list. An extended written response is one that is at least several sentences in length. Performance assessment is assessment based on observation and judgment; we look at a performance or product and make a judgment as to its quality. Gathering information about students through personal communication is just what it sounds like—we find out what students have learned through interacting with them.

Based on Content Standards 2013 Curriculum, there are four main substance of learning materials for English as learning materials associated with the approach of "Genre Based Approach" and becomes an ingredient in the preparation of the assessment criteria (Kemdikbud: 2013), namely:

1. Tingkat ketercapaian fungsi sosial penggunaan teks(The level of achievement of the social function of the use of text)
2. Tingkat kelengkapan dan keruntutan struktur teks (The level of completeness and sequences of text structure).
3. Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan(The level of the elements of language accuracy: grammar, vocabulary, pronunciation, word stress, intonation, spelling, and handwriting).
4. Tingkat kesesuaian format penulisan/penyampaian(The level of suitability format of writing / delivery)

How to assess English subject in Junior High School can be done through:

a. Performance

The goal is to use the English language skills productively, such as: displaying writing, presentation, reading, and so on are meaningful and authentic or near- authentic. Learners demonstrate a high level thinking processes, and independent, but his judgment not only on products but also on the process. Depth is more important than flexibility.

b. Observation

The goal of learning actions of learners communicative act (speaking, listening, reading, and writing) are reasonable, not intentional for assessment. Learners are required to realize the best act, but did not realize being assessed. The number of learners who will be observed at each time of observation needs to be determined. Assessment is directed to one or more of the three elements of the text.

c. Portfolio

The target assessing persistence, interest, progress, and success in learning to do a lot of activities with the English language. Learners set of jobs that support learning, among other progress reports, work schedules, project outline, journals, diaries, and so on. Collection of works reflect learners learning outcomes or achievements include text copied, summarized, made his own, which has been read, photos, videos, clipping and so on. Set of tests, exams, grades and exercise.

d. Self-assessment and peer assessment

The target process or learning outcomes. Aspects of special skill or judgment in general. Metacognitive

assessment, to improve the quality of learning. Form: diary, journal, special formats, which include: commentary, checklists, and assessment. Learners are given prior training required to implement them.

e. Exam / Mid-Semester and Exam repeat / replay Final Semester

The details aspects of assessment based on knowledge, attitudes and skills, including:
a. Assessment of knowledge aspect covers: Vocabulary, Fluency, Accuracy, Pronunciation, Intonation, Comprehension, and Diction
b. Assessment of aspect attitude deals with: Respect, honesty, Care, brave, confidence, communicative, social awareness, curiosity.
c. Assessment of behavioral aspects (action) deals with: team work, communicative action

B. Framework of Pre-Understanding

Considering the concept of assessment as a process of collecting information about learners' knowledge, ability, understanding, attitudes, and motivation (Georgiou & Pavlou 2003). It indicates that teachers as the executor of the assessment, so the teacher who will design the assessment. Design assessment relates with how to choose which method to use for any given learning target, and outline the steps in assessment planning and development.

Assessment should be deliberately designed to improve and educate student performance, not merely to audit it as most current assessments do (Wiggins, 1998: 7). Thus, assessment should be design appropriately.
Assessment must be carefully design to provide evidence that is linked to the cognitive model of learning an

d to support the kinds of inferences and decisions that will be made on the basis of the assessment results (Pellegrino, 2010).

Six common entry points and general approaches to the design process as follows:
- Begin with content standards
- Begin by considering desired real-world applications
- Begin with a key resource or favorite activity
- Begin with an important skill
- Begin with a key assessment
- Begin with an existing unit

Furthermore, they argues that an important sense it doesn't matter where you enter the design process and how you proceed; it only matters that you end with a coherent product.

CHAPTER III: RESEARCH METHODOLOGY

This chapter presents the explanation of the selected study method used to achieve the study goal, i.e. answering the study question 'How do the English teachers design assessment for English subject in junior high school?'

