Going Beyond the EFL Teachers’ Beliefs on Authentic Assessment: Reframing the Five-Dimensional Approach

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Abstract
The 21st-century EFL teachers should focus more on students’ real performance, and authentic assessments become the most suitable assessment type that demonstrates students’ knowledge to perform real-world tasks in their real and meaningful context. The objectives of this qualitative study were to reveal the teachers’ beliefs in authentic assessment and propose an authentic assessment model adapted to Gulikers et al.’s five-dimensional framework. This study involved 37 EFL teachers in Indonesia from three education levels. The data were collected through a close-ended questionnaire made online and then analyzed using descriptive statistics. The findings of this study showed that teachers believed in the urgency of authentic assessment and the need to have a guideline that could be used to design appropriate authentic assessments. Additionally, by linking up to the need to design an ideal authentic assessment, the writers proposed a framework that not only focuses on the result but also considers the important elements in designing an authentic assessment that not many teachers know. Hopefully, the proposed framework will benefit educators, practitioners, and researchers who need new insight into the procedure to conduct an authentic assessment for their students.

Keywords: Authentic assessment; Students’ performance; Five-dimensional framework.

Introduction
Like a coin that has two sides, learning and assessment are strongly related to each other. Learning becomes the bridge for students to gain knowledge for their better performance in the academic field. On the other hand, observing and evaluating the performance as a learning outcome need to be considered wisely. There are two main purposes of assessment in assessing students (Harlen, 2017) to inform the decisions about learning experiences and to report on what has been achieved. In addition, the aim of the assessment in Indonesia is listed in the regulation of the Minister of Education and Culture of Indonesia (2016), Chapter 3 Article 4, “Assessment of the learning result conducted by educators aims to observe and evaluate the process, learning progress, and students’ refinement continuously.” In line with the statement, good assessment is paying attention to the evidence in the form of the score and monitoring
students’ progress, including evaluating the learning. Briefly, in conducting assessments for students, teachers need to know why, what, and how they assess them.

This is not surprising if three assessment approaches appear: assessment of learning, assessment for learning, and assessment as learning. Assessment of learning, sometimes categorized as a summative assessment (Cheng & Fox, 2017; Evan, 2022), involves the final evaluation at the end of a course or unit with a score. On the other hand, assessment for learning (Cheng & Fox, 2017) is in line with formative assessment, where the processes are carried out collaboratively to consider the direction in which teaching and learning should go. Therefore, assessment as learning helps students make judgments (Dann, 2002) about their learning progress, including monitoring their progress by using self-assessment and teachers’ feedback to reflect on their learning process.

However, the most crucial problem is the proportion to conduct the three approaches above. As stated by Selman (2021), the balance of teachers’ attention is always on the assessment of learning (summative), as if the most crucial in teaching practice is always the students’ mark or score. The improvement of the teaching and learning process is not merely seen from the students’ achievement since the quality of learning is also affected by the teaching quality. From where do teachers know whether their teaching needs to be improved or not? Assessment for learning and assessment as learning should be given a wider ‘place’ in educational practice dealing with teaching and learning.

Furthermore, monitoring activities are needed in the teaching and learning process, especially language teaching, to know and analyze students’ performance that deals with their real competence. Assessment as a process of gathering information and evaluating all aspects becomes crucial. It is debatable since educators and or practitioners think the best type of assessment is in conducting the teaching and learning process. In this era, students must perform their real competence, not only marking, choosing, or matching the answers. They should demonstrate their understanding of the concept and the material given.

In the era of 21st-century learning, the students must fulfill four competencies (4 Cs), namely Critical Thinking and Problem Solving, Creativity, Communication Skills, and the Ability to Work Collaboratively. If students are merely assessed traditionally, the teacher will not know how better they are at fulfilling the 4Cs mentioned above. Moreover, the given material and tasks should be contextual as Contextual Teaching, and Learning (CTL) reflects the student-centered approach that has become one of the learning models in 21st-century learning (Muhtarom & Kurniasih, 2020; Haerazi et al., 2019). In this case, the assessment should be authentic in measuring what should be measured so that students can demonstrate their meaningful knowledge and skills through real-world tasks (Mueller, 2018). Furthermore, it should be specific enough to identify characteristics of the assessment that make them authentic and mirror real-world tasks (Yeo, 2011; Frey et al., 2012). Authentic assessment as a direct measure (Mueller, 2018) is the type of up-to-date assessment in this era and can be beneficial since students can implement the impact on their lives such as family and society.

