

Rini-Analysis of Cognitive Diagnostic Assessment

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Submission date: 12-Jan-2024 11:52PM (UTC-0600)

Submission ID: 2267896240

File name: Rini-Analysis_of_Cognitive_Diagnostic_Assessment.docx (112.71K)

Word count: 3871

Character count: 23560

Analysis of Cognitive Diagnostic Assessment (CDA) in Differentiated Learning on English Subject Phase D

DOI: <https://doi.org/10.47175/rielsj.v1ix.xx>

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ABSTRACT

This article presents a meticulous examination of Cognitive Diagnostic Assessment (CDA) in the context of Phase D differentiated learning, with a specific emphasis on English subjects. The study investigates the practice of diagnostic assessment in differentiated learning in Phase D English diagnostic courses and evaluate the challenges teachers face in implementing cognitive diagnostic assessment in differentiated learning. Through a qualitative inquiry, the research administrated questioner and an interview by involving 3 (three) English teacher at the seventh-grade students as the techniques of collecting data, and further analyzed the data by conducting data coding, interpretation, and triangulation. The study concluded that the practice of CDA was based on their prior knowledge of the assessment, and their believe that cognitive diagnostic assessment needs to be conducted in the differentiated learning on English subject phase D. Further, the assessment is distributed by using rubrics and checklist diagnostic tools, and rely on observation method. The respondent believed that CDA strongly informs their differentiated instructional practice and see moderate impact on their instructional practice in conducting it, and they need support from the institution to strengthen their capability in conducting CDA. Related to the challenging of CDA, the most challenges aspects are in struggling with time limitations in implementing CDA, dealing with student reluctance or opposition, interpreting assessment outcomes, and training on cognitive diagnostic tools.

KEYWORDS

Cognitive Diagnostic Assessment, Differentiated Learning, English Learning, Phase D English Learning

INTRODUCTION

Education is one of the main elements in individual and societal development. The importance of quality education has received great attention from educational practitioners, researchers and policy makers. English has become one of the main focuses in the education curriculum in various countries, including Indonesia, as an international language that has a significant impact on global communication.

In an effort to improve the effectiveness of English language learning, the differentiated approach has emerged as an attractive alternative. This approach allows teachers to accommodate individual differences in the classroom, so that each student has an equal opportunity to learn in a way that suits their needs. Tomlinson, C.A (2000) explains the basic concept of the differentiated approach in education and how it can help address individual differences in the classroom. However, to effectively implement the differentiated approach, cognitive diagnostic assessment plays an important role. Teachers can identify students' needs by conducting assessments in learning and the results can illustrate how cognitive diagnostic assessments can assist teachers in making such identification. (Popham, 2009).

Previous research has highlighted that cognitive diagnostic assessments have a positive impact on learning. Tare, M., & Strobel, J. (2013) in their research explored the influence of cognitive diagnostic assessments in mathematics learning and provided relevant insights related to diagnostic assessments, while Guskey, T. R. (2015) successfully outlined successful teacher practices in implementing cognitive diagnostic assessments

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