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## The Implementation Of Assessment In An Inclusive English Classroom

Siti Aisaturrohmi Mukassyafah<sup>1</sup>, Ni Luh Putu Eka Sulistia Dewi<sup>2</sup>, A.A. Gede Yudha Paramartha<sup>3</sup>

Ganesha University of Education, Indonesia<sup>1-3</sup>

Email Korespondensi : [siti@student.undiksha.ac.id](mailto:siti@student.undiksha.ac.id)<sup>\*</sup>, [sulistia.dewi@undiksha.ac.id](mailto:sulistia.dewi@undiksha.ac.id)<sup>2</sup>,  
[yudha.paramartha@undiksha.ac.id](mailto:yudha.paramartha@undiksha.ac.id)

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### ABSTRACT

*This study aims to explore the implementation of assessment in inclusive classrooms for English language learning at SDN 1 Munduk. This study uses a descriptive qualitative research method with data collection techniques through observation, interviews, and documentation. The research subjects consisted of one fourth-grade English teacher and one student with learning difficulties studying in a regular inclusive classroom. The results showed that the teacher had implemented diagnostic, formative, and summative assessments with several forms of adjustments according to the students' needs. In diagnostic assessments, the teacher tended to use the same assessment for all students to determine their initial abilities and learning needs. In formative assessment, the teacher differentiated assessments by simplifying tasks, providing clearer instructions, allowing extra time, and offering assistance during the assessment process. Additionally, the teacher planned adjustments for summative assessments while maintaining the same competency standards. These adjustments included reducing the number of questions, offering oral response options, simplifying the language of the questions, and providing support throughout the assessment. This study also identified several challenges in implementing assessments in inclusive classrooms, such as differences in student abilities within a single class, time constraints, a lack of training related to inclusive assessment, and the absence of a specific reporting system for students with learning difficulties. The study concluded that implementing assessments in inclusive classrooms requires flexibility, adjustments, and appropriate support so that all students can demonstrate their learning abilities optimally.*

**Keywords:** *Inclusive Classroom, Assessment, Inclusive Assessment, Learning Difficulties, English Language Learning.*

### ABSTRAK

*Penelitian ini bertujuan untuk mengeksplorasi implementasi asesmen dalam kelas inklusif pada pembelajaran Bahasa Inggris di SDN 1 Munduk. Penelitian ini menggunakan metode penelitian kualitatif deskriptif dengan teknik pengumpulan data melalui observasi, wawancara, dan dokumentasi. Subjek penelitian terdiri dari satu guru Bahasa Inggris kelas IV dan satu siswa dengan learning difficulties yang belajar di kelas reguler inklusif. Hasil penelitian menunjukkan bahwa guru telah menerapkan asesmen diagnostik, formatif, dan sumatif dengan beberapa bentuk penyesuaian sesuai kebutuhan siswa. Pada asesmen diagnostik, guru cenderung menggunakan asesmen yang sama untuk seluruh siswa guna mengetahui kemampuan awal dan kebutuhan belajar siswa. Pada asesmen formatif, guru melakukan diferensiasi asesmen melalui penyederhanaan tugas, pemberian instruksi yang*

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*lebih jelas, tambahan waktu, serta bantuan selama proses asesmen. Selain itu, guru juga merencanakan penyesuaian pada asesmen sumatif dengan tetap mempertahankan standar kompetensi yang sama. Penyesuaian dilakukan melalui pengurangan jumlah soal, alternatif jawaban lisan, penyederhanaan bahasa soal, serta pemberian pendampingan selama asesmen berlangsung. Penelitian ini juga menemukan beberapa tantangan dalam implementasi asesmen di kelas inklusif, seperti perbedaan kemampuan siswa dalam satu kelas, keterbatasan waktu, kurangnya pelatihan terkait asesmen inklusif, dan belum adanya sistem pelaporan khusus untuk siswa dengan learning difficulties. Penelitian ini menyimpulkan bahwa implementasi asesmen di kelas inklusif membutuhkan fleksibilitas, penyesuaian, dan dukungan yang sesuai agar seluruh siswa dapat menunjukkan kemampuan belajar mereka secara optimal.*

