MODUL HANDBOOK

Module Name	Development of Assessment Instrument
Module level	Bachelor
Abbreviation, if applicable	8420402011
Sub-heading, if applicable	-
Course included in the module, if applicable	-
Semester/term	7th/Seventh Year
Module coordinator(s)	Dr. Utiya Azizah,M.Pd.
Lecturer(s)	Dr. Harun Nasrudin,M.S.; Dr. Utiya Azizah, M.Pd.; Dr. Muchlis, S.Pd. M.Pd.
Language	Indonesian
Classification within the curriculum	Compulsory Course
Teaching format/class hours per week during the semester:	2 hours lecturers (50 min per hours)
Workload:	1 CU for bachelor degree equals to 3 workhours per week or 170 minutes (50' face to face learning, 60' structured learning, and 60' independent learning). In one semester, courses are conducted in 14 weeks (excluding mid and end-term exam). Thus, 1 CU equals to 39.67 workhours per semester. One CU equals to 1.59 ECTS.*
Credit points:	2 CU = 2 x 1,59 = 3,18 ECTS
Prerequisites course(s):	-
Targeted learning outcomes:	CLO 1 Students are able to utilize learning resources and ICT to develop assessment instruments. CLO 2 Students are able to make decisions about the relationship of basic concepts of assessment and the various assessment instruments used in schools CLO 3 Students have knowledge about: types of learning assessments, preparation of written tests, performance tests, portfolio assessment instruments, project appraisal instruments, products, self/peer assessments, a qualitative and quantitative review of instruments/ tests, and interpreting the results of the study. CLO 4 Students thorough and responsible in compiling, analyzing and interpreting the results of the study of learning instruments
Content:	**Types of Assessment**: Types of learning assessments **Written Test**: Optional test: multiple choice, matchmaking, true false, stuffing test: short answers and essays. **Practice Tests (Performance)**: laboratory tool manuals, key aspects of presentation, and learning model syntax. **Portfolio Appraisal Instrument**: Definition and purpose of a portfolio **Project Appraisal Instruments**: Important aspects of project preparation, implementation and outcomes

	Product Appraisal Instruments: Important aspects in the preparation, manufacturing process and product yield **Self-assessment and peer-to-peer instruments**: Important aspects of self regarding habits at home and at school, Important aspects of interactions between friends **Qualitative Study of Learning Assessment Instruments**: Scope of construction, content, and language **Quantitative Study of Learning Assessment Instruments**: How to calculate differentiation, difficulty level, option effectiveness, item validity, sensitivity, and reliability **Interpretation of study results**: Interpretation of qualitative and quantitative results
Study / exam achievements:	Students are considered to be competent and pass if at least get 55 Final score is calculated as follows: 20% participation + 30% assignment + 20% middle exam (UTS) & 30% final exam (UAS) Table index of graduation • A = 4 (85 ≤-≥ 100) • A- = 3,75 (80 ≤-< 85) • B+ = 3,5 (75 ≤- < 80) • B = 3 (70 ≤-< 75) • B- = 2,75 (65 ≤-<70) • C+ = 2,5 (60 ≤-<65) • C = 2 (55 ≤-<60) • D = 1 (40 ≤-<55) • E = 0 (0 ≤-<40)
Media:	Computer, LCD, White board
Learning Methods	Individuals assignment, group assignment, discussion, and presentation
Literature:	1. Tim Asesmen. 2016. *Asesmen*. Yogyakarta: Absolute Media 2. Arends, Richard I. (2004). *Guide to Field Experiences ad Portofolio Development: to accompany ;learning to teach.* New York: McGraw-Hill Book Company. 3. Arikunto, Suharsimi / I. Jabar, CepiSafruddin Abdul. 2008. *Evaluasi program pendidikan: pedoman teoritis bagi mahasiswa dan praktisi pendidikan*. Jakarta: BumiAksara. 4. Brookhart, Susan M. 2010. *How to assess higher-order thinking skills in your classroom.* Alexandria: ASCD. 5. George, David. 2005. *Examination and evaluation in education*. New Delhi: Commonwealth. 6. Glencoe Series. Tanpa Tahun. *Performance Assessment in The Science Classroom.* New York: McGraw- Hill Company. 7. I. Naik, S.P. 2004. *Role of evaluation in education*. New Delhi: Anmol Publications PVT. 8. Johnson, David W. and Johnson, Robert T. 2002. *Meaningful Assessment Manageable and Cooperative*

process. Boston: Allyn and Bacon.
9. Kubiszyn, Tom / I. Borich, Gary.2007. *Educational testing and measurement: classroom application and practice.* New Jersey: John Wiley & Sons.
10. Kumari, Sarita / I. Srivastava, D.S. 2005. *Education: assessment, evaluation and remedial*. New Delhi: Isha Books.
11. Rani, T. Swarupa. 2004. *Educational measurement and evaluation*. New Delhi: DPH.
12. Ross, Kenneth N. (ed). 2005. *Quantitative research Methods in Educationl Planning, Module 6: Overview of Test Construction.* Paris: International Institute for Educational Planning, UNESCO.
13. Walton, John A. 2005. *Educational objectives and achievement testing*. New Delhi: Commonwealth.