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**A CASE STUDY OF USING AUTHENTIC ASSESSMENT IN  
PROJECT-BASED LEARNING IN EXCELLENT TEACHERS'  
ENGLISH CLASSROOMS**

**MUHAMMAD NOOR BIN ABDUL AZIZ**

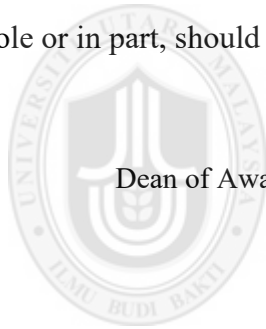


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## Abstrak

Pentaksiran autentik merupakan salah satu daripada pentaksiran alternatif. Pentaksiran ini merujuk kepada pentaksiran bilik darjah yang melibatkan aspek pemerhatian guru, memberi maklum balas dan penilaian daripada rakan sekelas. Pentaksiran autentik boleh digunakan dalam aktiviti bilik darjah yang berpusatkan pelajar iaitu Pembelajaran Berasaskan Projek (PBP). Walaupun PBP ini telah dikenali, tetapi tidak semua guru dalam konteks bilik darjah abad ke 21 dapat menyesuaikan kaedah ini kepada murid. Sungguhpun pentaksiran autentik boleh menyokong pengajaran guru yang menggunakan pendekatan berpusatkan murid, namun pentaksiran ini sangat kurang diimplementasikan. Malah, guru-guru di sekolah rendah tidak mempunyai garis panduan berkenaan cara menggunakan pentaksiran autentik dalam bilik darjah. Bahkan guru cemerlang (GC) yang dianggap sebagai model yang menggunakan PBP juga mempunyai pengetahuan yang terhad mengenai pentaksiran autentik. Kajian kes kualitatif ini bertujuan untuk meneroka proses penggunaan pentaksiran autentik dalam mentaksir PBP dalam kelas Bahasa Inggeris yang melibatkan enam orang guru cemerlang di utara Semenanjung Malaysia. Kaedah pensampelan yang digunakan ialah pensampelan bertujuan. Data dikumpulkan melalui kaedah temu bual berstruktur, pemerhatian berkala dalam bilik darjah dan analisis dokumen. Perisian Atlas.ti versi 8 digunakan untuk membantu penyelidik dalam menganalisis data. Lima tema telah diperolehi iaitu; Pembelajaran berpusatkan murid; Kualiti guru; Kepelbagaian dalam pentaksiran autentik, Mengambil berat keperluan pelajar dan Memaklumkan rubrik penilaian kepada pelajar. Implikasi kajian ini membolehkan guru-guru untuk menggunakan satu set garis panduan yang telah dibangunkan berdasarkan amalan terbaik guru-guru cemerlang. Garis panduan yang dihasilkan melalui dapatan kajian ini dapat membantu guru-guru sekolah rendah melaksanakan pentaksiran autentik melalui PBP dalam bilik darjah masing-masing.

**Kata kunci:** Penilaian autentik, Pembelajaran berasaskan projek, Guru cemerlang, Penilaian sendiri dan rakan sebaya

## Abstract

Authentic assessment is a variation of alternative assessment. It is a classroom assessment which comprises of teacher's observation, feedback as well as self and peer assessments. It can be used in student-centred teaching approaches namely project-based learning (PjBL). Although PjBL is recognised across the globe, not all teachers in the 21st century classrooms adapt this method with young learners. While authentic assessment advocates student-centred approach, this assessment method is still poorly implemented. To worsen the situation, primary school teachers do not have a guideline on how to use authentic assessment in their classroom. Excellent teachers who are model teachers use PjBL but lack knowledge on authentic assessment. This qualitative case study seeks to explore the process of using authentic assessment in assessing PjBL in the English classes of six excellent teachers from a Northern state in Peninsula Malaysia who were selected through purposive sampling. Data were gathered through semi-structured interviews, a series of classroom observations and document analysis. Atlas ti. Version 8 was used to aid the researcher in analysing and collapsing categories into emerging themes from the findings. Five themes that emerged were Student-centred learning; Teacher Quality; Variations in authentic assessment; Catering for learners' needs and Communicating assessment rubrics with learners. The implication of this research is for teachers to be able to use a set of guidelines from the best practices of the excellent teachers. The guidelines were developed from the findings to assist primary school teachers to embed authentic assessment in PjBL in their respective classrooms.

**Keywords:** Authentic assessment, Project-based learning, Young learners, Excellent teacher, Self and peer assessment

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## List of Abbreviations

<b>AA</b>	Authentic Assessment
<b>PjBL</b>	Project-Based Learning
<b>KSSR</b>	Kurikulum Standard Sekolah Rendah
<b>CEFR</b>	Common European Framework of Languages
<b>DKSP</b>	Dokumen Kurikulum dan Standard Prestasi
<b>ESL</b>	English as a Secondary Language
<b>SBA</b>	School Based Assessment
<b>MoE</b>	Ministry of Education



# CHAPTER ONE

## INTRODUCTION

### 1.1 Background of the study

Assessment in education is an integral component in any education system. It is believed that a systematic assessment is used to yield information about learners' performance from various sources of evidences (Yin & Adamson, 2015) and gain better results from the learning process. According to Biggs (1996), a constructive alignment between instruction (teaching), learning (product) and assessment is important so that the goals of education can be accomplished. Correspondingly, literature provides exhaustive information on assessment being improved in almost every education system across the globe (Torrance & Pryor, 2001; Leung & Mohan, 2004; Afitska, 2014).