A. Research Design

In this study, the writer used exploratory method. The aim of this research is to explore or to investigate the theory of assessment design in junior high school. Therefore, in conducting the research, the writer employed Exploratory research. Exploratory research is the procedure of first gathering qualitative data to explore a phenomenon, and then collecting quantitative data to explain relationship found in the qualitative data (Cresswell, 2012: 543)

This study used a questionnaire, lesson observation protocol, semi-structured interview, and document analysis as main tools for data collection. The questionnaire responses, observation, depth interview and documents helped to map out assessment design in junior high school.

Merriam (2001) suggests that observation becomes a research tool if it serves a formulated research purpose, if it is planned deliberately, if it is recorded systematically, and if it is subjected to checks and controls on validity and reliability.

Apart from observation, interviews were used to collect information that could not be observed directly. Interviewing is necessary when the required information cannot be observed such as feelings, beliefs, perceptions and opinions (Merriam, 2001). In this study the first interview was designed to solicit information that revealed the interviewees' experience of classroom assessment. According to Merriam, interviewing is the best technique to use when conducting intensive case studies of a few selected individuals.

Merriam (2001) contend that document analysis, as a data source, is as good as observation and interview. However, it could be argued that document analysis has the potential to reveal information that the interviewee is not ready to share and also information that may not be available during observation.

B. Participant

The participants were English teachers currently teaching English in the junior high school that implement 2013 Curriculum.

C. Instruments and Data Gathering Techniques

1. *Instruments*

The writer used several instruments in completing the research. The instruments are questionnaire, observation, depth interview, and documents. Further elaboration on each instrument will be discussed below.

a. Questionnaire

The purpose of giving the questionnaire is to get supporting data to strengthen the result of data analysis of the main data.

The elements of the questionnaire are :
- Competencies in 2013 Curriculum
- Content Standards 2013 Curriculum
- Teacher's understanding about assessment
- The problem in implementation of assessment for2013 Curriculum.

b. Depth interview

In this study, the writer used depth interview. Interviews involve the collection of data through direct interaction between the researcher and an individual from whom information is needed (Borg, Gall, and Gall, 1993). Interview used to gather data on subjects' opinions, beliefs, and feelings about the situation in their own words. It also could provide information that could not be obtained through observation or to verify the observation.

c. Document

Document as a data source in this study refers to curriculum, syllabus, lesson plan, assessment samples and the government regulation.

D. Data Analysis

Data analysis is the process of simplifying data in order to make it comprehensive (Jack and Norman, 2003). They further indicate that in data analysis, any statistical techniques, both descriptive and inferential to be used should be described. This study, being a descriptive survey required descriptive statistics for analysis of the data.

Data is analyzed by making use of the research questions. Questionnaire returned by respondents is serially numbered to help identification. The responses to the various items are coded. The responses are used to analyze the questions one after the other until all the questions were exhausted. These responses are coded directly using SPSS. Other items are open-ended which required respondents to write in their own words to express their opinions. These responses were categorized into themes and these them were also coded using SPSS. In using description statistics, tables, frequencies and percentages are used. The interview is analyzed in the same way as the questionnaire.

CHAPTER IV: ANALYSIS RESULTS

In this chapter, the results of the study are presented. The chapter is divided into three sections. The first section presents the data gathering process followed by raw data presentation and data summary and interpretation.

A. DATA GATHERING PROCESS

The participants would be selected from a total of English teachers in junior high schools that implement 2013 Curriculum to completed the questionnaire and in depth interview.   The documents relates to curriculum, syllabus, lesson plan, assessment samples, and the government regulation would be obtained from the schools principals, English teachers and online. Curriculum document and government regulation would be gathered by retrieving online, while the syllabus and lessons plans would be gathered from English teacher.

1. Questionnaire

The questionnaire would be by the writer, keyed to the research questions outlined earlier. The questionnaire would be consisted of more than one dealt with the teacher's background and experience in teaching English in junior high school. The second part of the questionnaire would be asked for teachers' thoughts and ideas of renewal curriculum.   These would Likert-type questions with the choices of strongly Agree, Agree, Disagree, and Strongly Disagree. The last part of the questionnaire would be asked about their teaching effectiveness, and what method they thought were most appropriate to assess students learning.