In this case, the writers adopt Gulikers et al.’s five-dimensional framework (2004) or five dimensions of authenticity into a proposed-model related to authentic assessment, namely the assessment task(s), the physical context in which the assessment takes place, the social context of the assessment, the result or form that defines the output of the assessment; and the assessment criteria. The five-dimensional framework benefits teachers in assessing their students’ language performance in EFL classrooms. Furthermore, the EFL teachers may recognize both the dimensions and the sub-elements as facets that determine assessment authenticity. The framework is suitable for Indonesian context since Indonesian teachers need guideline to conduct authentic assessment that covers dimensions and the sub-element in assessment practice, as stated by the 37 participants as the representation of this issue. Therefore, this paper focuses on authentic assessment as a type that measures students’ real
competence or performance by adopting the five-dimensional framework. The proposed model can then be used by English educators or practitioners who need insight into the practice to conduct an authentic assessment and improve the variety of real-world instructions and the procedures of implementing the evaluation of authentic teaching and learning process. Besides that, the model will be beneficial for other researchers who are interested in the same topic.

Getting Closer to the Urgency of Authentic Assessment

Assessment of 21st-century competencies ensures multidimensional learning (Yeo, 2011). ‘Authentic’ is often meant to mirror real-world tasks or expectations (Frey et al., 2012). That is why an authentic task is often called a real-world task. Learning becomes authentic when the assessment is directed at students’ own doing, thinking, and reflecting (Ulker & Yildiz, 2021; Yeo, 2011; Schultz, 2022) and their achievement in the learning process. There are six types of authentic assessment, as stated by Nurgiyantoro (2015), namely performance assessment both in written and spoken, interview, free-constructed questions, retelling text or story, portfolio, and project. Discussing the urgency of authentic assessment, the interrelation of curriculum, pedagogy, and assessment cannot be separated from each other.

Teachers can design the teaching and learning scenario by referring to the curriculum. The scenario is put on the syllabus and lesson plan, which will be implemented through a pedagogy. A curriculum consists of the detail of learning outcomes that communicates what teachers and learners should know and do. The learning outcomes here are the students’ performance. Furthermore, it deals with what, why, how, and how well students learn material systematically and intentionally through teaching scenarios carried out by teachers.

Therefore, pedagogy in teaching gives a myriad of chances for teachers to design activities, including instructions creatively and thoughtfully. It does not only give teachers the power to act but think about how to be better at delivering material. If it is linked to the curriculum, the quality of teachers’ pedagogy relies on how well they align the aspects of the curriculum into instructions and objectives. Since the nature of authentic assessments has been discussed earlier, in this part, the writer will perform the eight critical elements (Ashford-Rowe et al., 2014) in the authentic assessment that is often ignored even if the teachers do not know them.

(1) An authentic assessment should be challenging.

Authentic assessment should show the students’ performance based on their competence. This is not merely giving the real-world task and real experiences to students but also sharpening how students think and solve the problem through teachers’ instruction. Thus, it should be challenging. The word ‘challenging’ can be interpreted as the Creative Problem Solving (CPS) in the thinking skills model (assessing the situation, exploring the vision, formulating the challenges, exploring ideas, formulating solutions, exploring acceptance, and formulating a plan) as proposed by Puccio et al. (2005).

(2) The outcome of an authentic assessment should be in the form of a performance or product (outcome).

In designing an authentic assessment, the teachers are also the designers who should realize that the real-world tasks must interpret students’ performance since the product of authentic assessment is the performance itself. It is significant to know that students' learning outcomes are not only about a grade or mark. Yet, their progress in understanding the concept can finally be implemented in a meaningful activity. It is in line with what have said by Archbald & Newmann (1988) that ideally, an assessment should measure the valuable or meaningful forms of students’ mastery that can be summarized as the problem
of authenticity. So, the real mastery here is seen in their scores and competence during and after learning.

