

Conclusion and recommendation

The developed portfolio assessment proved to be valid and reliable, thus, it can be used to measure the student's skills to organize information from historical documents, artefacts, or other written resources, and then reconstruct it as historical narration. It means the developed portfolio assessment can be posited as an alternative assessment tool for history teachers, who commonly use multiple-choice tests to assess their students' historical thinking skills of using primary source evidence. However, it also has a limitation related to its time consuming aspect, i.e., it will potentially take a long time to assess students' historical thinking skills. Therefore, the portfolio assessment should be developed by further research.

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Appendix 1. The Essay Test

ESSAY TEST

1. Write your name and class on your answer sheet
 2. Time allocation in doing the test is 60 minutes
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1. If you reconstruct a historical event, there will be some kinds of historical resources that can be used, one of those is the written resource. Determine a written resource that can be used to reconstruct a historical event.
 2. From the written source you choose, identify data that can be used to write a historical narration.
 3. Arrange a historical narration from identification result of data toward the written resource used.
 4. A historical event will definitely leave a mark as an evidence of a particular event that happened in the past. It should be in the form of an object resource called an artefact. Determine one artefact in your surrounding that can be used to reconstruct a historical event.
 5. From an object resource you choose, make data identification that can be used to explain a historical narration.
 6. Arrange a historical narration from the primary source you choose.

ESSAY TEST SCORING RUBRIC

NO.	ANSWER CRITERIA	SCORING
1.	(1) Document, (2) Book, (3) Essay, (4) Newspaper, (5) File, (6) Article, (7) Map, (8) Atlas, (9) Autobiography, (10) Biography	Score 1 if the resources chosen by the student is a true written resource. Score 0 if the resources chosen by the student is not a written resource.
2.	a. determine the writer of document b. when the written resources were made. c. where the written resources were published.	Score 0 to 4 depending on the number of items that can be answered by the student.
3.	a. Make one topic b. Compability between reconstructed resources and the topic made. c. Introduction section consists of background, research questions, and research objectives d. Content section e. Closing section includes conclusion and suggestion f. Consists of references consisting of written resources and other related resources	Score 0 to 10 depending on the number of items that can be answered by the student.
4.	a. Work equipment b. Household appliances c. Buildings d. Statue or sculpture e. Weapon f. Jewelry g. Currency	Score 1 if the source chosen is a true artifact resource. Score 0 if the source chosen is not an artifact resource.
5.	a. Identifying types of artefacts. b. Identifying the artefact site c. Determining the age of the artefact. d. Determining the creator of the artefact. e. Identifying the time of making the artefact.	Score 0 to 5 depending on the number of items that can be answered by the student.
6.	a. Proposing a topic b. Compability between the reconstructed resources and the theme made. c. Introduction section consists of background, research questions, and research objectives d. Content section e. Closing section consists of conclusion and suggestion h. References consist of written resources and other related resources	Score 0 to 10 depending on the number of items that can be answered by the student.

$$\text{Score} = \frac{\text{Total obtained score}}{\text{Total score}} \times 100$$

Appendix 2. The interview guide

INTERVIEW GUIDE

1. Decide on one theme related to the learning material.
2. Obtain information through an interview with perpetrators/witnesses/people who know about the actual historical events, documents, oral sources, and other relevant sources.
3. Collect data based on the 5W+1H formula.
4. Categorize data with historical sources concepts from the nature of historical sources, types of historical sources, and the link of historical sources to the selected theme.
5. Report on the interview in form of a written report which contains introduction, content, and conclusion.
6. Write down the bibliography, which consists of sources and other relevant references.

THE SCORING RUBRIC OF THE INTERVIEW

Give a tick (✓) on the assessment scores.

No.	Interview results (aspects)	Score		
		1	2	3
1.	Selected theme relates to the learning material			
2.	Understanding of the selected theme based on the interview result.			
3.	The uses of primary sources.			
4.	The obtained information is in line with the criteria.			
5.	Collaboration and activeness among students			
6.	The report fulfils the requirements.			

Notes: 3 = fulfils 2 criteria 2 = fulfils 1 criterion 1 = Does not fulfil criteria

Aspects	Criteria
1	There is a time limit
2	Recount the information using their own sentences and conclude heterogeneous information.
3	Use of oral sources and documents.
4	The presented information is based on data from primary sources.
5.	Students' collaboration.
6.	The report is supported by literature.

$$\text{Score} = \frac{\text{Total obtained score}}{\text{Total score}} \times 100$$