2. Interviews

The second sequence of data collection was from scheduled interviews with the English teachers and junior high school principals. The script in Appendix B was used to stimulate their responses. The participants for interviews were asked to talk about opinion on 2013 Curriculum and the assessment methods they used. They were asked to discuss factors they considered important for the effectiveness of their courses such as student persistence, the quality   discussions,   participation   and attendance. Additionally, they were asked to focus on the topics; design assessment for English and their thoughts and ideas about 2013 Curriculum. Finally, they would be

asked for anything else they wanted to add. Each targeted interview lasted approximately 30 to 45 minutes and the audio was recorded with their permission.

3. Document

The documents relates to curriculum, syllabus, lesson plan, assessment samples, and the government regulation would be obtained from the schools principals, English teachers and online. Curriculum document and government regulation would be gathered by retrieving online, while the syllabus and lessons plans would be gathered from English teacher.

B. RAW DATA PRESENTATION

The participants responses would be used to collect demographic data on the teachers. The items would be dealt with the sex of the teachers, the educational qualification of the teachers and the teaching experiences of the teachers. The results of the analyses of items would be shown in tables. These responses are coded directly using SPSS. Other items are open-ended which required respondents to write in their own words to express their opinions. These responses were categorized into themes and these them were also coded using SPSS.

C. DATA SUMMARY AND INTERPRETATION

The purpose of this part is to summarize the findings of the study and interpret the findings. The part provides a summary of the study and addresses limitations, followed by interpretation.
The purpose of this study was to answer the question 'how do the English teachers design assessment for English subject in junior high school?"

The intent of the study was to determine the methods were used by the English teachers in junior high schools. The intent would be focus on assorted of assessment used to assess students learning result based on competencies and content standard state in curriculum.

CHAPTER V: CONCLUSION
A. RESEARCH RESULTS

From the findings, the designs of assessment would be use the English teachers in junior high school would be revealed in ordering, in terms sequenced based the highest frequency. There would be no refresher courses on design assessment and there would be limited monitoring of how teachers organized their assessments.

A model of assessment was developed from a combination of the findings of this study and the literature, would be shown in tables. The study would revealed English teachers' method assessed their students, whether the English teachers assessed their students more frequently such as weekly, biweekly or monthly. The findings would also revealed that some English teachers assessed their students in line with the government requirement of organizing regular exercises for assessment. It would also revealed wether the English teachers organize remedial lessons for their students as often as it should be.

Also revealed were the different types of tasks teachers gave to their students. It was revealed that tasks given to students were centered on examining cognitive abilities to the neglect of practical skills. It was also revealed whether the students' assessment results would be usually used mainly to determine their understanding of topics or for

completing their terminal report cards or Cumulative records books. Do the assessment results would be distributed to parents, head teachers, and other teachers.

B. IMPLICATIONS

Although this study would be done on a very small scale, it will raise significant issues related to the design of assessment. Most of the issues discussed are from lesson interviews the researcher had with the teachers. Nevertheless, the study provides evidence to suggest that design assessment for English subject in junior high school is a combination of many factors. The factors include: teacher's knowledge, skills and experience, lack of teacher's support, inadequate teaching and learning resources, inequitable distribution of resources and preparation of teachers.

C. RECOMMENDATIONS

This part would be recommended that tt may be worthwhile to undertake studies in the following areas in order to understand some of the issues raised in this study. It would be recommended to build capacity of English teachers to improve their assessment skills should be a priority if learning English has to be meaningful. Indonesian government must realize that improving educational standards goes beyond community mobilization, effective management of external examinations, construction of school buildings, and availability of teachers and books. It includes good classroom practices of which assessment of students is a critical aspect.

BIBLIOGRPHY

Black, Paul, Wiliam, Dylan, 1998. *Assessment and classroom learning*. Assessment in Education: Principles, Policy & Practice. Mar1998, Vol. 5, Issue 1

Borg, W. K. and Gall, M. D. (1993). *Educational Research* (4th ed.). New York: Longman.

Brown, H.D. 2004. *Language Assessment: Principles and Classroom Practices*. Longman: New York.

