DESIGNING AUTHENTIC ASSESSMENT FOR WRITING SKILL AT THE TENTH GRADE OF SMAN UNGGUL DHARMASRAYA

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ABSTRACT

The assessment in curriculum 2013 is more emphasized on authentic assessment. Authentic assessment is needed in assessing the students' performance. Since the English teacher has a limited understanding of authentic assessment and has not scored rubric therefore, it is necessary to develop an authentic assessment for writing skill. This research aims at finding out the students' needs and to develop authentic assessments for writing skills. This research was a research and development method (R&D) through ADDIE (Analyze, Design, Develop, Implement, and Evaluate) model. This research only focuses and discusses on the design stage. The design stage consists of designing models and scoring rubrics for writing skill. The results of this research show that there are 4 types of models and scoring rubrics, namely: 1) Essay Question, 2) Short answer and sentence completion task, 3) Fill the blank, and 4) Picture cued task. These models were valid and practice categories to be used in assessing or improving students' writing skills. The models of authentic assessment that have been designed effectively can be applied to assess students' writing process because they are based on practical theories that have been developed.

Keywords: Developing, Authentic Assessment, Writing Skill

A. INTRODUCTION

One of the characteristics of assessment in curriculum 2013 is authentic assessment. The assessment in curriculum 2013 is more emphasized on authentic assessment. Authentic assessment is designed to see deeply students' understanding relating to attitude, knowledge, and skill got by the lesson. The standard for assessment in curriculum 2013 as cited by (Sunarti and Selly, 2014) through *permendikbud* No. 66 and No. 23 of 2013 that assessment is the process of collecting students' information and to evaluate students' outcomes which involve the authentic assessment, self-assessment, examination, portfolio-based assessment, mid-term examination, competence level examination, and national examination to achieve students' competencies of attitudes, knowledge, and skills in the learning process. As stated by Sunarti and Rahmawati (2014) that authentic assessment is a comprehensive assessment conducted to assess input, process and output of learning. Authentic assessment does not only measure what students' knowledge and skill that have been acquired but more emphasized on how they acquired. Natalia, et all (2018) also states that authentic assessment is gathering information about students' progress and achievement. The authentic

assessment allows students to show their real ability and skills in a subject continuously which does not only focus on learning outcomes but also focuses on progress in the learning process. In assessments, teachers should state-specific criteria. Meanwhile, (Sahyoni, 2016) states that every model of authentic assessment has own different criteria which can cover students' ability.

The teachers are suggested to apply the authentic assessment to assess the students' language skill that is writing based on curriculum 2013. Writing is one of the subjects that should be learned by students. According to Ham-Lyons and Kroll as cited by (Weigle, 2009), writing is a personal act in which writers take ideas and transform them into started topics. On the whole, writing activities allows the students to deliver their ideas or imagination in writing. In any case, the teacher needs to develop an assessment task that allows the students to demonstrate real-world writing skills that will be useful in their interaction outside of the classroom. So, the authentic assessment is appropriately used in learning English, especially to assess students writing skills.

However, the implementation of the authentic assessment becomes challenging for the teachers in Indonesia. Based on the preliminary research, several problems have been found such as 1) teachers had limited understanding of curriculum 2013, 2) The implementation of the authentic assessment did not run effectively because of the complex procedure and in the class condition, 3) Authentic assessment is difficult to be applied in the learning process. 4) The authentic assessment is complex because it includes much assessment during the learning process. In addition, based on the interview with an English teacher at SMAN Unggul on Tuesday, 12nd February 2019, the researcher found that the English teachers had a limited understanding of designing authentic assessments for writing. The teacher already used the authentic assessment that it was a portfolio for writing, but it was not fully cover students' needs. The English teacher said that the assessment of writing used to fill in the blank as what the teacher had done for descriptive text test in SMAN Unggul. Then, the students were asked by the teacher to write the descriptive text based on their needs that related to their real-world in the classroom. In there, the teacher used an unclear scoring rubric to assess the authentic assessment of writing appropriately. So, it makes it difficult for the students to know the goals of the writing.