There are two types of assessment which are traditional assessment and alternative assessment. Traditional assessment refers to the methods of assessment that is heavily teacher centred (Schreurs & Dumbraveanu, 2014) since the teaching and learning also focuses primarily on teacher-centeredness. Meanwhile, alternative assessment can be defined as an assessment approach that indicates authentic measures and methods in the teaching and learning process (Hamayan, 2009) and has its variations such as portfolio assessment, performance assessment and authentic assessment (Tan, 2012).



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## Appendix A

### Sample Interview Protocol with Teachers

1. How would do you describe the project-based learning approach as compared to “traditional” teaching?

- Where do you get this idea to use PjBL in your classes, teacher?

- Based on my observation, I noticed that you use projects in your English classes. How frequent do you use projects?

- Do you consider these projects as just projects or they can be categorized as project-based learning?

- Teacher, what else can you say the difference is between a project and PjBL?

- If you think traditional teaching is chalk and talk, then can you please elaborate and compare both?

- How systematic is PjBL?

2. How has using project-based learning (PjBL) affected your lesson delivery (or teaching) of English Language?

- Examples of things that you may not see if you don't use project-based learning are like what?

3. Explain any contribution that PjBL has made on the structure of your class.

- What about your delivery of lessons? How project-based learning influences the way you teach?

4. How has the knowledge students gained or did not gain through PjBL change your perception of project-based learning?

- What about the students? How do you think they respond to project based learning?

- What about their learning? Is there any progress so far?

- So, do you think project-based learning is gradually helping your pupils gain proficiency?

- What kind of positive attitude you have in teaching them?

5. How have the skills that students have learned through PjBL affected your planning for lessons?

- What other skills they (the pupils) have acquired from using project-based learning in class?

6. Tell me about your overall experiences integrating or implementing PjBL in the classroom.

- What about your part? Is it difficult to carry out project-based learning?

- What kind of preparation you mean here?

7. Why do you use PjBL in your classes?

- Why else is the reason you use PjBL in your classes?

- Apart from pupils being able to communicate and tolerate one another, what else is the reason for you to use project-based learning in your class?

8. What are the concerns or challenges in the implementation of PjBL in your own classroom?

- Other than these challenges, what about your own challenges that comes from you?

- What about the support from school administration, parents, your colleagues and pupils? Do you receive enough support and encouragement from these people? Can you comment a little on this?

9. Based on your experiences integrating or implementing project-based learning, will you continue to use PjBL in your classroom and suggest other friends and colleagues to use it too? Why or why not?

10. What do you think of classroom assessment?

-How do you assess your pupils?

-Apart from the exams and PBD forms, what else do you do?

11. Since you have used some forms of authentic assessment, do you think it works with your class? I mean, are you happy with the data that you get from observing your pupils' performance and so forth?

-How do you decide that it is good for your pupils?

12. How do you think your students feel when you use this „different“ assessment with their PjBL?

-Did they tell you that they are happy? What did they say?

13. What do you think about using peer assessment in the class?

-How do you make your pupils not cheat or become dishonest while assessing their peers?

14. I see that parents involve in your PjBL activities. Have you tried involving them in the assessment as well?

-I agree that they are quite sceptical. How do you go about telling them that this is good?

15. What do you think you need when you are using this new assessment with your pupils?

-Great that the school admin supports you. What else do you need?

-Do you go for any training from Lembaga for instance?

16. Would you continue using this assessment in your class?

17. Is there anything you would like to add to this interview?

Adapted from Ahmad and Mussawy (2009), Beane (2016) and Harrigan (2014).

## Appendix B

### Sample Interview Transcription with Teachers

Interview with : Teacher Rina

Date : 16 February

Interviewer : Muhammad Noor

MN: Assalamualaikum Teacher Ina. Thank you for agreeing to participate in this interview. Hmm.. Is it ok if we start our interview today?

TR: Waalaikumsalam. You are most welcome. I am more than happy to be part of your research. (Laughs). Sure, sure can start one. No worries.

MN: Based on my observation, I noticed that you use projects in your English classes. How frequent do you use projects?

TR: Well, my children (the pupils) love doing projects. Usually, I use projects for most of my topics in the textbook. Let say there are 15 topics in the textbook, I think I will use projects in maybe 10 or more topics.

MN: That's quite a number of projects the pupils have to do huh. Do you consider these projects as just projects or they can be categorized as project-based learning?

TR: I donno how to define the difference in project and project-based learning. But what I know is that projects are just a classroom activity and project-based learning is a method the teacher use to deliver the lessons. Am I right? (Laughs)

MN: (Smiles) yes yes you have some outlining idea about project-based learning. Good. What else do you think is the differences?

TR: Hmm.. Can't think ready la. (laughs). No la just kidding. I think in project the children just get marks for what they come up with, but in project-based learning, I see all, from they start planning, doing, presenting and finally sending their assignment.