**Kata Kunci:** *Kelas Inklusi, Penilaian, Penilaian Inklusi, Kesulitan Belajar, Pembelajaran Bahasa Inggris.*

## INTRODUCTION

Inclusive education is an educational approach aimed at providing equal learning opportunities for all students, including those with diverse learning needs such as students with learning difficulties (Novrizal & Manaf, 2024). In the context of inclusive education, all students learn together in regular classrooms with specific support and accommodations so they can fully participate in the learning process (Astari et al., 2023). Therefore, teachers play a crucial role in designing instruction and assessments that can accommodate the diverse abilities of students in inclusive classrooms (Ming Zhou, 2023; Wibiarsana, 2024).

In inclusive classroom learning, assessment is a vital component because it not only serves to measure students' learning outcomes but also helps teachers identify students' learning needs, progress, and challenges experienced during the learning process (Dewi et al., 2025; Ngadiso, 2025; Wati et al., 2025). Assessment in inclusive classrooms must be conducted flexibly, continuously, and tailored to students' characteristics so that every student has a fair opportunity to demonstrate their learning abilities (Ranbir, 2024; Pădeanu, 2023; Tai et al., 2023; Wati et al., 2025). This indicates that assessment in inclusive education should not only focus on final outcomes but also on the students' learning process.

However, the implementation of assessment in inclusive classrooms still faces various challenges (Yekti et al., 2019). Previous studies indicate that teachers still struggle to adapt assessments for students with diverse learning abilities. Padmadewi et al. (2024) found that while teachers have attempted to implement learning and assessment strategies tailored to students' needs, they still face limitations in training and pedagogical support. Additionally, Rahmi et al. (2024) state that large class sizes, a lack of understanding regarding inclusive assessment, and the absence of clear technical guidelines pose challenges in conducting assessments in inclusive classrooms. Research by Jaya et al. (2021) also indicates that assessment practices in inclusive schools have not yet fully accommodated students' individual learning needs, particularly those with learning difficulties.

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Ideally, assessment in inclusive classrooms should be conducted through diagnostic, formative, and summative assessments that mutually support the students' learning process. Diagnostic assessment is used to identify students' initial abilities and learning needs (Dewi et al., 2024), formative assessment is used to monitor students learning progress during the learning process, while summative assessment is used to evaluate students learning achievements at the end of the learning process. However, conditions on the ground still reveal a gap between the ideal scenario and the assessment practices implemented in schools. Based on initial interviews at SDN 1 Munduk, diagnostic assessments are still conducted in a rudimentary manner and have not been systematically documented. Additionally, assessment accommodations for students with learning difficulties remain dependent on teachers' initiative and are not yet fully supported by standardized inclusive assessment guidelines. Teachers have implemented some forms of accommodation, such as simplifying tasks, providing extra time, and giving clearer instructions; however, the implementation remains limited and is not supported by specialized training on inclusive assessment.

This study was conducted at SDN 1 Munduk, a regular elementary school that has implemented inclusive education by integrating students with diverse learning needs into regular classrooms. The primary focus of this study is how English teachers implement diagnostic, formative, and summative assessments in English language learning within inclusive classrooms, particularly for students with learning difficulties. In this context, teachers serve not only as instructors but also as facilitators who must be able to adapt assessment methods to meet students' needs and abilities (Putri et al., 2025). This study is novelty because it specifically examines the implementation of diagnostic, formative, and summative assessments in English language learning in elementary school level inclusive classrooms. Previous research has mostly discussed teachers' perceptions or inclusive education practices in general, whereas this study focuses on assessment practices conducted directly in the classroom, including forms of assessment adaptation for students with learning difficulties and teachers' plans for implementing summative assessments in inclusive classrooms. Based on this description, this study aims to explore the implementation of diagnostic, formative, and summative assessments in English language learning in the inclusive classroom at SDN 1 Munduk, as well as to identify the forms of assessment adjustments and the challenges faced by teachers in the assessment process within the inclusive classroom.

