MINISTRY OF EDUCATION, CULTURE, RESEARCH, AND TECHNOLOGY
UNIVERSITAS NEGERI SURABAYA
**FACULTY OF MATHEMATICS AND NATURAL SCIENCES**
**DEPARTMENT OF CHEMISTRY**
Ketintang Campus, Jalan Ketintang, Surabaya 60231
Telephone : +6231- 8298761, email: kimia@unesa.ac.id, Laman : http://kimia.fmipa.unesa.ac.id

# MODULE HANDBOOK

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| Module Name: | Assessment |
| Module level: | Bachelor |
| Course Code : | 8420403012 |
| Abbreviation, if applicable: | - |
| Course included in the module, if applicable: | - |
| Semester/term: | 3rd/Second Year |
| Module coordinator(s): | Dr. Utiya Azizah, M.Pd. |
| Lecturer(s): | Dr. Utiya Azizah, M.Pd.; Dr. Harun Nasrudin,M.S.; Prof.Dr. Rudiana Agustini, MPd., Muchlis, SPd., MPd. |
| Language: | Indonesian |
| Classification within the Curriculum: | Compulsory Course |
| Teaching format/class hours per week during the semester: | 3 hours lecturers (50 min per hours) |
| Workload: | 3 x 50 minutes lectures, 3 x 60 minutes structured activity, 3 x 60 minutes individual activity, 14 weeks per semester, 119 total hours per semester ~ 4.77 ECTS** |
| Credit unit: | 3 CU = 3 x 1.59 = 4.77 ECTS |
| Prerequisite course(s): | - |
| Targeted learning outcomes: | CLO 1 Make use of several learning and ICT resources to develop the assessment<br>CLO 2 Demonstrate critical thinking skills in selecting assessments that are in accordance with the learning indicators to be achieved.<br>CLO 3 Skilled in managing various forms of assessment that are relevant to the knowledge, skills and attitudes of students including students with special needs<br>CLO 4 Demonstrated ability to use time in designing assessments<br>CLO 5 Mastering the concepts and principles of evaluation, measurement, assessment and being able to apply them in assessing learning processes and outcomes<br>CLO 6 Making instruments to access the process and learning outcomes of affective, cognitive, psychomotor domains that are adequate with |