MN: That's a clear difference. I really enjoy seeing you using various activities in the two weeks' project with the pupils. Teacher Ina, how would you compare project-based learning to traditional teaching?

- TR: You mean traditional teaching as chalk and talk is it? (Laughs loudly)
- MN: If you think traditional teaching is chalk and talk, then can you please elaborate and compare both?
- TR: You are like catching me. (Laughs) Anyways, in traditional teaching, the teacher talks a lot. Do a lot of work. The teacher makes a lot of movement and so forth. But in project-based learning, the teacher is just like a prefect. (Laughs). I will stand and answer questions. Mostly questions are asked by my children, not me asking questions.
- MN: You mean in project-based learning, the pupils control the learning?
- TR: Yes, they control and navigate the learning. I help to facilitate. Yes, that's the word. I function like a facilitator.
- MN: I can agree with you because I see that happening in the class. I like it when you assign roles for every pupil in the group and they work accordingly. Do you find the role assignment helpful?
- TR: Of course it is helpful. If not, my class will be in a haywire condition. (laughs). Boys and girls will be running amok then. I will get headache then. (Laughs) I assign them roles so that they learn to be independent. Plus I hate it when I see sleeping partners in the groups. So with these roles, I can actually check them indirectly.
- MN: Good, teacher. You assign roles well. I see there are Leaders, Scribblers, Presenters and Assistants. Did I miss anything else?
- TR: You missed Helpers. These helpers are those who have to go around get things that the members in the group need. I add Helpers if there are 5 members in a group. I must assign a role so that that child does not fall sleep (laughs)
- MN: It is interesting. I like the tags there wear. It is a colour sticker, isn't it?
- TR: Yes, and they assume the same role for two weeks. When I start a new topic, they exchange roles.
- MN: Can you tell me how has using project-based learning affected your teaching of the English Language?



TR: Ayya difficult question la. (Laughs). Hmm.. how ah? (pauses) I think it helps me a lot. I got to see things that I may not see if I don't use project-based learning.

MN: Examples of things that you may not see if you don't use project-based learning are like what?

TR: Like hmm.. I don't know my children are talented in acting if I don't use the projects. You saw right how Alif and his friends acted out the scene of Simalungun and the crocodile. They are talented and I should brush the skills so that one day they can shine better (chewah) my dream la to see them perform in a theatre maybe one day.

MN: Yes, the boys were so good. I really admire their performance. They were creative in presenting what they understood from the story. Besides identifying talents, what else you see?

TR: I get to see who are leaders and who are followers. And thank god, I change roles every two weeks. So they get to practice and learn from each other. They can also model how their friends controlled the group when they held the roles.

MN: Yes, true. How else do you think project-based learning affects your teaching?

TR: I got to involve my children in the learning. I don't like me dictating everything. I like the teacher-pupil relationship to be stronger as the lessons come from both of us not me alone. I want it to be a shared thing. Then I think they learn better and the memories they have about my class maybe a boosting spirit for them to continue liking English. I also keep on thinking of ways to include my children in the lesson like letting them choose the stories for us to work on, letting them assess their friends and their own work. Letting them assess me which they love doing. (Laughs)

MN: (Laughs) That's the gunshot they are waiting for if we ask them to evaluate us. How do you think project-based learning has changed your way of teaching and the structure of your class?

TR: Of course it has. My children do not sit like the other students in the school do. They (my children) sit in groups, facing each other. And I rotate group seating every now and then. I don't like the same groups to be sitting in front, and I also change the group members when one project is over. This is important for them to start fresh with the experience they have collected from working with their friends.

MN: What about your delivery of lessons? How project-based learning influences the way you teach?

TR: I feel that my questioning techniques changes a lot. I don't ask Yes/No questions much. I go for How/Why questions. Thinking questions. And I don't focus on getting answer from one child only.

MN: Yes, I can recall the time you asked questions in class and it became like a debate.

TR: True, it happens all the time. I am not focused from who I get the response as I see them collectively. So, I give chance to the whole class to respond.

MN: It involves the whole class. It is great. What about the students? How do you think they respond to project based learning?

TR: I think they love it. It is children's nature to love moving around and joining in activities. Let them be happy and learning will be easy.

MN: What about their learning? Is there any progress so far?

TR: I think my success is to get everyone to use English in and outside of the class. And I think I succeed. My children use broken English but nevermind, rather than not using at all. Since you know we are from a kampong school, it is a challenge for them to use English in a situation where they are looked at. And they are doing good I can say. Right?

MN: Yes, even the children spoke to me in English. Good job, teacher. So, do you think project-based learning is gradually helping your pupils gain proficiency?

TR: I would say yes. Many of them are confident in using English even though there are some who are still struggling but I can say that many around 20 plus of them have improved a lot. Thanks to project-based learning lah (laughs). Oh ya, and it (project-based learning) also gives me a positive attitude towards teaching them.

MN: What kind of positive attitude you have in teaching them?

TR: I mean like I don't scold them a lot like I used to do and I got to always to think ahead what projects I want to do with them. I ask them sometimes what can be done for future projects and they suggest me good ideas too. Like doing drama and the community recycling campaign activities which they want to include the people at Kebun Sireh (our school area).