## METHODS

This study employs a qualitative research design with a Single-case study (W.Creswell & Creswell, 2018) to explore the implementation of assessment in inclusive classrooms during English language instruction. This approach was chosen because it allows the researcher to deeply understand how teachers apply diagnostic, formative, and summative assessments for students with diverse learning needs, particularly those with learning difficulties. Additionally, this approach helps the

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researcher understand the strategies, considerations, and challenges teachers face when conducting assessments in inclusive classrooms.

This study was conducted at SDN 1 Munduk, a regular elementary school that has implemented Inclusive education by integrating students with diverse learning needs into regular classrooms. The participant in this study was one English teacher who taught a fourth-grade class of 31 students, including one student identified as having learning difficulties, particularly in reading and processing information. The participant was selected because the teacher is directly involved in the planning and implementation of assessments in an inclusive classroom.

Data collection was conducted through classroom observation, interviews, and documentation. Observations were conducted to monitor the implementation of diagnostic and formative assessments during the learning process, including interactions between the teacher and students in the inclusive classroom. Interviews were conducted using a pre-prepared interview guide to gather information regarding the teacher's understanding of assessment, assessment strategies, forms of assessment accommodation, and challenges faced in implementing assessments in an inclusive classroom. Additionally, interviews were conducted to understand teachers' plans for implementing summative assessments. Documentation, including student worksheets, assessment instruments, teaching modules, and summative assessment plans, was used to support and strengthen the research data.

The data obtained were analyzed using thematic analysis and interactive data analysis techniques, which included data reduction, data presentation, and drawing conclusions. Data reduction was performed by selecting and focusing on data relevant to the research objectives. Subsequently, the data were presented narratively to describe the implementation of diagnostic, formative, and summative assessments in inclusive classrooms. Conclusions were drawn by comparing and connecting data from observations, interviews, and documentation to ensure the validity and consistency of findings through data triangulation. Through this method, the study is expected to provide a clear picture of assessment practices in English language learning in inclusive classrooms at SDN 1 Munduk.

## RESULTS AND DISCUSSION

### *Implementation of Assessment in Inclusive Classrooms*

Assessment in the context of inclusive classrooms serves not only to measure student learning outcomes but also to help teachers understand the diverse learning needs of students. In this study, the implementation of assessment in inclusive classrooms for English language learning at SDN 1 Munduk included diagnostic, formative, and summative assessments. Based on the results of observations, interviews, and documentation, teachers have made several adjustments to assessments to support students with learning difficulties, although the implementation still depends on classroom conditions and the teachers' experience.

#### *1. Implementation of Diagnostic Assessment in Inclusive Classrooms*

Teachers use diagnostic assessments at the beginning of instruction to determine students' initial abilities and identify their learning needs. Based on

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observation results, diagnostic assessments are conducted through simple questions, vocabulary checks, and introductory learning activities. In practice, teachers give the same tasks or questions to all students, including those with learning difficulties.

Based on interview results, teachers explained that the use of the same assessment aims to obtain a general overview of all students abilities and to identify students who need further assistance Teachers stated that:

*"Diagnostic assessments are typically administered in the same way because the goal is to obtain a comprehensive and objective initial picture of all students' abilities and to identify who needs additional support."*

Although the questions given are the same, teachers still provide additional support to students with learning difficulties through re-explanations and direct guidance to ensure students understand the instructions and questions provided. This indicates that in diagnostic assessments, accommodations have not yet been implemented in the form of differentiated tasks, but rather through the provision of assistance during the assessment process. the results of this study indicate that diagnostic assessments in inclusive classrooms still serve as a tool for the initial identification of students abilities. Teachers use the results of these assessments as a basis for understanding students' learning needs before implementing subsequent instruction and assessments.

