Indonesian (2008)
Sample assessment instrument and indicative responses

Supervised assessment – Listening
December 2010
**Purposes of assessment**

The purposes of assessment are to:

- promote, assist and improve student learning
- inform programs of teaching and learning
- provide information for those people — students, parents, teachers — who need to know about the progress and achievements of individual students to help them achieve to the best of their abilities
- provide information for the issuing of certificates of achievement
- provide information to those people who need to know how well groups of students are achieving (school authorities, the State Minister for Education and Training and the Arts, the Federal Minister for Education).

It is common practice to label assessment as being formative, diagnostic or summative, according to the major purpose of the assessment.

The major purpose of formative assessment is to help students attain higher levels of performance. The major purpose of diagnostic assessment is to determine the nature of students' learning, and then provide the appropriate feedback or intervention. The major purpose of summative assessment is to indicate the achievement status or standards achieved by students at a particular point in their schooling. It is geared towards reporting and certification.

**Syllabus requirements**

Teachers should ensure that assessment instruments are consistent with the requirements, techniques and conditions of the Indonesian syllabus and the implementation year 2008.

**Assessment instruments**

High-quality assessment instruments:

- have construct validity (the instruments actually assess what they were designed to assess)
- have face validity (they appear to assess what you believe they are intended to assess)
- give students clear and definite instructions
- are written in language suited to the reading capabilities of the students for whom the instruments are intended
- are clearly presented through appropriate choice of layout, cues, visual design, format and choice of words
- are used under clear, definite and specified conditions that are appropriate for all the students whose achievements are being assessed
- have clear criteria for making judgments about achievements (these criteria are shared with students before they are assessed)
- are used under conditions that allow optimal participation for all
- are inclusive of students' diverse backgrounds
- allow students to demonstrate the breadth and depth of their achievements
- only involve the reproduction of gender, socioeconomic, ethnic or other cultural factors if careful consideration has determined that such reproduction is necessary.

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2 Assessment instruments are the actual tools used by schools and the QSA to gather information about student achievement, for example, recorded observation of a game of volleyball, write-up of a field trip to the local water catchment and storage area, a test of number facts, the Senior External Examination in Chinese, the 2006 QCS Test, the 2008 Year 4 English comparable assessment task.
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Compiled by the Queensland Studies Authority

December 2010

The QSA acknowledges the contribution of the Indonesian state review panel in the preparation of this document.

*About this assessment instrument*

The purpose of this document is to inform teachers in schools of assessment practices. For this reason, the assessment instrument is not presented in a way that would allow its immediate application in a school context. In particular, the assessment technique is presented in isolation from other information relevant to the implementation of the assessment. For further information about those aspects of the assessment not explained in this document, please refer to the assessment section of the syllabus.

This sample provides opportunities for students to demonstrate:

- knowledge of Indonesian language features used in a spoken text
- reasoning about meaning that is not explicitly stated
- analysis and evaluation
- drawing and justifying conclusions
- understanding of cultural contexts.

This sample assessment instrument is intended to be a guide to help teachers plan and develop assessment instruments for individual school settings.
Assessment instrument

The student work presented in this sample is in response to assessment items which are subsets or parts of an assessment instrument.

**Stimulus text (summarised below)**

Cut Nyak Meutia and Dewi Sartika broke the stereotypical role of women in Indonesian society at the time in which they lived.

Cut Nyak Meutia was born in Aceh in 1873 and became a guerrilla fighter against the Dutch. She married twice and lived in the jungle where she raised a family before she was killed while fighting.

Dewi Sartika was born in 1884 in the city of Bandving. She fought for social improvement for herself and her children.

Both women initiated a new way of thinking and put their ideas into action to encourage and help women around the country.

**Question 1**
Who was Cut Nyak Meutia and what role did she play in the history of Indonesia?

**Question 2**
What did Dewi Sartika most value? What was her reasoning behind this?

**Question 3**
What, in your opinion, was so significant about the achievements of these two women?

Justify all responses with information from the text.
Instrument-specific criteria and standards

Schools draw instrument-specific criteria and standards from the syllabus dimensions and exit standards. Schools will make judgments about the match of qualities of student responses with the standards descriptors that are specific to the particular assessment instrument. While all syllabus exit descriptors might not be assessed in a single assessment instrument, across the course of study, opportunities to demonstrate all the syllabus dimensions and standards descriptors must be provided.

The assessment instrument presented in this document provides opportunities for the demonstration of the following dimensions of the criterion of Comprehension:

- Knowing and understanding
- Reasoning and responding.

This document provides information about how the qualities of student work match the relevant instrument-specific criteria and standards at standards A and C. The standard A and C descriptors are presented below. The complete set of instrument-specific standards descriptors are on page 8.