Based on the description above, it can be concluded that the teacher has several problems in implementing authentic assessment in writing skills. In this case, the teacher does not know what the authentic assessment appropriate. The problems can be used as a reference for developing authentic assessment based on the performance-based assessment model. Therefore, the researcher is interested in developing an authentic assessment based on the performance-based assessment model conducted under the title "Developing Authentic Assessment for Writing Skill at Tenth Grade of SMAN Unggul Dharmasraya". In this case, Authentic assessments have some types for assessing students' writing skills such as writing samples, project/exhibition, experiment or demonstration, constructed-response items, portfolio, performance-based assessment, journal, self-and peer- assessment, and process writing. Those types of assessments can be selected by the teachers based on their needs and also the students' needs. In this research, the researcher only chooses the performance-based assessment.

1. Authentic Assessment

Authentic assessment is comprehensive assessment conducted to assess process and product of learning. According to Sahyoni (2016), authentic assessment assess real students' ability as closely as their real life experience in subject. Darling and Snyder (2000) state that authentic assessment can be informed ongoing instructional well, by revealing what students understand well enough to apply. Furthermore, Frey, Schmit, et all (2012) also state that authentic assessment works when the students has found the tasks relates with their real-world that to be rewarding because it will be more interesting and being creative for cognitive activity. Then, O'Malley and Pierce (1995) also define that authentic assessment is an evaluation process that involves multiple forms of performance assessment reflecting students' learning , achievement, motivation, and attitudes on instructional-relevant classroom activities. It can be summed up that authentic assessment is an assessment based on students activities for doing their task which students use their cognitive process beside showing them what they have learnt and what they have done.

The assessment has criteria that have to be evaluated by the teacher for knowing students' strengths and weaknesses . Moreover, authenticity is an important element of assessment. According to Gulikers (2006), there are five dimensional framework for designing authentic assessment. Their frameworks include:

a. the task. An authentic task is a task that challenges to students and requires students to integrate and use knowledge requires students to integrate and use knowledge, skills and attitudes as professionals do. Even though, authentic problems are complex that have multiple possible solutions, but real life problems can also be simple while has well structured with one correct answer based on what we have to do from the tasks.

b. Physical Context. A physical context is a real place of work are different from institutional learning environments, so the assessment should mirror the way knowledge, skills and attitudes are used in real context. In real life, professional activities often involve more time spread over days or on the contrary. So, it is crucial controlled period of time in tests.

c. a social context. Model for authenticity should consider social processes that are present in real-life contexts. The most important in an authentic assessment is that the social processes of the assessment such as social processes in an equivalent situation in reality. These may or may not include teamwork and collaboration depending on whether these characteristics are required in the real context.

d. The Assessment Result/ Form. The assessment result requires students to demonstrate their learning or competencies by creating a quality product or performance that they can be asked to produce in real life. Students have to be able to present to others that their results reflect seriously mastery of the required competencies.

e. Criteria and Standards. Criteria are those characteristics of the assessment result that are valued and standards are the level of performance expected from various grades and ages of students.

Moreover, some criteria should be explaining characteristics or requirement of the product, process, performance or solutions that students need to create. Meanwhile, Johnson as cited by (Surya and Aman, 2016) explain that there are five framework for designing authentic assessment, as follow: 1) Characteristic of the examines (e.g., grade level, profession, primary language spoken), 2) Subject matter (content), 3) Skills (Process), 4) Distributor of items by subject and skill in a table of specifications, 5) Requirement of parallel form.