3) **Authentic assessment design should ensure the transfer of knowledge.**

Good assessment should assess students’ competence using knowledge since knowledge transfer is significant. What is assessed is what the students have known in the learning process. As stated by Ashford-Rowe et al. (2014), the activity in authentic assessment should support the notion that knowledge and skills learned in one area can be applied to another. In this case, the teachers ensure that what will be assessed to students should measure their competence. To sum up, the assessment design enables teachers to consider the link between knowledge, skills, and attitudes taught (Ashford-Rowe et al., 2014; Hattie et al., 1996) and their application in the authentic environment and to review the curriculum accordingly.

4) **Metacognition as a component of authentic assessment.**

The authentic assessment focuses on students’ abilities to produce a quality product or performance and to know the learning outcomes here; metacognition is knowledge or cognition that takes as its object or regulates any aspect of any cognitive endeavor (Andrade, 1997; Aşık & Erktin, 2019; Hamzah et al., 2022). Notably, students’ metacognition will help them promote advanced learning. This situation, then, makes greater sense of their life experiences during the learning process in the authentic nuance.

5) **The importance of a requirement to ensure accuracy in assessment performance.**

This element consists of two dimensions as explained by Ashford-Rowe et al. (2014), namely determining the degree of authenticity inherent within an activity and determining how central-assessed skills and knowledge are to the work-related application. From the two dimensional mentioned, this is about getting accuracy in authentic assessment, which focuses on performance as the output in students’ learning. Teachers give authentic task to help students increase the use of appropriate language in daily life (Susani, 2018). How teachers design the assessment will determine the accuracy of assessment performance. To fulfill the need for the authentic evaluation in English language teaching, there is an effort to make innovations from conversational to authentic assessment (Reynisdóttir, 2016). Indeed, the outcome will be based on the real-work environment’s needs to reflect on the assessment value from each activity.

6) **The role of the assessment environment and the tools used to deliver the assessment task**

Dealing with the environment, students can be assessed in a real-world environment. It means that the assessment instruction, task, and venue should consider the circumstance of authenticity in language learning. How about the tool? The question arises since a tool is often assumed as a device or equipment that can be seen physically. In this case, the tool is defined as a culturally appropriate language (Ashford-Rowe et al., 2014). Thus, it can be concluded that real-world assessment supported by language will enable a task to be more authentic because students have been familiar with the condition given.

7) **The importance of formally designing in an opportunity to discuss and provide feedback**

A good assessment will allow teachers and students to discuss feedback as a reflection on the teaching and learning process. In ELT class, the language becomes a tool (Ashford-Rowe et al., 2014) for students to express their knowledge of the units being assessed. Feedback is an effective process for learning (Dawson et al., 2021) as it is also helpful to assist students in knowing their progress, strengths, and even weaknesses. Imagine if
students only look at their scores; they will be frustrated, especially those who get low scores. In this case, their achievement should be accompanied by teachers’ comments. By getting feedback from teachers, students may reflect on what they should do for their subsequent activities and performances. Meanwhile, teachers can also use this chance to tell students directly, whether in spoken or written form, when their evaluations have been made.

Furthermore, Dawson et al. (2021) also argued that authentic feedback requires students to engage in higher-order thinking, decision-making, and problem-solving to respond to teachers’ corrections and judgment. Besides, feedback on students’ performance must also get them to think more about their progress (Harris & McCann, 1994; Nicol & McCallum, 2022; Tawafak et al., 2019). So, briefly, teachers must consider constructing honest feedback as a form of motivation for their students.

(8) **The value of collaboration**

Sometimes, in an authentic assessment, students must solve the problem collaboratively. They need to share their perspectives and critical thinking with their partners. Therefore, teachers engage students’ communication and teamwork skills, critical to successful performance in 21st-century learning environments (Ashford-Rowe et al., 2014; Dyson et al., 2021; Holen & Sortland, 2022). Referring to the last element, if students work together to do the authentic task or instruction, authentic feedback will be provided in the same activity. Students gain benefits from their peers’ knowledge.