<table>
<thead>
<tr>
<th>Knowing and understanding</th>
<th>Reasoning and responding</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard A</strong></td>
<td><strong>Standard C</strong></td>
</tr>
<tr>
<td>A comprehensive range of information is presented, including gist, main points and relevant details.</td>
<td>Essential information is presented, including some main points and details which may not always be relevant.</td>
</tr>
<tr>
<td>The meaning of familiar and complex language is accurately and clearly demonstrated.</td>
<td>The meaning of familiar language is demonstrated accurately.</td>
</tr>
<tr>
<td>The speaker’s attitude and intentions are clearly evident.</td>
<td>The speaker’s general intention is recognised when obvious within a familiar context.</td>
</tr>
<tr>
<td>Subtleties are recognised.</td>
<td>Basic analysis is evident.</td>
</tr>
<tr>
<td>Detailed analysis is evident.</td>
<td>Conclusions are made but often lack justification.</td>
</tr>
<tr>
<td>Plausible interpretations of unfamiliar language are drawn from context.</td>
<td>Obvious cultural meanings are identified.</td>
</tr>
<tr>
<td>Well-constructed conclusions are made.</td>
<td></td>
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<tr>
<td>Cultural meanings are integrated into responses where appropriate.</td>
<td></td>
</tr>
</tbody>
</table>
### Standard descriptors

| Range of information is presented, including gist, main points and relevant details. |
| Speaker’s attitude is clearly evident. |
| Meaning of complex language is accurately and clearly demonstrated. |
| Plausible interpretations of well-constructed conclusions. |
| Subtleties are recognised. |
| Detailed analysis Cultural meanings are integrated into responses where appropriate. |

### Student response A

1. Cut was born in Aceh in 1873 and was a guerrilla fighter who fought, together with her husband, against the Dutch forces. After her first husband was captured, she married her second husband who was killed by the Dutch in 1910. Later she lived in the forest with her sons, before finally being killed by the Dutch also.

2. Dewi Sartika thought it was important to improve the lifestyle of children through education. This is despite the lowly status of students as shown by their need to pay for things with food.

3. Both women initiated a new way of thinking and put their ideas into action. This made a difference to all in Indonesian society but, more than that, both women challenged the typical stay-at-home role of women. They defied those limitations and stereotypes to make a significant change in the world, empowering women, providing opportunities for children, and challenging men to break away from demeaning behaviour towards women.

### Standard descriptors

| Essential information, including some main points. |
| The speaker’s general intention is recognised when obvious within a familiar context. |
| Details which may not always be relevant. |
| Conclusions are made but often lack justification. |
| Basic analysis is evident. |

### Student response C

1. Cut Nyah Meutia was born in 1875 in Aceh. She fought the Dutch, seeking to end their rule. She remarried the leader of the freedom fighters. Her second husband was eventually killed.

2. Education was so important, according to Dewi Sartika, because without education they did not have the opportunity to improve. For example, even students paid for education with unhusked rice, salt and food. This indicates how poor they were and how much they struggled to receive a proper education.

3. Cut Nyak Meutia and Dewi Sartika were both significant women. They fought for women's rights and encouraged young women to be educated.
## Instrument-specific criteria and standards

<table>
<thead>
<tr>
<th>Standard A</th>
<th>Standard B</th>
<th>Standard C</th>
<th>Standard D</th>
<th>Standard E</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Comprehension</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• a comprehensive range of information is presented, including gist, main points and relevant details</td>
<td>• a range of information is presented, including gist, main points and obvious details</td>
<td>• essential information is presented, including some main points and details which may not always be relevant</td>
<td>• information is presented, including the meaning of some familiar language</td>
<td>• essential information is presented, including some main points and details which may not always be relevant</td>
</tr>
<tr>
<td>• the meaning of familiar and complex language is accurately and clearly demonstrated</td>
<td>• the meaning of familiar language is accurately demonstrated but complex language may be misinterpreted</td>
<td>• the meaning of familiar language is demonstrated accurately</td>
<td>• the speaker’s attitude, purpose and intentions are recognised</td>
<td>• the speaker’s general intention is recognised when obvious within a familiar context</td>
</tr>
<tr>
<td>• the speaker’s attitude and intentions are clearly evident</td>
<td>• the speaker’s attitude and intentions are recognised</td>
<td>• the speaker’s general intention is recognised when obvious within a familiar context</td>
<td>• little evidence of basic analysis is present</td>
<td>• conclusions may be made but lack justification</td>
</tr>
<tr>
<td>• subtleties are recognised</td>
<td>• subtleties may be overlooked</td>
<td>• interpretations of unfamiliar language are made from context</td>
<td>• obvious cultural meanings may be identified</td>
<td>• obvious cultural meanings may be identified</td>
</tr>
<tr>
<td>• detailed analysis is evident</td>
<td>• detailed analysis is evident</td>
<td>• basic analysis is evident</td>
<td>• conclusions are made but often lack justification</td>
<td>• responses are minimal</td>
</tr>
<tr>
<td>• plausible interpretations of unfamiliar language are drawn from context</td>
<td>• interpretations of unfamiliar language are made from context</td>
<td>• cultural meanings are evident in responses but may not be fully developed</td>
<td>• obvious cultural meanings are identified</td>
<td></td>
</tr>
</tbody>
</table>