2. Concept of Writing Assessment

Writing is the most complex people activities that express their ideas on the paper. Therefore, they need to assess their product that to know their ability of writing. Then, assessment is used in different ways in different situations which can make things confusing. Assessment seems to be something that most teachers spend a lot of time doing. So, it is important to consider what it is, what kinds of information and the decisions that might be taken based on that information. As stated by Graham et al. (2016) that writing assessment has always been at the center of work in writing. In line with Graham, Alshakhi (2018) states that writing assessment is rarely a topic of agreement among theorists, practitioners, students, and stakeholders. It is always curious about how should assess students' writing, and how we can come to a consensus in that regard. According to Weigle (2002), writing assessment is to make conclusions about writing ability. It needs to be clearly specify about how writing is. On the whole explanation above, it can be concluded that writing assessment is aware about writing ability. It means that there are tests will be used for evaluating the writing ability based on the criteria.

There are 3 types of writing skills as stated by (Brown, 2003), namely: academic writing, job-related writing, and personal writing. Each of these skills can be seen as follows:

Table 1. Types of English Writing Skills

English Writing Skills		
Academic Writing	Job-related Writing	Personal Writing
a. Paper and general subject report	a. Message (e.g., phone message)	a. Letters, emails, greeting cards, invitation
b. Essay, composistion	b. Letter/emails	b. Messages, notes
c. Academically focused journals	c. Memos	c. Calender entries, shopping lists, reminder
d. Short-answer test responses	d. Reports	d. Financial documents
e. Technical reports	e. Schedules, labels, signs	e. Form questionnaire, medical reports
f. Theses, dissertation	f. Advertisements, announcements	f. Diaries, personal journals
	g. Manuals	g. Fiction (short stories, poetry)

Based on Nitko (1983), there are 2 kinds of rubric assessments, namely: 1) *holistic rubric*, where teachers give scores as a whole on students' writing without locking and checking for each item. 2) Analytic rubric, where the teachers evaluate the students' scores separately. Examples of assessment for writing skill based on analytic rubric can be seen on table below:

Table 2. Assessing Rubric for Writing Skill (Rukmini, 2017)

No	Criteria	Score	Assessment Task
1	Content 30% • Developing the topic sentence	4 3 2 1	Focus on elaborating content Elaborated but unclear content Have not elaborated and content confused Dominated by errors
2	Organization 20% • Logical sequencing • Clearly supporting sentence	4 3 2 1	Has logical sequencing and clearly supporting sentence Has logical but incomplete sequencing, and limited supporting sentences Lack logical sequencing, and content confused or disconnected Does not communication, no organization and not enough to evaluate
3	Vocabulary 15%	4 3 2 1	Use effective a word choice and usage Occasionally use errors of word, choice, usage but meaning unclear Frequent errors of word and meaning confused Little knowledge of English vocabulary and not enough to evaluate
4	Grammar 20% • Subject-verb agreement	4 3 2 1	Few errors of agreement tense, number, word order, pronouns and preposition Several errors of agreement tense, number, word order, Frequent errors of agreement tense, number, word order, pronouns and preposition Dominated errors and not communicate
5	Mechanic 15% • Spelling • Punctuation • Capitalization • Formatting (paragraph noted by indenting)	4 3 2 1	Use effective of spelling, punctuation, capitalization and paragraphing Use mostly effective of mechanics but errors do not reduce meaning Make errors spelling and punctuation that reduce meaning Dominated errors of spelling, punctuation, capitalization, and paragraphing

$$Final\ Score = \frac{3C + 2O + 2G + 1{,}5V + 1{,}5\,M}{40} \times 10$$

B. METHOD

This research is a part of research and development through ADDIE model. According Gustafson and Branch as cited by (Zulkifli, *et all*, 2018), The ADDIE Model is started with the analytic phase, which often included the assessment of needs, clarification of problems and establishment of goals. This research only focuses on need analysis towards model and rubric scoring of writing skill at the tenth grade of SMAN Unggul Dharmasraya. SMAN Unggul Dharmasraya is the best senior high school in Dharmasraya that can be assumed all students were able to write English Tasks. Subjects of this research were selected through purposive sampling where data got based on particular consideration. Subjects of this research were 17 students. Intruments used in this research were questionnaire and interview. Questionaire was given to students, meanwhile interview was conducted to English teacher at the tenth grade. Interview was used to know more about authentic assessment such as the important of authentic assessment, who the learners, where and when authentic assessment take place. These activities done in order to know the information on model and rubric assessment of writing skill at the tenth grade based on authentic assessment.