MN: I am sure you observe the learning that takes place with the use of project-based learning in your class. Can you share how have the skills that students have learned through PjBL influence your lesson planning?

TR: Alamak difficult question again. (Laughs). I would say that everytime my students achieve doing something from the project lessons like using powerpoint in their presentation, I try introducing new technology like the use of Scratch for animation. I think I adjust my lessons according to what my children can do and I introduce new concepts or ideas. I know my children love pair work and group discussion. So, all my lessons daily will incorporate pair work and group work. This makes them happy and I am sure when they are happy they learn better.

MN: What other skills they (the pupils) have acquired from using project-based learning in class?

TR: I think they are well users of LCD and laptop. They can fix all by themselves. My children can divide task among group members with the help of role assigning that I do. I like one group which had a group report of what they do. I observed this in February and I already made sure every group does that. It serves like a report plus reflection. I like it. Teach them to report what they do. It is applying scientific skills in their learning. Cross curricular like that.

MN: Wow, it is good. They can use the report they write as a mini research!

TR: Actually you are right. I plan to do an action research with those report writing. I want to see if it helps in their writing skills. If it does, a big Alhamdulillah I will say. (smiles broadly)

MN: Great. Try working on it. You will get more information. By the way, can you share your overall experiences of integrating project-based learning in the classroom?

TR: I like it. I enjoy planning and carrying out the project based learning with my children. I realize that a lot language learning takes place with project embedded in my lesson. I can cover speaking, listening, reading and writing all skills in the project that I do with my children. It is actually easy. Hmm (pauses) you can recall or not the time when the children acted out mahsuri's legends on the stage? I felt so proud of them. They are so little, I mean small children but the courage they have to be on the stage is commendable la.

MN: What about your part? Is it difficult to carry out project-based learning?

TR: I won't say it is easy or difficult but it need a lot of preparation.

MN: What kind of preparation you mean here?

TR: Like I need to plan what I want to do with them. I need to make sure the project going on for two weeks and I get input from children daily in my class. I liked it when we did our recycling project whereby we involved parents to come to school on Saturday and Sunday and they paint the recycling garden and helped to decorate it. We won the Sekolah Hijau Award with this project. I was so happy.

MN: Wow, congratulations!! I am so happy to hear this. Parents are supportive huh?

TR: Yes, indeed they are very helpful and supportive with the learning. Eventhough many of them are not proficient in the language, but they tried speaking with me in English throughout the painting and decorating day. I was so touched with their determination to use English and model it in front of the children.

MN: I am proud of you, the children and of course the supportive parents. Why else is the reason you use PjBL in your classes?

TR: I can see my children sharing. This is very important in this today's world where many children are so selfish and kiasu. They do not want to share anything and everything centers around "me, myself and I" (referring to the pupils themselves). I hate it when they don't know how to communicate and respect each other. So, through this project-based learning my children can communicate and it is assessed. Their friends will assess them so they will behave and eventually it becomes a habit to talk to their friends and others in a polite manner. Practice makes perfect what.

MN: Correct and true. I agree it is lacking in our children. Apart from pupils being able to communicate and tolerate one another, what else is the reason for you to use project-based learning in your class?

TR: You ask me a lot of questions. (laughs) tired already. (laughs) hmmm.. I use project-based learning as another form of homework. While working on the project, my children have to source out information and so forth, so it is a fun way of completing their homework rather than completing tasksheets or pages from the workbook which bore them to the core. Now, I also assign homework through FROGVLE (virtual learning environment), they (the pupils) become very excited and they like working on the task. They even say now they can do homework in Mc Donalds because wifi is free. (Laughs)

MN: Wow, children nowadays huh. All must be fun. (smiles). After being a practitioner of project-based learning, can you share your concerns or challenges in the implementation of PjBL in your own classroom?

TR: A lot! (laughs) I have a lot of concerns. First of all, I need to know whether or not I am doing it (project-based learning) correctly or not. I don't want to be syok sendiri (contented with myself) and do all wrongly. I need a guide, like a guide book since primary school got no guidebook in using project-based learning from the KPM. Next, I need support from my panitia. My GB (headmistress) is a nice person and supports all my effort but I don't get it from my colleagues. Many think I am just flattering my GB and hence she likes me but actually I want fun learning in the classroom. Sad to say, there are four classes in the stream and none do project-based learning simply because they say they are not excellent teachers. What a reason! I am willing to share information, materials, expertise and anything they want if they want to try implementing. I even put in our Whatsapp group but this conversation dies with an emoticon of clapping hands. How sad it is right. My challenges with my children is the attendance. If they don't follow through the project within the stipulated time frame, they will lose out the content learning. There is a number of kids who are regularly absent from school. And these children are the ones who are weak. I have talked to the senior assistants and even texted their parents but no response. Sakit kepala la (headache) with this kind of attitude.

MN: Other than these challenges, what about your own challenges that comes from you?

TR: You mean like me being lazy? (laughs). Yes, you are right. At times I get tired because I am burdened with a lot of paper works and that will make my mood to die out and I don't feel like doing project-based learning myself. At times I do ask why the hassle, no one asks me to do in school, but when I think of myself as an excellent teacher, I am reminded to be an example to other teachers. As excellent teacher, I must be innovative and creative. So, I must do something. So, I do this project-based learning la. And I like it also.