**Developing Authentic Assessment: Focus on Intellectual Demands Rather than Teaching Practices**

Authentic activities require students to perform authentic intellectual works that expect students to practice higher-order thinking skills or in-depth conceptual understanding (Newmann et al., 2007) The common assessments conducted in classrooms only measure students’ conceptual procedures and memory, which is not beneficial for students’ progress. The student’s competence as intellectual demands should be fulfilled to reach the learning goal that gives them positive learning experiences and achievement in terms of real implementation in an academic environment. One of them is critical thinking skills; Živkovic’s point of view (2016) is that to build students' critical thinking, knowledge, and skills, teachers need to develop instructional pedagogy with purposeful and meaningful learning activities so their students’ critical thinking skills will be developed significantly.

In line with that, teachers need a clear guidelines to conduct authentic assessments that will not only be about giving scores directly, but they need to fulfill and consider a series of steps. As mentioned in the previous section, the requirements of authentic tasks stated by Mueller (2018) that a task is considered authentic when students can construct their responses rather than select from one presented, and the task replicates challenges faced in the real world. There are four steps in creating or designing authentic assessments, as proposed by Mueller (2018):

a. **Identifying the standards**

The standards are what students should know and be able to do in their learning activities. They are identical to the written descriptions of what students are expected to know and be able to do at a specific ability. In Indonesia, the general terms of a standard can be named ‘competence’ as seen in the curriculum. This list of knowledge and skills becomes the teachers’ priority in deciding what standard should be achieved. Briefly, referring to the curriculum, the way to determine or identify standards covers selecting competence standards, basic competence, and
indicators. The three components above will be directed as guidelines in the learning and assessment process.

b. Selecting an Authentic Task
Selecting a kind of authentic task is very urgent for teachers in facilitating the learning process. A relevant, authentic task will be designed to determine if students have met the standards. Nurgiyantoro (2009) stated that the authentic task should be appropriate to the standard and relevant to the real world. For example, in writing descriptive text, students should not only imagine the object but also be given authentic instructions relevant to their life. In describing a place, the students should observe and find the place based on the teacher's instruction or freely choose it. Then, they will write a descriptive text by monitoring the real place. What students will write is clear, and they apply the concept of descriptive text based on the real condition.

c. Identifying the Criteria for the Task
Criteria as performance indicators can be used to determine if students have performed well on the task (Mueller, 2018) and identify the characteristics of students’ good performance. The following considerations show that effective criteria should be a clearly stated, brief, observable, statement of behavior, and written in language students understand.

d. Creating the Rubric
Student performance on an authentic task is typically stored on a rubric to determine how successfully the student has met specific standards (Mueller, 2018) in their learning process. It can be said that a rubric is a scaled set of criteria that clearly defines what a range of acceptable and unacceptable performance looks like (Pate et al., 1993). Usually, the rubrics are performed in the form of a scale. Having a good rubric, students and teachers will easily understand the identified criteria for each learning performance. They are used in performance assessment as a part of authentic assessment and often specify the specific knowledge and skills to be demonstrated to reach different proficiency levels in a subject at a given grade level (Cheng & Tsang, 2022; Newmann et al., 2007).

Furthermore, the rubric gives clearer expectations, more consistent and objective assessment, and better student performance feedback. There is a different concept between analytic and holistic rubrics in this section. An analytic rubric articulates the performance levels for each criterion so the teacher can assess student performance on each criterion. Meanwhile, the holistic rubric assigns a level of performance by assessing performance across multiple criteria.

Authentic Assessment: Various Trends in the Previous Studies
There are so many trends in conducting authentic assessments for students. Firstly, the study by Rennert-Ariev (2005) entitled a theoretical model for the authentic assessment of teaching resulted in a framework suggesting a new concept of authentic assessment. The framework focuses on authentic assessment impacts that are not merely dealing with students in the assessment process but also on the impact of the experience on the assessor and the nature of the relationship between the assessors (teachers) and the assessed (students). Rennert-Ariev's framework (2005) can be seen in Figure 1.
Based on figure 1, the framework describes the impacts of authentic assessment that is not only for students and teachers. Generally, teachers will be able to monitor and evaluate students' performance and then judge whether their achievements have met the learning standard. The second part is the relationship between teachers and students. What does it mean? Teachers’ and students’ relationship was shown by how teachers provide feedback on students’ work. In addition, students are involved in the evaluation process by reflecting on what they have already performed individually and collaboratively.