C. FINDINGS AND DISCUSSION

Designing of authentic assessment began from the need analysis as primary information to design the model of authentic assessment. The need analysis involved the result of questionnaire and an interview guide. However, the data from questionnaire and an interview guide were analyzed carefully to consider the model of authentic assessment based on perfomance-based assessment appropriately. The researcher created prototype of product presented as follows:
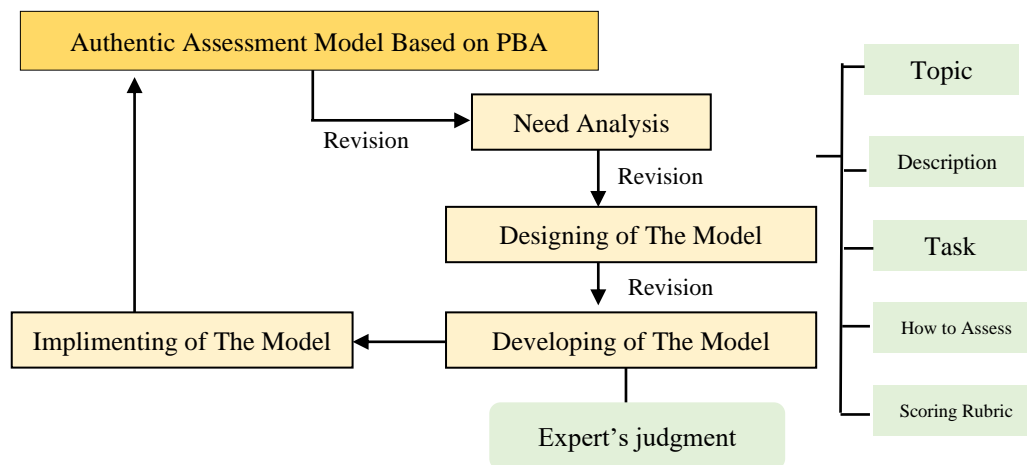

Figure 1 Prototype of Authentic Assessment Model Based on PBA

Based on the prototype above, it was going to discuss more detail about the designing of authentic assessment model based on performance-based assessment. The models of assessment were consisting of topic, description, task, how to assess and scoring rubric. Firstly, it was topic based on the students' need. The students' need of the model of assessment must accordance with the material at the tenth grade of SMAN Unggul Dharmasraya, to be simple and familiar with the students' daily life, and to make the students' being active in the learning process. Secondly, it was description that to explain the purpose each of the tasks based on the model of authentic assessment. Description was referred to the indicator of the reason why the model of assessment needs to be assessed. Thirdly, it was the task. The tasks also were called the model of assessment. The models of

assessment were referred to the indicator the sources, material for supporting the model of assessment and the students' objectives in the learning process. The students' need toward the models of assessment based on the indicator were accordance with the students' material, related with the students' daily life, to make the students' being active in the learning process and to involve interaction between each of the students doing the task. Lastly, the designing of the model of assessment was how to assess the students' performance. The researcher created the models of assessment based on the students' need. How to assess was related with the indicator the sources for supporting AAM based on PBA that the English teacher has to has professional competence in English and can assess the students' performance. Also, the models of assessment have scoring rubric appropriately to evaluate the students' performance and have time conducted assessment during in the learning process. However, the models of assessment have the tasks only essay question, fill the blank, picture cued and short answer and sentence. The researcher believed that these tasks were appropriately for the students' performance because these tasks have been considered by the experts to assess the students' writing ability.