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<tr><td></td><td>learning indicators and are able to compile assessment signs<br>CLO 7 Having a responsible attitude by developing tests in accordance with the aspects being measured.</td></tr>
<tr><td>Content:</td><td>1. Principles, objectives, types and functions of assessment<br>2. The meaning of assessment in education and learning<br>3. Assessment at various levels of education<br>4. Definition of measurement, assessment and evaluation<br>5. Status tests, measurements, assessments and evaluations<br>6. Taxonomy of attitudes, knowledge and skills<br>7. Techniques, types, forms, advantages and disadvantages of the test<br>8. Test scoring rubrics, scoring, conversion of scores<br>9. Interpretation of learning outcomes<br>10. Review of the test<br>11. Definition, types, strengths and weaknesses, as well as an authentic assessment rubric (authentic assessment rubric, scoring, conversion of scores into values and their review).<br>12. Validity and reliability and the factors that influence it.<br>13. Various methods to find the reliability coefficient<br>14. The calculation of test reliability based on norms and benchmarks<br>15. Analysis of the items, including: the level of achievement of the criteria reference item indicators, the sensitivity index of the criteria reference items, the difficulty level of the test items, the distinguishing power, the effectiveness of the options, the validity of the norm reference items.</td></tr>
<tr><td>Study / exam achievements:</td><td>The final grade (NA) is calculated based on the following ratio:<br><table><tr><td>Assessment Components</td><td>Percentage of contribution</td></tr><tr><td>Participation</td><td>20%</td></tr><tr><td>Assignment</td><td>30%</td></tr><tr><td>Mid-semester test</td><td>20%</td></tr><tr><td>Final semester test</td><td>30%</td></tr></table><br>Grade conversion of 0-100 scale into 0-4 scale is set as</td></tr>
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<tr><td></td><td>below:
<table>
<tr><td>Letter</td><td>Number</td><td>Grade Interval</td></tr>
<tr><td>A</td><td>4,00</td><td>$85 \leq A \leq 100$</td></tr>
<tr><td>A-</td><td>3,75</td><td>$80 \leq A- < 85$</td></tr>
<tr><td>B+</td><td>3,50</td><td>$75 \leq B+ < 80$</td></tr>
<tr><td>B</td><td>3,00</td><td>$70 \leq B < 75$</td></tr>
<tr><td>B-</td><td>2,75</td><td>$65 \leq B- < 70$</td></tr>
<tr><td>C+</td><td>2,50</td><td>$60 \leq C+ < 65$</td></tr>
<tr><td>C</td><td>2,00</td><td>$55 \leq C < 60$</td></tr>
<tr><td>D</td><td>1,00</td><td>$40 \leq D < 55$</td></tr>
<tr><td>E</td><td>0,00</td><td>$0 \leq E < 40$</td></tr>
</table></td></tr>
<tr><td>Media:</td><td>Computer, LCD, White board</td></tr>
<tr><td>Learning Methods</td><td>Individuals assignment, group assignment, discussion, presentation.</td></tr>
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| Literature: | **Main :**<br>1. Tim. 2015. Buku Pegangan Mahasiswa: Asesmen. Yogyakarta: Absolute Media.<br>2. Arends, Richard I. (2004). *Guide to Field Experiences ad Portofolio Development: to accompany ;learning to teach.* New York: McGraw-Hill Book Company.<br>3. Arikunto, Suharsimi / I. Jabar, CepiSafruddin Abdul. 2008. *Evaluasi program pendidikan: pedoman teoritis bagi mahasiswa dan praktisi pendidikan*. Jakarta: BumiAksara.<br>4. Brookhart, Susan M. 2010. *How to assess higher-order thinking skills in your classroom.* Alexandria: ASCD.<br>5. George, David. 2005. *Examination and evaluation in education*. New Delhi: Commonwealth.<br>6. Kumari, Sarita / I. Srivastava, D.S. 2005. *Education: assessment, evaluation and remedial*. New Delhi: Isha Books.<br>7. Rani, T. Swarupa. 2004. *Educational measurement and evaluation*. New Delhi: DPH.<br>8. Ross, Kenneth N. (ed). 2005. *Quantitative research Methods in Educationl Planning, Module 6: Overview of Test Construction.* Paris: International Institute for Educational Planning, UNESCO.<br>9. Walton, John A. 2005. *Educational objectives and achievement testing*. New Delhi: Commonwealth.<br>**Additional :**<br>1. Glencoe Series. Tanpa Tahun. *Performance Assessment in The Science Classroom.* New York: McGraw- Hill Company.<br>2. I. Naik, S.P. 2004. *Role of evaluation in education*. New Delhi: Anmol Publications PVT.<br>3. Johnson, David W. and Johnson, Robert T. 2002. *Meaningful Assessment Manageable and Cooperative process.* Boston: Allyn and Bacon.<br>**4.** Kubiszyn, Tom / I. Borich, Gary.2007. *Educational testing and measurement: classroom application and practice.* New Jersey: John Wiley & Sons. |

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| Notes: | *1 credit unit or *sks* in learning process = three periods consist of: (a) scheduled instruction in a classroom or laboratory (50 minutes); (b) structured activity (60 minutes); and (c) individual activity (60 minutes) according to the Regulation of Indonesia Ministry of Research, Technology, and Higher Education No. 44 Year 2015 jo. the Regulation of Indonesia Ministry of Research, Technology, and Higher Education No. 50 Year 2018. |
| | **1 credit unit or *sks* = 1.59 ECTS according to Rector Decree Of Universitas Negeri Surabaya No. 598/UN38/HK/AK/2019 |