MN: What about the support from school administration, parents, your colleagues and pupils? Do you receive enough support and encouragement from these people? Can you comment a little on this?

TR: If I say I get 100% support, it is a lie. My GB is the only who supports me through this but the other admin are not as supportive. What more my colleagues who think that I show off. Am I a showing off type? (Laughs). I share all my materials with my panitia teachers who are way younger than me but no one uses it in their class and for their class. All I keep near my table. About parents.. Some support, some don't. That one as usual la we all know one right. My pupils enjoy the lessons. I am not syok sendiri you know. I

know it based on the journal writing they write and from verbal responses I ask them. Personally I think I am ok doing project-based learning in my classes as long as I can do it because I don't like rote memory learning. I am for English is fun and filled with activities. And you can also see I use this project-based learning with my year 6 also even though all other year 6 teachers think that year 6 pupils should not have fun in learning and burden them with extra classes, tuition, night classes and weekend classes. I pity the children. So, for English, I will do games and songs and FrogVLE for them to unwind and relax while learning for UPSR.

MN: Based on your experiences integrating project-based learning in your lessons, will you continue to use it and suggest other friends and colleagues to use it too?

TR: Definitely I will continue until I learn new and innovative way to teach English. So far, I have used project-based learning for the past 5 years and I find it fruitful. I can hear children speaking in English and that makes me happy. About suggesting it to my friends and colleagues, I already been doing that plus giving them my materials but I think they are not interested to do it. Some believe that they class becomes noisy if activities are used as class task, so they avoid them. My only comment it – Who ask you to do it in class? You can also bring the children to the field, the resource room and so on. So, again it depends on the level of acceptance among teachers to use it or not. We cannot expect everything to be spoon-fed by people to us. We do have to do some thinking.

MN: Yes, you are right. We must think what is best for our. My last question for you. Is there anything you would like to add to this interview? You may comment or voice out anything pertaining to project-based learning that we have talked today.

TR: I hope teachers out there can adopt project-based learning into their classrooms. It is a good way of teaching because I feel that it has all that we want, communication, collaboration, critical thinking and so on. So why not try using it and keep improving from what you start. Don't dilly dally, use it now. Maybe they need help on guiding them. We can share our experiences and let them start from there.

MN: Thank you so much for your valuable responses. I will transcribe the interview sessions and come back to you for member check. I thank you again. Here is a small token of appreciation to you for contributing in this research. Thank you.

## Appendix C

### Sample Member Checks via email

Confirmation on the interview transcription and themes from data  Inbox x



**Muhammad Noor** <muhammadnoorabdulaziz@gmail.com>

Sat, Apr 6, 2:09 PM



to a.mutalib ▾

Dear Teacher,

I am sending you this email to let you check the transcription based on our interview session. Please comment if you are not satisfied or if you wish to delete any parts of the interview. I am ready to do so.

Please also check the documents on the themes that I have gathered from your responses. You are free to ask me anything to clarify your doubts.

Thank you teacher for your responses.

Regards,

Muhammad Noor

**a.mutalib unaizah**

to me ▾

Apr 8, 2019, 12:10 AM



Hi.

I have check the transcripts and I am satisfied with the transcription. I want to clarify about the theme : A better teacher.

Does it mean I become a better teacher or what my children expect me to be?

Other than that I am happy with your themes.

Good luck.

...



**Muhammad Noor** <muhammadnoorabdulaziz@gmail.com>

Apr 8, 2019, 8:10 AM



to a.mutalib ▾

Thank you for your feedback.

...

 Reply

 Forward

## Appendix D

### Classroom Observation checklist

1. General information

Full name :

Class:

Subject:

Unit:

Theme:

Time:

2. Observation aspects

Time	Assessment strategies/ technique/method	Teacher activities	Young learners' response	Comments/Notes

3. General comments:

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Adapted from:

Ho, T. N. (2015). An exploratory investigation of the practice of assessment for learning in Vietnamese higher education: Three case studies of lecturers' practice. Retrieved from [http://eprints.qut.edu.au/91545/1/Thi\\_Nhat\\_Ho\\_Thesis.pdf](http://eprints.qut.edu.au/91545/1/Thi_Nhat_Ho_Thesis.pdf)



## Appendix E

### Sample Interview Protocol with young learners

1. Assalamualaikum boys and girls. As I told you that day, today we are here for our interview session. Are you ready?

2. Please tell me what you like about projects that you do with Teacher Mages.

- Oh great that you guys love to work together. What about others?

- What do you google?

3. Why do you like to work in groups?

-So, you said you like group work because your friends help to check your mistakes, your work finishes fast and you can discuss. Anything else you want to add on?

-What about your teacher? How does she help in your project?

4. Tell me how do you talk to you teacher about doing projects?

-When you tell her, what she says to you?

5.How Teacher Mages check your project work?

- What does she write?

- How else can we check your project?