After that, researcher presented the developing model of authentic assessment as follows:

1. Essay Question
Essay question is type of writing assessment that it is helpful to develop writing task. This assessment can be used by the individually or group of the students. The teacher gives the essay question for the students that related with the students' daily life or their real world. However, the essay question purpose the students be able to organize their answering toward the essay questions. The essay question is an assignment test that more than about knowledge about the subject, but it can be the analytical situation, place, argumentative, or communicative etc. Type of the Essay question requires students to write students' everyday routine or close to their life. It is supported by O'Malley and Pierce as cited by (Rukmini & Saputri, 2017), in writing tasks, teachers should provide some topics that are suitable for the students.

Next, Essay Question is assessed with several crucial aspect namely; content, organization, vocabulary, grammar, and mechanic. These are element used by the teacher to assess the students' performance. The scoring rubric for Essay Question can be seen as follow:

Table 4. Scoring Rubric for Essay Question

No	Criteria	Score	Assessment Task
1	Content 30% ⸕ Developing the topic sentence	4	Focus on elaborating content
		3	elaborated but unclear content
		2	Have not elaborated and content confused
		1	Dominated by errors.
2	Organization 20% ⸕ Logical sequencing ⸕ Clearly supporting sentence	4	has logical sequencing and clearly supporting sentence
		3	Has logical but incomplete sequencing, and limited supporting sentences
		2	Lack logical sequencing, and content confused or disconnected
		1	Does not communication, no organization and not enough to evaluate

3	Vocabulary 15%	4	Use effective word choice and usage
		3	Occasionally use errors of word, choice, usage but meaning unclear
		2	Frequent errors of word and meaning confused
		1	Little knowledge of English vocabulary and not enough to evaluate
4	Grammar 20% ⸙ Use past tense ⸙ Subject-verb agreement	4	Few errors of agreement tense, number, word order, pronouns and preposition
		3	Several errors of agreement tense, number, word order, pronouns and preposition
		2	Frequent errors of agreement tense, number, word order, pronouns and preposition
		1	Dominated errors and not communicate
5	Mechanic 15% ⸙ Spelling ⸙ Punctuation ⸙ Capitalization ⸙ Formatting (paragraph noted by indenting)	4	Use effective of spelling, punctuation, capitalization and paragraphing
		3	Use mostly effective of mechanics but errors do not reduce meaning
		2	Make errors spelling and punctuation that reduce meaning
		1	Dominated errors of spelling, punctuation, capitalization, and paragraphing

For counting the final score from each aspect that use the formula below. The formula can be explained as follows:

$$Final\ Score = \frac{3C + 2O + 2G + 1{,}5V + 1{,}5\,M}{40} \times 10$$

For example, the students A gets score content 4, organization 4, vocabulary 3, grammar 4, mechanic 4. Then, each of score will be multiplied with formula above ((3C×3) +(2O×4) +(2G×4) +(1,5V×3) +(1,5M×4)). Then, it will be divided with 40 and multiplied 10. The result of assessment can be seen as follows:

$$Final\ Score = \frac{(3C\times4) + (2O\times4) + (2G\times4) + (1{,}5V\times3) + (1{,}5M\times4)}{40} \times 10$$
$$= \frac{12 + 8 + 8 + 4{,}5 + 6}{40} \times 10$$
$$= \frac{38{,}5}{40} \times 10$$
$$= 9{,}62$$

So that, the students get qualitative score A that can be seen the categories of the range and qualitative score as follows:

Table 4. Scoring Classification for Essay Question

No	Range	Qualitative score
1	85-100	A = Excellent
2	75-84	B = Very Good
3	55-74	C = Fair
4	0-54	D = Poor

2. Short Answer and Sentence Completion Task

Short answer and sentence completion task are designed to assess the students' ability to find specific information. Short answer requires the students to write no more than three or two words. Students will write the short answer based on instruction was been given, if the students write more words than the instruction given exactly the students answer was incorrect. The most important, the short answer only need the keywords of the question. Keywords will help students to find the information the students' need.