In this kind of relationship, communication during and after the assessment is so much needed. This is in line with the third impact, which is the impact on students. In what way do students get such an impact on the authentic task? Based on the authentic instruction, task, and assessment, the students will impact their thinking and problem-solving skills since authentic assessment emphasizes two earlier skills to support students’ progress, especially in language learning. Authentic assessment will give information to students on what they have done. The way to respond to teachers’ comments or feedback critically shows that students have learned something meaningful inside and or outside the classroom.

The second study was conducted by Gulikers et al. in 2004 and 2006). In 2004, in a literary study, they focused on proposing A Five-Dimensional Framework for authentic assessment and explained further the effectiveness of the framework for designing authentic assessments. The students’ motivation and levels of authenticity should be examined first. Then, it elaborates on a theoretical five-dimensional framework. Meanwhile, the five-dimensional framework gave a good description of what dimensions and elements should be considered in an authentic assessment (Gulikers et al., 2004).

In 2006, Gulikers et al. (2006) conducted a study entitled Authentic assessment, student and teacher perceptions: The practical value of the five-dimensional framework that was aimed at determining the facets of assessment authenticity by exploring the perceptions of both students and teachers of vocational education and training. Briefly, this study tried to implement the five-dimensional framework proposed in 2004. The result of the study gave two practical implications: (1) the Five-dimensional Framework is a helpful tool for teachers or educational developers to make implicit beliefs about authentic assessment and to develop various kinds of authentic assessment, and (2) the changing of some assessment characteristics covered the task, the physical context, the assessment form or the result and criteria of the assessment becomes an endeavor to influence student learning with authentic assessments. In the next part, the writer tries to describe the Five-dimensional Framework since this framework will be the grand framework to design the proposed model for this study.
Five-dimensional Framework to Design-Authentic Assessment

There has been a movement from traditional to authentic assessment in teaching-learning, especially in teaching language. The core of teaching language is not always only on students’ comprehension of written linguistics competence. Yet, the competence itself should cover deep understanding. Finally, it can bring students to perform higher-order thinking skills since the authentic assessment is also popular with the term authentic competency-based assessment. Students should gain clear instructions to address the purpose of authentic assessment. In an authentic assessment, the consequential validity becomes why students’ competence must be assessed (Gulikers et al., 2004). This critical thought becomes a reason for teachers to assess literate to improve how they assess students act authentically.

This section will explain Gulikers et al.'s Five-Dimensional framework (2004). This framework consists of (a) the assessment task, (b) the physical context, (c) the social context, (d) the assessment result or form, and (e) the assessment criteria. Using it as a guideline for designing authentic assessment is appropriate with the alignment of authentic instruction and authentic assessment (Gulikers et al., 2004). To know the Summation of the Five-Dimensional Conceptual Framework for Authentic Assessment, please see Table 1.

Based on table 2, the five-dimensional conceptual framework for authentic assessments underlines five components matched to the questions as the guideline to describe each dimension. This conceptual framework covers the activity, the place to conduct the task, the individual or collaborative social environment, the performance product, and the assessment criteria. In addition, teachers should understand the requirements of authentic tasks (Mueller, 2018) that a task is considered authentic when 1) students are asked to construct their responses rather than select from the ones presented, and 2) the task replicates challenges faced in the real world. In summary, if teachers can see the desired outcomes, they can design authentic tasks that focus on the demands rather than monotonous teaching practice.

The first component is Assessment Task. Based on table 1, the teacher can refer to a ‘big umbrella’ of what teachers must do? Like Gulikers et al. (2004) said that an authentic task should be meaningful and has value for students. In addition, the tasks in authentic assessment support problem-based learning, inquiry-based learning, and other learner-centered pedagogical approaches (Koh, 2017). It can be implied that all types of tasks in the authentic assessment are student-centered. Indeed, the student-centered approach shows the students’ real performance and competence for each learning objective.
Table 1. Summation of the Five-Dimensional Conceptual Framework for Authentic Assessment (Gulikers et al., 2004)