6. Does teacher Mages ask you what to put in the jadual (rubrics)?

7. Do you like exam or this kind of checking?

8. So, do you want your teacher to continue doing projects and check you work like this?

## Appendix F

### Sample Interview Transcription with young learners

- Interview with : Teacher Mages'' pupils
- Date : 20 February
- Interviewer : Muhammad Noor (MN)
- MN :Assalamualaikum boys and girls.
- Everyone :Waalaikumsalam Sir. Good morning sir.
- MN :As I told you that day, today we are here for our interview session. Are you ready?
- Everyone :Yes, Sir.
- MN :Alright good, to start with, please tell me what you like about projects that you do with Teacher Mages.
- Zubir :I like all the projects we do. I can present our work in front.
- Intan :Hmm.. I don''t like to present but I like to do the project. Present one I ask Zubir (laughs)
- MN :Oh great that you guys love to work together. What about others?
- Rodzi :I like to divide the work in my group. If not everyone fight fight. Teacher will angry at us.
- Saerah :Yes, yes. Pupils fight. I don''t like pupils fight. Sir, I like to google for information.
- MN :What do you google?
- Saerah :I search about Indian clothes. Very nice and beautiful, Sir. (laughs)
- Sofiazan :I also like to google. I always google for information. I search about Mahsuri our next project.

- MN :I heard you guys saying that you like to present, do the work in groups, divide task and google for information. Good. Very good. Now, why do you like to work in groups?
- Azizul :I like to work in groups because my friend will tell me what I do wrong. He always show my wrong.
- MN :Wow, your friend is your teacher now. Great.
- Azizul :Yes, Sir. He is my teacher and my best friends. (laughs)
- Intan :Sir, I like to work in groups because our work finishes fast. Everyone do *sikit-sikit* (little bit)
- Saerah :Sir, she only do sikit, I do a lot. (laughs). No, Sir. Just kidding. Yes, Sir, I like group work. We can discuss and do our best.
- Sofiazan :It is fun to make chappatis in the class. We learn to do our chappati after Teacher Mages showed it. We do in our groups.
- MN :You guys are awesome. So, you said you like group work because your friends help to check your mistakes, your work finishes fast and you can discuss. Anything else you want to add on? What about your teacher? How does she help in your project?
- Rodzi : Teacher Mages always ask a lot of questions. Sometimes I know, sometimes I really don't know. But, Sir, you know Teacher Mages always give us time to answer any question. I like it because I can think and answer. If I don't give answer on the spot, I can give later.
- Sofiazan :She won't scold like other teachers. (laughs). MN : Why you say like that?
- Saerah :Sir, she is right. Teacher Mages never scold if you can't answer. She always ask us to read up or find out later and tell her the answer. I am not scared in her class like my Mathematics class. Don't know answer, teacher jadi singa. (laughs)
- Sofiazan &Intan: (laugh loudly) Hey you don't say like that to our teacher la.
- MN :You are so funny. It is good that your teacher gives you time to answer. I also do that with my pupils. When you have time, you can think and answer. OK, now, tell me how do you talk to you teacher about doing projects?

- Saerah : At the end of the first project, we tell Teacher Mages that we want to do another project on cleaning the beach near our school. Teacher Mages smiled and nod her head. I think we will do it.
- Azizul :Teacher Mages always give us a paper and we will write our *cadangan* (suggestions)
- Intan :Yes Sir, Teacher Mages will ask in class and we will tell her what we want to do. So fun like that.
- MN :When you tell her, what she says to you?
- Sofiazan :Usually she will say OK or she will smile. But I know we will have more projects.
- Saerah :She will say „good..good.“
- Azizul :She smile lah. Yes, she smile. I think she like our idea lah Sir.
- MN :Great! Guys, how Teacher Mages check your project work?
- Zubir :Teacher Mages always ask the group leaders to tell her. She only want the group leader to talk. I will ask my friends in the group *siap-siap* (in advance) before she come. And then I will go and tell her.
- Rodzi :My group we write down what everyone do already and what we have not do. Then we tell teacher.
- MN :Hey that“s a great way of checking. You make a checklist.
- Saerah :Yes, Sir. Teacher will read and write something on the paper.
- MN :What does she write?
- Saerah :Hmm.. Good job, Well Done. I can“t remember la Sir. But she will write la what we have to do after that. Then, we will do in groups
- MN :Oh she writes some comments for you. It is feedback.
- Zubir :Yes Sir. Sometimes we call teacher and ask her. She won“t scold. She give us her phone number.
- Intan : He always disturb teacher, Sir. (Laughs)

- MN :Don't poke him. He is being honest. OK. How else can we check your project?
- Azizul :We in group we check sir. We can also ask our friend from other group to check. Like I check Zubir group.
- Saerah : Haa Sir, teacher ask us to give marks for our friend group. So much of fun. But teacher give us the *jadual* (rubrics). We check there and we give marks.
- Intan :Actually Sir, Teacher Mages can ask our parents to help give grade for our work because we do a lot of the work (project) at home then in school. My mother always helps me to complete my part.
- MN :Oh wow, so good. Yes I agree. Can give a form to your mother to give some marks, maybe on the drawing and neatness.
- Zubir : Yes, sir correct. My sister also helps me. But she is in standard 6.
- MN :You sister can't give you marks yet but your parents can. Hey boys and girls, Does teacher Mages ask you what to put in the *jadual* (rubrics)?
- Rodzi :Teacher Mages ask us if we understand it. If we don't she will change what she write in there.
- Intan :Hmm.. she ask if we can do something to get high marks. Like if we put in three proverbs in the essay, we will get three marks extra. So we will put in the proverbs la.
- MN :I see. So you teacher tells you the rubrics. Good. Do you like exam or this kind of checking?
- Saerah :I don't like exam. And I think all my friends also don't like exams.
- Sofiazan :Sir, we still get good results when we check our work in group. And we get points for everything. In exam we make mistake sorry bye bye (laughs)
- MN : Hahaha. Yes you are right. So, do you want your teacher to continue doing projects and check you work like this?
- All :Yes!