Sentence completion task is activity that asked students to choose the right words or keyword from a text or phrase to complete sentence. The words will be a complete sentence or text and when students write, they must be grammatically correct.

There are three aspects to assess short answer and sentence completion task namely: content, vocabulary, mechanic, and grammar. These elements can be seen as follows:

Table 5. Scoring Rubric for Short Answer and Sentence Completion Task

No	Criteria	Score	Assessment Task
1	Content 35% ∗Main idea ∗Developing the topic sentence	4	Focus on main idea with an organizing and elaborating content
		3	Focus on main idea, but not elaborated and unclear content
		2	Have not focused on idea or have more one idea
		1	Have no clear idea, have no elaboration, and unclear content
2	Vocabulary 20%	4	Use effective word choice and usage
		3	Occasionally use errors of word, choice, usage but meaning unclear
		2	Frequent errors of word and meaning confused
		1	Little knowledge of English vocabulary and not enough to evaluate
3	Grammar 30% ꙮ Use present tense ꙮ Subject-verb agreement	4	Few errors of agreement tense, number, word order, pronouns and preposition
		3	Several errors of agreement tense, number, word order, pronouns and preposition
		2	Frequent errors of agreement tense, number, word order, pronouns and preposition
		1	Dominated errors and not communicate

4	Mechanic 15%	4	Use effective of spelling, punctuation, and capitalization
	* Spelling	3	Use mostly effective of mechanics but errors do not reduce meaning
	* Punctuation		
	* Capitalization	2	Make errors spelling and punctuation that reduce meaning
		1	Dominated errors of spelling, punctuation, and capitalization

Then, teacher counted the final score based on each aspect using the formula below:

$$Final\ Score = \frac{3,5C + 3G + 2V + 1,5\,M}{40} \times 10$$

Based on the formula above that each of aspect has specific score. For example, the content criteria 35%, grammar criteria 30%, vocabulary criteria 20% and mechanic criteria 15% that the highest score into each of criteria is 4 and the lowest score into each of criteria is 1. Each of criteria will be formulated as follow: 3,5C+3G+2V+1,5M then for counting maximum score that each of criteria score will be multiplied with the highest score 4. The result of maximum score is 40. Here, it will be explained more detailed that the students A gets score content 3, vocabulary 3, grammar 2, and mechanic 1. Then, each of score will be multiplied with the formula above and total score is 24, this score will be divided by maximum score 40, then it is multiple with 10 points. The final score can be seen as follows:

$$Final\ Score = \frac{((3,5C \times 3)+(3G \times 2)+(2V \times 3)+(1,5\,M \times 1)}{40} \times 10$$
$$= \frac{10,5 + 6 + 6 + 1,5}{40} \times 10$$
$$= \frac{24}{40} \times 10$$
$$= 60$$

Therefore, the students A get qualitative score C that can be seen the categories of the range as follows:

Table 6. Scoring Classification for Short Answer and Sentence Completion Task

No	Range	Qualitative score
1	85-100	A = Excellent
2	75-84	B = Very Good
3	55-74	C = Fair
4	0-54	D = Poor

This scoring can be one of alternatives for students to know the effective way to accomplish the writing task. As stated by Rukmini & Saputri (2017) that selecting rubrics and sharing the rubrics to students are steps in assessing students writing by using authentic assessment.