Chapelle, C. A. and Douglass, D. 2006. *Assessing Language Through Technology*.CUP: Cambridge.

Gómez, Emily Lynch. 1999. *Assessment Portfolios and English Language Learners: Frequently Asked Questions and a Case Study of the Brooklyn International High School.* Northeast and Islands Regional Educational Laboratory At Brown University (LAB). http://www.lab.brown.edu. Retrieved November 1, 2013

The Imperial College of Australia http://www.imperial.edu.au/policies/1263-assessment-policy. Retrieved November 1, 2013.

Indiana University Southeast Assessment Handbook. http://www.ius.edu/assessment/pdf/Handbook/Chapter5.pdf. Retrieved November 3, 2013.

Jack, R. F., & Norman, E. W. (2003). *How to Design and Evaluate Research in Education*, (5th ed.). Boston: McGraw Hill Publishers.

Kemdikbud.2013. Materi Pelatihan Guru. Implementasi Kurikulum 2013. SMP-Bahasa Inggris. Jakarta: Kemdikbud.

Merriam, S. B. 2001. *Qualitative research and case study applications in education.* San Francisco, California: Jossey-Bass Publishers.

Ministerial Council on Education, Employment, Training and Youth Affairs *Melbourne Declaration on Educational Goals for Young Australians* 2008.

O'malley, J.M., and L. Vaidez Pierce, 1996. *Authentic Assessment for English Language Learners, Practical Aproaches For Teachers*, USA: Longman.

The Oxford Centre for Staff and Learning Development *Assessment resources at www.brookes.ac.uk/ services/ocsld/resources/assessment.ht ml.* Retrieved November 2, 2013.

Palomba, Catherine A. and Banta, Trudy W. 1999. *Assessment Essentials: Planning, Implementing, Improving*. San Francisco: Jossey-Bass

Phye, Gary D.(Editor). 1997. *Handbook of classroom assessment: learning, achievement, and adjustment*. USA. Academic Press, Inc.

Pellegrino, James W., 2010. The design of an assessment system for the race to the top: a learning sciences perspective on issues of growth and measurement. Educational Testing Service. http://www.k12center. org/publications.html. Retrieved November 2, 2013.

QAA (2007) *Integrative Assessment: Balancing assessment of and assessment for learning, Guide No. 2*, www.enhancementthemes.ac.uk/publica tions/default.asp#Integrative. Retrieved November 1, 2013.

Schmitt, Norbert,2002. *an Introduction to Applied Linguistics*, London:Arnold

Stiggins, Richard; Arter Judy, Chappuis, Jan; and Chappuis,Steven. 2004. Classroom Assessment for Students Learning; Doing it right-using it well. www.assessmentinst.com. Retrieved November 4, 2013.

Wiggins, G. 1998. *Educative Assessment*. San Fransisco: Joessey-Bass A Wiley Imprint.

Wiggins, Grant and McTighe, Jay. 2005. *Understanding by design*; Expanded 2nd ed.USA; Association for Supervision and Curriculum Development (ASCD)

APPENDICES

Appendix A: Questionnaire (Sample)

Name of school………………………………
Your name…………………………………….

1. How long have you been teaching? …………………………………………
2. How long have you been teaching English?………………………………….
3. At what grade are you teaching English at this school?....................................
4. Mark a statement below that best defines assessment as you use
   assessment in your classroom.
   [….] informal assessment
   [….] formal assessment
   [….] formative assessment
   [….] summative assessment
   [….] norm-referenced assessment
   [….] criterion-referenced assessment.
5.   How often do you assess? (Mark one option that best describes how often you assess)
   [….] once a week
   [….] once a month
   [….] every two weeks
   [….] irregular

Appendix B: Interview (sample)

        This interview seeks to find out the design of assessment as it is being practised in the junior high schools. It will also find out your contributions as the practitioner for teaching and learning quality. It is hoped that the responses will provide an insight into the above situations mentioned. Thanks for accepting to grant me audience. Please can I have your permission to carry out a voice recording of our conversation to enable me have an in-depth review of the information. Thank you

Appendix C: Documents