MN : Alright boys and girls. Let's go back to class. Later, I will share with you this recording so that you can tell me if there is any part you don't like.

All ; OK Sir.



## Appendix G

### Sample consent letter to parents

#### Parental Permission for Children Participation in Research

Title: Using authentic assessment in project-based learning in year 5 English classes of excellent teachers

#### **Introduction**

The purpose of this form is to provide you (as the parent of a prospective research study participant) information that may affect your decision as to whether or not to let your child participate in this research study. The person performing the research will describe the study to you and answer all your questions. Read the information below and ask any questions you might have before deciding whether or not to give your permission for your child to take part. If you decide to let your child be involved in this study, this form will be used to record your permission.

#### **Purpose of the Study**

If you agree, your child will be asked to participate in a research study about project based learning and authentic assessment. The purpose of this study is to prepare a guideline for teachers to use a new classroom assessment.

#### **What is my child going to be asked to do?**

If you allow your child to participate in this study, they will be asked to give their opinions about classroom activities and comment about it. This study will take two weeks approximately and the interview will take one hour. There will be six other students in the group interview and your child will not be alone. It will be carried out in the school library. Your child may be video recorded for the purpose of this study.

#### **What are the risks involved in this study?**

There are no foreseeable risks to participating in this study.

#### **What are the possible benefits of this study?**

The possible benefits of participation are that clear guidelines will be given to school in implementing project based learning.

#### **Does my child have to participate?**

No, your child's participation in this study is voluntary. Your child may decline to participate or withdraw from participation at any time. Withdrawal or refusing to participate will not affect their relationship with the teacher and school in anyway. You can agree to allow your child to be in the study now and change your mind later without any penalty.

**What if my child does not want to participate?**

In addition to your permission, your child must agree to participate in the study. If your child does not want to participate they will not be included in the study and there will be no penalty. If your child initially agrees to be in the study they can change their mind later without any penalty.

**Will there be any compensation?**

Neither you nor your child will receive any type of payment participating in this study.

**How will your child's privacy and confidentiality be protected if s/he participates in this research study?**

Your child's privacy and the confidentiality of his/her data will be protected by not revealing their names and identity in the research.

If it becomes necessary for the Institutional Review Board to review the study records, information that can be linked to your child will be protected to the extent permitted by law. Your child's research records will not be released without your consent unless required by law or a court order. The data resulting from your child's participation may be made available to other researchers in the future for research purposes not detailed within this consent form. In these cases, the data will contain no identifying information that could associate it with your child, or with your child's participation in any study.

NOTE: If audio/video recordings will be made include the following statements:

**Whom to contact with questions about the study?**

Prior, during or after your participation you can contact the researcher, Mr Muhammad Noor Bin Abdul Aziz at 013-4668230 or his supervisor, Prof Dr Nurahimah Mohd Yusoff at 019-4766306 for any questions or if you feel that you have been harmed. This study has been reviewed and approved by Awang Had Salleh Graduate School, Universiti Utara Malaysia.

**Signature**

You are making a decision about allowing your child to participate in this study. Your signature below indicates that you have read the information provided above and have decided to allow them to participate in the study. If you later decide that you wish to withdraw your permission for your child to participate in the study you may discontinue his or her participation at any time. You will be given a copy of this document.

Printed Name of Child

\_\_\_\_\_  
Signature of Parent(s) or Legal Guardian

\_\_\_\_\_  
Date



## Appendix H

### Letter of approval from EPRD



KEMENTERIAN PENDIDIKAN MALAYSIA  
MINISTRY OF EDUCATION MALAYSIA  
BAHAGIAN PERANCANGAN DAN PENYELIDIKAN DASAR PENDIDIKAN  
EDUCATIONAL PLANNING AND RESEARCH DIVISION  
Aras 1-4, Blok E8  
Kompleks Kerajaan Parcel E  
Pusat Pentadbiran Kerajaan Persekutuan  
62604 Putrajaya

Telefon : 03-8884 6500  
Faks : 03-8884 6439  
Laman Web : www.moe.gov.my

Ruj. Kami : KPM.600-3/2/3 Jld ( )

Tarikh : 12 Disember 2017

**Muhammad Noor bin Abdul Aziz**  
K.P.:840123075531

41, Lorong Bukit Juru 5  
Taman Bukit Juru  
14100 Simpang Ampat  
Pulau Pinang

Tuan,

**KELULUSAN UNTUK MENJALANKAN KAJIAN DI SEKOLAH, INSTITUT PENDIDIKAN GURU, JABATAN PENDIDIKAN NEGERI DAN BAHAGIAN DI BAWAH KEMENTERIAN PENDIDIKAN MALAYSIA**

Perkara di atas adalah dirujuk.