3. Fill the Blank

Fill in the blank is an activity that asked students to complete the missing words in the sentences or paragraphs. Usually, fill the blank has types of questions that related with the grammatical transformation or make list of missing words form. Therefore, the students have to understand what the information about the sentences or paragraph to provide the missing words. The teacher will help the student with giving the direction or clue on the task. In this case, the teacher asks students to learn about how to write the spelling form from the blank space and what the information from the sentences or paragraph is gotten. The keys in this model are the students applied their grammatical or language use to be more actively in writing skill. To assess fill the blank, the teacher can be used the formula below:

$$final\ Score = Obtained\ score\ \times Maximum\ Score$$

Based on the formula above, the possibility of the formula can be explained as follows:

a. The first possibility, if there are 25 questions of the fill the blank so it gets 1 point while it is true and zero while it is false. But the obtained score will be multipled with 4 because it will get value 100. For example, students get 25 questions into fill the blank. Finally, they get 21 correct answer which it will be multiplied with 4. The final score can be seen as follows:

$$Final\ Score\ = Obtained\ score \times 4$$
$$= 20 \times 4 = 80$$

b. The second possibility, if there are 5 questions of the fill the blank so it gets 1 point while it is true and zero while it is false. But the obtained score will be multipled with 2 because it will get value 10. For example, students get 5 questions into fill the blank. Finally, they get 4 correct answer which it will be multpled with 2. The final score can be seen as follows:

$$Final\ Score\ = Obtained\ score \times 2$$
$$= 3{,}5 \times 2 = 7$$

c. The third possibility, if there are 10 questions of the fill the blank so the questions will get point 1 is true and zero is false. Then the obtained score will be multiplied with maximum score that is 10. For example, students get 10 questions into fill the blank. They get 7 correct answer which it will be multiplied with 10. The final score can be seen as follows:

$$Final\ Score\ = Obtained\ score \times 10$$
$$= 8{,}5 \times 10 = 85$$

d. The fourth possibility, if there are 20 questions of fill the blank so it has 100 maximum value. Therefore, maximum value (100) will be devided with twenty (20) questions. The result is five (5) point. For example, students have 20 questions of fill the blank which they only answer 15 questions correctly. Then, the correct answer 17 will be multipled with 5. The final score can be seen as follows:

$$Final\ Score\ = Obtained\ score \times 5$$
$$= 15 \times 5 = 75$$

So that, the teacher can be seen the categories of the range and qualitative score as follows:

Table 7. Scoring Classification for Fill the Blank

No	Range	Qualitative score
1	85-100	A = Excellent
2	75-84	B = Very Good
3	55-74	C = Fair
4	0-54	D = Poor

4. Picture Cued Task

The teacher can be used the picture cued task to facilitate the students' writing performance. The teacher should be choosing appropriate picture that is accordance with the students and it can be using single picture or series picture. The picture cued task has several types task that are describing picture with short sentence (single picture), picture description (analyse picture), and picture sequence description (series picture). The picture should be familiar with the students' daily life. So that the students have motivation to do the task. The advantages in this task are controlling writing while the students perform the task. For the students, the teachers give the picture, then asked the student to describe in written what the information they get based on the picture as can as possible. Afterward, if the teacher finds out the students confused to understanding the picture. The teacher can help with giving open-ended question about the picture.

Picture cued task is assessed with several crucial aspect as follows; content, organization, vocabulary, grammar, and mechanic. These are element used by the teacher to assess the students' performance. The scoring rubric for Essay Question can be seen as follow:

Table 8. Scoring Rubric for Picture Cued Task

No	Criteria	Score	Assessment Task
1	Content 30% * Developing the topic sentence	4	Focus on elaborating content
		3	elaborated but unclear content
		2	Have not elaborated and content confused
		1	Dominated by errors
2	Organization 20% * Logical sequencing * Clearly supporting sentence	4	has logical sequencing and clearly supporting sentence
		3	Has logical but incomplete sequencing, and limited supporting sentences
		2	Lack logical sequencing, and content confused or disconnected
		1	Does not communication, no organization and not enough to evaluate
3	Vocabulary 15%	4	Use effective word choice and usage
		3	Occasionally use errors of word, choice, usage but meaning unclear
		2	Frequent errors of word and meaning confused
		1	Little knowledge of English vocabulary and not enough to evaluate

