

# Authentic Assessment in an English Textbook for Grade 3: Analysis and Teacher's Experiences

No. Abstract: ABS-ICOLLITE-24018

Ima Siti Maryam,

Universitas Pendidikan Indonesia.

# INTRODUCTION



# LITERATURE REVIEW

## Test and Assessment

- A test is *“a method of measuring a person’s ability, knowledge, or performance in a given domain”* (Brown, 2004, p. 3).
- Assessment is an *“ongoing process that encompasses a much wider domain”* (Brown, 2004, p.4).
- Formative vs summative assessments

## Classroom Assessment

- *“Classroom assessment is an approach designed to help teachers find out what students are learning in the classroom and how well they are learning it. This approach is learner-centered, teacher-directed, mutually beneficial, formative, context-specific, ongoing, and firmly rooted in good practice.”* (Angelo & Cross, 1993, pp.4)

## Authentic Assessment

- The definition refers to the term ‘real world’ assessment that is expected to contribute to learner’s readiness to be part of the real-world life context.
- The Traditional vs authentic assessments
- Types of authentic assessments
- Challenges in conducting authentic assessments

# METHOD

## Research design

- Qualitative case study

## Site and participants

- Primary English teachers

## Instruments

- Document analysis
- Interview

# FINDING AND DISCUSSION

- Authentic assessment in the textbook
- Frequently used types of authentic assessment



# FINDING AND DISCUSSION

- Teachers' practices and experiences
- Challenges in conducting authentic assessment



# CONCLUSION

- Authentic assessments were presented many times in the textbooks.
- The textbooks contained sufficient resources for teachers to conduct activities that promoted authentic assessments.
- The frequently used types of assessment were projects, performances, portfolios and self-assessments.
- Teachers played role as facilitator that bridged the gap between the activities from textbooks and the contextual relevance that is most likely relevant to students' life.
- In the practice, teachers needed sufficient time to conduct the assessments comprehensively; often, they found it time-consuming.
- Future researchers interested in the same field need to consider the contextual relevance and to focus on a more specific aspect and seek to uncover deeper understanding from it.



# REFERENCES

- Brown, D. (2004). *Language Assessment: Principles and Classroom Practices*. New York: Longman.
- Brookhart, S. M., McMillan, J., H. (2020). *Classroom assessment and educational measurement*. New York: Routledge.
- Haryati, Nurjanah, A., Sayudin. (2023). The analysis of authentic materials usage in teaching English as a second language. *Eduvest – Journal of Universal Studies*, 3(6), 1041-1046.
- Hitimala, H., Wirza, Y. (2024). Authentic assessment in examining EFL students' writing. *Eternal: English Teaching Journal*, 15(1), 156-166.
- Maulidhawati, R., Prastikawati, E. F., Budiman, T. C. S. (2021). Authentic assessment in english language teaching : a case in SMP Negeri 6 Semarang. *Journal of english education and linguistics*, 2(1), 60-78
- Mueller, J. (2005). The Authentic Assessment Toolbox: Enhancing Student Learning through Online Faculty Development. *Journal of online learning and teaching*. Vol 1 number 1.
- Ekbatani, G. (2008)., & Pierson, H. (Eds). (2000). *Learner-Directed Assessment in ESL*. Mahwah, NJ: Lawrence Erlbaum
- Ma'rufah, D. W. (2023). Digital Authentic Assessment In Sentence Based Writing Course. *Proceeding international conference on religion, science and education*, 2, 289-294.
- Sundari, A., Sabarun. (2023). The implementation of authentic assessment in english language teaching. *Jurnal Ilmu Pendidikan Nasional* 1(2), 83-88.
- Tarmini, W., Safi'i, I., Hikmat, A., Sobri. (2022). Aspect of reasoning development on authentic assessment indicators in electronic school book in senior high school. *Journal of educational research and evaluation*, 6(3), 449-456.
- Sari, M. E., Zaim, M. & Refnaldi. (2018). Developing instruments for evaluating the authentic assessment for writing skill at junior high school. *seventh international conference on languages and arts (icla 2018)*. *advances in social science, education and humanities research*, (301).
- Angelo, T. A., Cross, K. P. (1993). *Classroom Assessment Technique 2nd Edition*. Jossey-Bass Publishers: San Francisco
- Azim, S. (2012). *Authentic assessment: An approach to enhance and assess learning*. Lambert Academic Publishing.
- Dikli, S. (2003). Assessment at a distance: Traditional vs. alternative assessments. *Turkish Online Journal of Educational Technology - TOJET*, 2(3), 13–19.
- Nunan, D. 2003. *Practical English Language Teaching*. New York: McGraw Hill.
- Wiggins, G. (1990). The case for authentic assessment. *Practical Assessment, Research, and Evaluation*, 2, 2. <https://doi.org/10.7275/ffb1-mm19>





**UPI FPBS**



**1<sup>st</sup> ICOLLITE**  
1<sup>st</sup> International Conference on Language,  
Literature, Culture and Education  
[www.uipbs.ac.id](http://www.uipbs.ac.id)

# THANK YOU!