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Question</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Task</td>
<td>What do you have to do?</td>
<td>It needs to be relevant and valuable to both the student and others; it should be complex and requires authentic content or prior knowledge and integration knowledge from multiple areas.</td>
</tr>
<tr>
<td>Physical or Virtual context</td>
<td>Where do you have to fulfill?</td>
<td>It needs to be relevant, including scaffolding and relevant information and resources, and take considerable time.</td>
</tr>
<tr>
<td>Social Context</td>
<td>To whom do you have to do it?</td>
<td>It should be similar to a context that takes place outside school and includes collaborative and individual aspects.</td>
</tr>
<tr>
<td>Assessment Result or Form</td>
<td>What is the result of your efforts?</td>
<td>It should include a product or performance that demonstrates relevant competencies across an array of tasks, and the work should be presented to others.</td>
</tr>
<tr>
<td>Assessment Criteria</td>
<td>How will what you have done be judged?</td>
<td>The criteria/standards should be explicitly provided before beginning the task.</td>
</tr>
</tbody>
</table>

The third component is Physical or Virtual Context. In this case, the teachers should also consider where the authentic assessment takes place by looking at the time. Time is crucial since students must know the length of their time allocation to finish the task to fulfill the instruction. The third is the social context. Regarding the social context in finishing an authentic assessment, it is very clear that there will be two choices, namely individually and collaboratively. Whenever the real situation needs collaboration, the authentic assessment will be collaborative. On the other hand, if students can handle the situation individually, the assessment will be individual.

The next component is the Assessment result or form. Indeed, the result of the authentic assessment can be seen in the students’ endeavors, including performance (Gulikers et al., 2004). The performance itself is a product that demonstrates the student’s relevant competencies across the task. Finally, Assessment Criteria become the last component in this five-dimensional framework. It is about the standards that should be fulfilled and mentioned at the assessment's beginning.

To clarify the principles of the five-dimensional framework, the writer presents a project related to authentic learning and authentic assessment that aligned with Gulikers et al.’s (2004) five-dimensional framework for authentic assessment, conducted by Lock & Redmond in 2011. Their project was reported by Koc et al. (2015). The participants of this project were 65 students whose perspectives were used as reflections. They were in the second year of a 4-year teacher education program or the first semester of a 1-year graduate diploma at a regional university in Australia. The project consisted of three phases: (1) self-introduction and reading a novel, (2) responding to inquiry questions related to the pedagogical implications in the first phase, and (3) responding to an authentic scenario and reflecting on the learning they gained.
The writer will summarize the key points of the project that follow the five-dimensional project. In the first component, students did several authentic tasks, such as reading novels and constructing online dialogue. They finally shared that the authentic task benefited their professional practice and learning processes. The second element is Physical or Virtual Context. The authentic assessment project was within an online space where all information and dialogue were provided at a time and place selected by the students. Then, students made social contact in the third component, Social Context. The ideas of social interaction finally made learning community during the tasks. Students learned how to deal with the issue in a discussion and tried to solve it together.

The three phases of Lock & Redmond’s project implemented the three components of the five-dimensional framework. They were Assessment Task, Physical or Virtual Context, and Social Context. Thus, it can be said that teachers may choose the most needed components in adapting the five-dimensional framework. One of the most crucial parts of this discussion is that authentic assessment emphasizes students’ competence, so they will also experience the process of doing authentic tasks in the real social context and other real-life contexts.

Method

This qualitative study had two research questions: (1) What are the EFL teachers’ beliefs about authentic assessment? (2) Is a proposed authentic assessment model suitable for teachers to assess student performance? In this study, the writers used descriptive statistics to describe the information in many scores with just a few indices (Fraenkel & Wallen, 2009). The procedure consists of (1) revealing teachers’ beliefs in designing authentic assessments and (2) proposing a five-dimensional framework.

To fulfill the first procedure, the writers conducted a limited online survey through a questionnaire distributed via Google Form to 37 participants consisting of 27 English lecturers and 10 English teachers from Junior and Senior High schools in Indonesia. For presenting the demographical data consisting of sex, age, level of teaching, and domicile, the SPSS statistics version, 25 was used to know the valid percent for each aspect. Table 1 shows the demographic information of the participants in this study. The average participant was above 30 years old (N= 31 from 37), with a value of 83.8% of valid percent. 32.4% (N=12) comes from Yogyakarta, and 67.6% (N=25) comes from the cities outside Yogyakarta.