4	Grammar 20% * Use present tense * Subject-verb agreement	4	Few errors of agreement tense, number, word order, pronouns and preposition
		3	Several errors of agreement tense, number, word order, pronouns and preposition
		2	Frequent errors of agreement tense, number, word order, pronouns and preposition
		1	Dominated errors and not communicate
5	Mechanic 15% * Spelling * Punctuation * Capitalization	4	Use effective of spelling, punctuation, capitalization and paragraphing
		3	Use mostly effective of mechanics but errors do not reduce meaning
		2	Make errors spelling and punctuation that reduce meaning
		1	Dominated errors of spelling, punctuation, capitalization, and paragraphing

Then, the teacher will count the final score from each aspect using the formula below. The formula can be explained as follows:

$$Final\ Score = \frac{3C + 2O + 2G + 1{,}5V + 1{,}5\,M}{40} \times 10$$

For example the students A gets score content 3, organization 4, vocabulary 3, grammar 4, mechanic4. Then, each of score will be multiplied with formula above ((3C×3)+(2O×4)+(2G×4)+(1,5V×3)+(1,5M×4)). Then, it will be divided with 40 and multiplied 10. The result of assessment can be seen as follows:

$$Final\ Score = \frac{(3C\times3) + (2O\times4) + (2G\times4) + (1{,}5V\times3) + (1{,}5M\times4)}{40} \times 10$$
$$= \frac{9 + 8 + 8 + 4{,}5 + 6}{40} \times 10$$
$$= \frac{35{,}5}{40} \times 10$$
$$= 8{,}87$$

So that, the students get qualitative score A that can be seen the categories of the range and qualitative score as follows:

Table 9. Scoring Classification for Picture Cued Task

No	Range	Qualitative score
1	85-100	A = Excellent
2	75-84	B = Very Good
3	55-74	C = Fair
4	0-54	D = Poor

Referring to the designing authentic assessment for the tenth grade of senior high school above, the four types of authentic assessments (essay question, short answer and sentence completion task, fill the blank, and pictured cued task) provide all students' writing tasks because they can show students' writing ability and competencies. It is supported by (Putri et al., 2019), authentic assessment materials can manage to offer several activities to demonstrate students'' competencies.

Meanwhile, scoring rubrics for assessment of writing skills are also supported by (Rukmini & Saputri, 2017). They found that there are 7 criteria of rubrics for assessment of writing skills; 1) writing authenticity, 2) content accordance with the title, 3) text harmony, 4) vocabulary selection, 5) grammar options, 6) vocabulary writing, 7) writing tidiness. Then, each of these criteria are evaluated scoring interval 1-5. The classification based on each criterion, such as 1 is for not original, less, fairly, original for 2,3, and 4, and 5 is for very original.

Referring to the scoring rubrics above, commonly each criteria assesses every component of writing task such as content, organization, vocabulary, grammar and mechanic. This scoring rubric leads to assess students' writing based on each criteria to produce a final score, or called holistic rubric. Natalia et al., (2018) report that holistic rubric utilizes many criteria to get a single score thus the total quality of written text reflects than the sum of its criteria.

D. CONCLUSION

Based on the model of the research and discussion of the developing the model of authentic assessment for writing skill, it can be concluded that the model of authentic assessment is based on performance-based assessment designed accordance with the English teachers and the students' need that the tasks related with the students' real-world. Then the model of this assessment has scoring rubric for measuring the students' performance. The results of this research also show that there are 4 types of models and scoring rubrics, namely: 1) Essay Question, 2) Short answer and sentence completion task, 3) Fill the blank, and 4) Picture cued task. These models are valid and practice categories to be used in assessing or improving students' writing skills. The models of authentic assessment that have been designed effectively can be applied to assess students' writing process because they are based on practical theories that have been developed.

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