## 2. Implementation of Formative Assessment in Inclusive Classrooms

Formative assessment is conducted during the learning process to monitor students' learning progress. Based on observation results, formative assessment is carried out through worksheets, in-class assignments, group activities, and direct feedback provided by the teacher during instruction Unlike diagnostic assessments, formative assessments in inclusive classrooms demonstrate differentiated assessment based on students' abilities. Teachers adjust the difficulty level of tasks, the format of activities, and the support provided to students with learning difficulties. For example, students with learning difficulties are given simpler tasks, clearer instructions, and more intensive support compared to regular students.

This aligns with the results of teacher interviews, in which they stated that *"Formative assessment is used to support the learning process, so it needs to be differentiated according to students' needs."*

Teachers also explained that these adjustments are based on the results of diagnostic assessments conducted previously. By understanding students' initial abilities, teachers can determine the appropriate task formats, different levels, and forms of assistance for each student. Additionally, during formative assessments, teachers provide immediate feedback to help students understand their mistakes and improve their learning outcomes. These forms of adaptation demonstrate the implementation of differentiated assessment in English language learning within inclusive classrooms. Overall, the research results indicate that formative assessment plays a crucial role in supporting student

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learning development in inclusive classrooms. Assessment adjustments are made to ensure that all students, including those with learning difficulties, can continue to participate in the learning process according to their abilities.

### **3. Teachers' Plans for Implementing Summative Assessment in Inclusive Classrooms**

Based on the results of interviews and documentation, teachers have planned summative assessments to measure students' final achievements in English language learning. In their planning, teachers first determine the competencies to be assessed, such as reading, writing, speaking, and listening, so that the assessment remains focused on core English language skills. The teacher explained that summative assessments in inclusive classrooms, in principle, need to be differentiated, but the difference lies in how students complete the tasks and demonstrate their learning outcomes, not in the competency standards that must be achieved.

The teacher stated that:

*"Summative assessments need to be differentiated, but what is differentiated is how students complete the tasks and demonstrate their learning outcomes, not the competency standards themselves."*

Planned accommodations include simplifying instructions, reducing the number of questions, providing extra time, and offering alternative response formats such as oral answers for students who have difficulty writing. Additionally, the teacher plans to provide support during the assessment, such as reading questions aloud or providing visual aids to help students understand the instructions. Teachers also use the results of diagnostic and formative assessments as a basis for designing summative assessments so that the questions given are appropriate for students' abilities and are neither too difficult nor too easy. Documentation of summative assessments shows that teachers demonstrate the implementation of differentiated assessment in English language learning within inclusive classrooms.

The results of this study indicate that teachers are aware of the importance of fair assessments and of adapting to students' needs within the context of an inclusive classroom. Nevertheless, the implementation of assessments remains heavily dependent on teachers' experience and initiative, as there are currently no more structured or standardized guidelines for inclusive assessment.

### **Teachers' Challenges in Implementing Assessment in Inclusive Classrooms**

Implementing assessment in inclusive classrooms requires adjustments tailored to the diverse needs and abilities of students. In the context of English language learning at SDN 1 Munduk, teachers serve not only as instructors but also as facilitators who must be able to adapt assessment formats so that all students including those with learning difficulties can effectively participate in the learning process. Based on the results of observations and interviews, this study identified several challenges faced by teachers in conducting assessments in inclusive classrooms.

### 1. *Differences in Student Abilities Within a Single Class*

One of the main challenges faced by teachers is the diversity of student abilities within a single class. In an inclusive classroom, teachers must adapt the nature of assignments, the difficulty level of questions, and the type of assistance provided to suit each student's individual abilities. Based on interview results, teachers explained that students in the class have varying levels of understanding, so assessments cannot be administered in exactly the same way for everyone.