2. Sukacita dimaklumkan bahawa permohonan tuan untuk menjalankan kajian seperti di bawah telah diluluskan.

**"Using Authentic Assessment in Project-Based Learning in Year 5 English Language Classes"**

3. Kelulusan ini adalah berdasarkan kepada kertas cadangan penyelidikan dan instrumen kajian yang dikemukakan oleh tuan kepada Bahagian ini. Walau bagaimanapun kelulusan ini bergantung kepada kebenaran Jabatan Pendidikan Negeri dan Pengetua / Guru Besar yang berkenaan.

4. Surat kelulusan ini sah digunakan bermula dari **02 Januari 2018 hingga 30 April 2018**.

5. Tuan juga mesti menyerahkan senaskhah laporan akhir kajian dalam bentuk *hardcopy* bersama salinan *softcopy* berformat Pdf di dalam CD kepada Bahagian ini. Tuan diingatkan supaya mendapat kebenaran terlebih dahulu daripada Bahagian ini sekiranya sebahagian atau sepenuhnya dapatan kajian tersebut hendak dibentangkan di mana-mana forum, seminar atau diumumkan kepada media massa.

Sekian untuk makluman dan tindakan tuan selanjutnya. Terima kasih.

**"BERKHIDMAT UNTUK NEGARA"**

Saya yang menurut perintah,

**(Dr. SHAMSUDIN BIN MOHAMAD)**  
Ketua Unit  
Sektor Penyelidikan dan Penilaian  
b.p. Pengarah  
Bahagian Perancangan dan Penyelidikan Dasar Pendidikan  
Kementerian Pendidikan Malaysia



CERTIFIED TO ISO 9001:2008  
CERT. NO: AR 3166

## Appendix I

### Letter of approval from State Education Department



**JABATAN PENDIDIKAN PULAU PINANG**  
JALAN BUKIT GAMBIR  
11700 PULAU PINANG  
Tel : 04-657 5500, Faks : 04-658 2500  
<http://jpnpp.edu.my>



**"1 MALAYSIA : RAKYAT DIDAHULUKAN PENCAPAIAN DIUTAMAKAN."**

Ruj Tuan :  
Ruj Kami : JPNPP(PER) 1000-4/2 Jld.11 Bil(78)  
Tarikh : 19 Disember 2017



Muhammad Noor bin Abdul Aziz  
41, Lorong Bukit Juru 5 Taman Bukit Juru  
14100 Simpang Ampat, Pulau Pinang

Tuan/Puan,

**KELULUSAN UNTUK MENJALANKAN KAJIAN DI SEKOLAH, INSTITUT  
PERGURUAN, JABATAN PENDIDIKAN NEGERI DAN BAHAGIAN – BAHAGIAN DI  
BAWAH KEMENTERIAN PENDIDIKAN MALAYSIA**

Dengan hormatnya saya diarah merujuk perkara tersebut di atas.

2. Surat kelulusan menjalankan kajian daripada Bahagian Perancangan Dan Penyelidikan Dasar Pendidikan, Kementerian Pendidikan Malaysia KPM.600-3/2/3 Jld ( ) bertarikh 12 Disember 2017 adalah dirujuk.

3. Dengan ini dimaklumkan bahawa pihak Jabatan Pendidikan Pulau Pinang, tiada halangan untuk Tuan/Puan menjalankan penyelidikan di sekolah-sekolah negeri Pulau Pinang yang bertajuk:

*"Using Authentic Assessment in Project-Based Learning in Year 5 English Language Classes of Excellent Teachers"* diluluskan.

4. Walau bagaimanapun Tuan/Puan adalah tertakluk kepada syarat-syarat seperti berikut:

- 4.1 Mendapat kebenaran dari Pengetua/Guru Besar sekolah berkenaan.
- 4.2 Tidak mengganggu perjalanan, peraturan dan disiplin sekolah.
- 4.3 Segala maklumat yang dikumpul adalah untuk tujuan akademik sahaja.
- 4.4 Menghantar satu salinan laporan kajian ke Jabatan ini setelah selesai kajian.
- 4.5 Sila kemukakan surat ini apabila berurusan dengan pihak sekolah.
- 4.6 Surat ini berkuatkuasa sehingga 30 April 2018.

Sekian, terima kasih.

**"BERKHIDMAT UNTUK NEGARA"**

Saya yang menurut perintah,

( ZURIDA BINTI MUSTAPHA )  
Penolong Pendaftar Institusi Pendidikan  
Jabatan Pendidikan Pulau Pinang  
b.p Ketua Pendaftar Institusi Pendidikan  
Kementerian Pendidikan Malaysia

## Appendix J

### Publications

1. Muhammad Noor & Nurahimah. (2018). Experiences of using authentic assessment with English language young learners. *International Journal of Academic Research in Business and Social Sciences*, 8(9), 375–384.  
<https://doi.org/10.6007/IJARBS/v8-i9/4599>.
2. Muhammad Noor & Nurahimah. (2019). How ESL young learners view project-based learning? *Journal of Educational Research and Indigenous Studies*, 1(1).