The close-ended questionnaire’s finding was tabulated and analyzed using SPSS Statistics Version 25. In constructing questionnaire items, the writer tried to relate the nature and principle of an authentic assessment linked to teachers’ daily teaching life to reveal their beliefs or attitude on designing authentic assessments for EFL students. The statement items of questionnaires referred to the Likert scales. The writers provide some statement items with five answers (strongly agree, agree, neutral, disagree, and strongly disagree).

After that, the writers designed a framework of authentic assessment developed by Gulikers et al. (2014). Then, based on its five dimensions, the writers tried to reframe it into a proposed framework that can be useful for teachers in designing appropriate authentic assessments in the EFL classroom.
Results and Discussion

EFL Teachers’ Beliefs in Authentic Assessment

EFL teachers’ belief in authentic assessment was revealed by their responses in the close-ended questionnaire made online. Table 2 presents the frequency of statements or items found in the close-ended questionnaires by showing the mean, standard error of the mean, median, mode, standard deviation, and the sum of each item.

Table 3. The Frequency of Teachers’ Responses

In this section, the writers presented two crucial points related to teachers’ beliefs in the first research questions.
Statement 9: Teachers should be competent in designing authentic assessments for their students since the main point of an authentic assessment is that students can perform their best competence and experience the process of doing authentic tasks in the real social context and other real-life contexts.

Table 4. Statement Number Nine

<table>
<thead>
<tr>
<th>XI.9</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>Neutral</td>
<td>3</td>
<td>8.1</td>
<td>8.1</td>
</tr>
<tr>
<td>Agree</td>
<td>21</td>
<td>56.8</td>
<td>56.8</td>
<td>64.9</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>13</td>
<td>35.1</td>
<td>35.1</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>37</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Statement 9 from the close-ended questionnaire showed that the teachers responded very positively to the items provided related to the point of view that their competency in designing authentic assessments should be based on the nature of the type of themselves linked to the student's performance in the real social context and real-life context. Twenty-one teachers agreed to the statements with a good percentage of 35.1. Teachers’ responses to statement number 9 indicated that they were aware of the nature of authentic assessment since it focuses on students’ performance. As the writers have mentioned in the previous sections, the authentic assessment measures the real students’ performances so that students can demonstrate their meaningful knowledge and skills through real-world tasks (Mueller, 2018) and should be specific enough to identify characteristics of the assessment that make them authentic and mirror real-world tasks (Yeo, 2011; Frey et al., 2012).

Allude to the teachers’ beliefs in the purpose of assessment (Barnes et al., 2017), the writers refer to the conception that assessment is to facilitate learning and the belief that it is an opportunity for students to be exposed to the mastery of the material (Harris & Brown, 2009; Davis & Neitzel, 2011). For this purpose, teachers should position themselves as participants in the assessment before designing the authentic assessment for students (Sutarto & Jaedun, 2018) since this becomes an effort to dig for information, especially the students’ need for authentic task and instruction.

Additionally, the writers analyzed that the EFL teachers know well that assessing students authentically is not merely indicated by numerical values as the learning product. It can be shown in Figure 2 that 54.1% of the participants stated they disagreed with the statement that a score is the only product of teaching and learning.

Statement 7: For me, the achievement of student learning outcomes is indicated by numerical values.

Figure 2. Participants’ Response to Statement Number Seven
In addition, this was supported by 48.6% of participants that agreed with the statement that students’ achievement would also be indicated through performance as their real competence. Indeed, it indicates that teachers understand the urgency of authentic assessment in teaching and learning.

Statement 8: *For me, the achievement of student learning outcomes is also indicated through competence as a real performance in the classroom.*

![Figure 3. Participants’ Response to Statement Number Eight](image-url)

Responding to the finding above, the teachers’ beliefs were categorized as good since they understood authentic assessment well. Nevertheless, they were confused about what should be involved as the element of authentic assessment. To make this clearer, the eight critical elements developed by Ashford-Rowe et al. (2014) can be the alternative to enlighten teachers. They are (1) An authentic assessment should be challenging, (2) The outcome of an authentic assessment should be in the form of a performance or product (outcome), (3) Authentic assessment design should ensure the transfer of knowledge, (4) Metacognition as a component of authentic assessment, (5) The importance of a requirement to ensure accuracy in assessment performance, (6) The role of the assessment environment and the tools used to deliver the assessment task, (7) The importance of formally designing in an opportunity to discuss and provide feedback, and (8) The value of collaboration.