Teachers also need to pay closer attention to students with learning difficulties, especially when students struggle to understand instructions or complete tasks. Therefore, teachers provide repeated explanations, guidance, and simpler instructions so that students can understand the assessments given. This demonstrates that the implementation of assessments in an inclusive" classroom requires flexibility and continuous adaptation throughout the learning process.

### 2. *Time Constraints and Class Size*

Based on the observation results, the large number of students in the class is one of the challenges in implementing inclusive assessments. The fourth-grade class at SDN 1 Munduk consists of 31 students, so the teacher must divide their attention between regular students and students with learning difficulties. Under these conditions, the teacher faces difficulties in providing maximum support to each student during the assessment process. Additionally, assessment accommodations such as providing additional instructions, rephrasing explanations, or offering support-require more time compared to standard assessments. The teacher noted that conducting assessments in an inclusive classroom demands extra time and attention to ensure all students can effectively participate in the learning process.

### 3. *Limitations in Training and Guidelines for Inclusive Assessment*

Another challenge is the lack of training related to inclusive learning and assessment. Based on interview results, teachers stated that they had never attended specialized training on assessment in inclusive classrooms. Consequently, most forms of assessment accommodations are still based on personal experience, observations during instruction, and the teachers own initiative. Additionally, the absence of standardized technical guidelines or procedures for inclusive assessment forces teachers to determine on their own the forms of accommodation deemed appropriate for students with learning difficulties. This situation indicates that the implementation of inclusive assessment remains heavily dependent on teachers' understanding and classroom experience.

### 4. *Limitations of the Learning Outcome Reporting System*

Research findings also indicate that schools still use standard report cards for all students, including those with learning difficulties. This situation prevents students individual progress from being fully captured in learning reports. Teachers can only provide additional explanations regarding student

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progress through descriptions or direct communication with parents. Nevertheless, teachers continue to strive to implement more flexible assessments and adapt to students needs in inclusive classrooms. School support in the form of learning materials, communication with parents, and specific adjustments to the learning process assist teachers in conducting assessments in inclusive classrooms.

Overall, the research findings indicate that the implementation of assessment in inclusive classrooms still faces various challenges, particularly regarding the diversity of students' abilities, time constraints, a lack of specialized training, and a learning outcomes reporting system that does not yet fully support inclusive education. Nevertheless, teachers continue to demonstrate efforts to create assessments that are fairer and better suited to students' needs through various forms of adaptation throughout the learning process.

### *Discussion*

The research findings indicate that English teachers at SDN 1 Munduk have implemented diagnostic, formative, and summative assessments while taking into account the diverse needs of students in inclusive classrooms. However, the implementation of each type of assessment reflects a different approach depending on the specific purpose of the assessment.

In diagnostic assessments, teachers tend to use the same assessment format for both regular students and students with learning difficulties. Teachers explained that diagnostic assessments are used to identify students' initial abilities and learning needs; thus, using the same assessment helps teachers compare students' general abilities and identify differences in learning needs more clearly. This finding indicates that teachers view diagnostic assessments as an initial mapping process, not as a form of assessment that requires differentiation. Meanwhile, in formative assessments, teachers make adjustments based on students' needs and abilities. Teachers adjust the level of difficulty, instructions, task formats, and the support provided to students. Students with learning difficulties are given simpler instructions, additional explanations, visual aids, and different task formats if necessary. These findings indicate the implementation of differentiated assessment in inclusive classrooms, as teachers focus more on supporting students' learning processes rather than comparing learning outcomes among students. These findings align with the research by Yekti et al. (2019), which states that English teachers in inclusive classrooms modify learning activities and assessments to support students with learning difficulties.

The research results also indicate that teachers plan for accommodations in summative assessments. However, these accommodations focus more on how students complete tasks and demonstrate learning outcomes, rather than on changes to competency standards. Teachers planned several forms of accommodation, such as simplifying instructions, reducing the number of questions, providing extra time, allowing oral responses, and offering assistance during the assessment process.

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These findings indicate that teachers strive to maintain fairness in assessment by continuing to evaluate the same competencies for all students. This practice reflects the principle of equity in inclusive education, where students are provided with support tailored to their needs. Additionally, teachers also use the results of diagnostic and formative assessments as a basis for planning summative assessments. Teachers adapt assessments based on students' ability levels so that the questions provided are neither too difficult nor too easy. This indicates that the assessment process in inclusive classrooms is continuous and interconnected between different types of assessments.

However, this study also identified several challenges in implementing assessments in inclusive classrooms. Teachers face difficulties in managing the varying abilities of students within a single class, time constraints for providing individual support, and a lack of specialized training on inclusive assessment. Additionally, the use of standard report cards is deemed insufficient to comprehensively capture students' individual progress. Similar findings were reported by Padmadewi et al. (2024) and Rahmi et al. (2024), who noted that teachers still face difficulties in implementing inclusive assessment due to limited training and classroom conditions. Overall, the research results indicate that teachers have made efforts to implement more flexible and inclusive assessments in English language learning. Although implementation remains heavily dependent on teachers' initiative and experience, the assessment processes conducted demonstrate efforts to adapt assessments to the needs and abilities of students in inclusive classrooms.

## CONCLUSION

Based on the results of a study on the implementation of assessment in inclusive classrooms at SDN 1 Munduk, it can be concluded that English teachers have implemented diagnostic, formative, and summative assessments while taking into account the diverse needs of students in the classroom, including those with learning difficulties. In diagnostic assessment, teachers tend to use the same assessment format for all students to identify their initial abilities and learning needs. Meanwhile, in formative assessment, teachers differentiate assessments by adjusting the level of difficulty, instructions, task formats, and the support provided according to students' abilities and needs. In summative assessments, teachers also plan assessment accommodations for students with learning difficulties. However, these adjustments focus more on how students complete tasks and demonstrate their learning outcomes, rather than on changes to competency standards. Teachers plan various forms of accommodations, such as simplifying instructions, reducing the number of questions, providing extra time, allowing oral responses, and offering assistance during the assessment process. Additionally, teachers use the results of diagnostic and formative assessments as a basis for adapting summative assessments to the students' levels and abilities. The research findings also highlight several challenges teachers face in implementing assessments in inclusive classrooms. These challenges include variations in student abilities within a single class, time

constraints in providing individual support, a lack of specialized training on inclusive assessment, and the use of standard report card formats that do not fully capture individual student progress. Consequently, most assessment adjustments still rely on the teacher's initiative and experience. Overall, the implementation of assessment at SDN 1 Munduk demonstrates efforts to adopt more flexible and inclusive assessment practices. Although some limitations and challenges remain, teachers have strived to create an assessment process better suited to the needs and abilities of students in inclusive classrooms. Based on the results of this study, several recommendations can be made to improve the implementation of assessment in inclusive classrooms. First, teachers are encouraged to continue developing their understanding and skills in designing flexible, inclusive assessments that meet the diverse learning needs of students. Teachers can also develop more varied forms of assessment so that students can demonstrate their abilities in ways that align with their individual potential.

Second, schools are encouraged to provide maximum support regarding inclusive education, particularly through training, workshops, and mentoring on the implementation of assessments in inclusive classrooms. Additionally, schools are encouraged to develop assessment guidelines and a reporting system for learning outcomes that better reflect the individual progress of students with learning difficulties. Furthermore, collaboration between teachers, schools, and parents must be strengthened to support students' learning development. Effective communication between teachers and parents can help in understanding students' needs and providing more appropriate support during the learning and assessment processes. Finally, future researchers are encouraged to conduct broader studies on inclusive assessment practices by involving more participants, subjects, and schools. Future research could also examine students' perspectives and the effectiveness of specific forms of assessment accommodations in inclusive classrooms.

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