The second research question was answered in this section

Statement 10: *I need guidelines on how to carry out authentic assessments so that the results obtained by students can conclude their actual performance.*

<table>
<thead>
<tr>
<th>XI. 10</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>Neutral</td>
<td>3</td>
<td>8.1</td>
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Based on the beliefs revealed above, one problem is the EFL teachers’ need for a guideline to make everything linked to the authentic assessment clearer. However, 24 teachers agreed that they need a guideline to carry out authentic assessments so that the results obtained by students can conclude their actual performance. In this era, most teachers have applied authentic principles. Still, they do not know the components that should be included in the
assessment consideration in designing the authentic assessment. Therefore, the writer intends to discuss the Five-dimensional framework developed by Gulikers et al. (2004) and then reframe it as the proposed framework to help teachers solve their dilemma in designing authentic assessments.

**The Proposed Authentic Assessment Model: The Five-Dimensional Framework**

![Diagram of the Five-Dimensional Framework](image)

**Figure 4.** The Five-Dimensional Framework (Gulikers et al., 2004)

As figure 2 shows, there is an alignment between authentic instruction and assessment as the perception of authenticity (Gulikers et al., 2004). The five dimensions of authentic assessment can be used for authentic instruction. The internal processes within students represent the implementation of authentic assessment tasks (component 1) and the way teachers choose the learning context, physically or virtually (component 2). The transfer of information deals with the third component, social context. Gulikers et al.'s explanation refer to the social context as part of a five-dimensional framework that is identical to the task conducted outside the classroom. Furthermore, it can be done collaboratively or individually.

The success of an authentic assessment is seen from the authentic assessment result (component 4). At this point, the quality of the product is the same as the students’ performance in finishing the task. Indeed, the criteria to say whether students’ performance is good depends on the authentic criteria (component 5) that will be based on the criterion-referenced scoring. The proposed framework above is effective for teachers to be implemented in their authentic assessment since it provides clear steps referring to the Five-Dimensional Framework proposed.
by Gulikers et al. (2004). Furthermore, the proposed framework can be used as a guideline for EFL teachers and practitioners to conduct a well-structured authentic assessment of real-world demands in 21-st century learning.

**Conclusion**

The qualitative study showed the teachers had good beliefs in authentic assessment to measure and monitor each student’s progress in real-world demands. Most teachers agreed that the success of learning itself is not merely measured by the students’ high scores for each learning objective but by how students' competencies are performed in well-designed tasks and instruction authentically. They knew well the urgency of understanding the nature of authentic assessment in teaching and learning. Furthermore, teachers should be competent in designing authentic assessments for their students since the main point of an authentic assessment is that students can perform their best competently and experience authentic tasks in the real social context and other real-life contexts.

In this case, teachers need a guideline to design an ideal and effective authentic assessment to solve their dilemma and confusion in the assessment procedure. In line with those statements, the writer proposes a framework of authentic assessment by adapting Gulikers et al.'s Five-Dimensional framework (2004) consists of (a) the assessment task, (b) the physical context, (c) the social context, (d) the assessment result or form, and (e) the assessment criteria. Using it as a guideline covering five crucial elements as the foundation for designing the authentic assessment is appropriate for aligning authentic instruction and authentic assessment in teaching and learning. Furthermore, the Five-Dimensional Framework that can be used in assessing students’ performance, especially in EFL classrooms, will provide considerable evidence of students’ performances so teachers can evaluate their student’s success and failure of performance.

However, this study still has limitations in the scope of implementation. The writers expect that in the future, they can carry out classroom action research on some institutions at different levels to implement the Five-Dimensional Framework as a proposed framework for guiding teachers in designing appropriate authentic assessments. Therefore, the revelation of teachers’ beliefs and the proposed framework can be used by EFL teachers and language practitioners to design an authentic assessment model for teaching and learning.

**References**


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