MINISTRY OF EDUCATION AND CULTURE
UNIVERSITAS NEGERI SURABAYA
FACULTY OF MATHEMATICS AND NATURAL SCIENCES
DEPARTMENT OF PHYSICS
Ketintang Campus, Jalan Ketintang, C3 Building, Surabaya 60231
Website: https://pendidikan-fisika.fmipa.unesa.ac.id/, email: s1-pfis@unesa.ac.id

Undergraduate Programme of Physics Education **Module Handbook**

Module Name :	*Evaluasi Pembelajaran* Learning Evaluation
Module level :	Bachelor degree/Undergraduate Programme
Course Code :	8420302240
Abbreviation, if applicable:	-
Courses included in the module, if applicable:	Not Applicable
Semester/Term	3/Second Year
Module coordinator(s)	
Lecturer(s):	Prof. Dr. Wasis, M.Si. Dr. Titin Sunarti, M.Si. Woro Setyarsih, S.Pd., M.Sc. Abu Zainudin, S.Pd., M.Pd.
Language:	*Bahasa Indonesia*
Classification within the curriculum:	Compulsory/ ~~Elective~~
Teaching format/class hours per week during the semester:	2 contact hours of lectures (Indonesia credit semester or sks*)
Workload :	2 x 50 minutes lectures, 2 x 60 minutes structured activity, 2 x 60 minutes individual activity, 14 weeks per semester, 90 total hours per semester ~ 3.18 ECTS**
Credit Point:	2 sks (3.18 ECTS)
Requirements:	
Learning goals/competencies:	1. Mastering the concepts and principles of measurement, assessment, and evaluation. 2. Develop instruments to assess learning processes and outcomes for affective, cognitive, and psychomotor domains, including literacy and HOTs (higher order thinking skills), as well as being able to compile signs or assessment guidelines. 3. Utilize various learning resources, media, and ICT to develop assessments. 4. Skilled in managing and analyzing various assessment results to evaluate and formulate feedback, including for students with special needs. 5. Demonstrate critical thinking skills in choosing approaches, methods, and techniques or assessment strategies in accordance with the indicators or competencies being measured. 6. Have a responsible attitude in developing and implementing assessments.

<table>
<tr><td>Content</td><td>A study of the meaning, objectives, functions, and principles of assessment, taxonomy of cognitive, affective, and psychomotor learning outcomes, including scientific literacy and HOTs, various approaches, methods, and assessment strategies/techniques, forms of instruments, rubrics/guidelines for assessment , analysis and interpretation of assessment results, and their utilization. Online learning is carried out through discussions, assignments, and project assignments related to school assessments.</td></tr>
<tr><td>Attribute Soft skill:</td><td>Scientific report, public speaking, and team work</td></tr>
<tr><td>Study/exam achievements:</td><td>Students are considered to complete the course and pass if they obtain at least 40% of maximum final grade. The final grade (NA) is calculated based on the following ratio:
<table>
<tr><th>Assessment Components</th><th>Percentage of contribution</th></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>
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<tr><td>Learning Methods :</td><td>Student-centered approach, lecture and discussion, and presentations (structured activities)</td></tr>
<tr><td>Form of Media:</td><td>Power Point slides, e-book file, and multimedia.</td></tr>
<tr><td>Literature (primary references):</td><td>
1. Anderson, LW, & Krathwohl, DR 2001. A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom 19s Taxonomy of Educational Objectives. New York: Longman
2. Arikunto, Suharsimi, I. West Java, Cepi Safruddin Abdul. 2008. Evaluation of Educational Programs: Theoretical Guidelines for Students and Education Practitioners. Jakarta: Earth Literacy
3. Brookhart, Susan M. 2010. How to Assess Higher-Order Thinking Skills in Your Classroom. Alexandria: ASCD
4. George, David. 2005. Examination and Evaluation in Education. New Delhi: Commonwealth
5. Glencoe Series. Performance Assessment in the Science Classroom. New York: McGraw-Hill Company.
6. Gronlund, NE 2003. Assessment of Student Achievement 7th ed. Boston: Allyn and Bacon
7. Gronlund, NE 2004. Writing Instructional Objectives for Teaching and Learning 7th ed. New Jersey: Pearson Merrill Prentice Hall
8. Johnson, DW & Johnson, RT 2002. Meaningful Assessment: A Manageable and Cooperative Process. Boston: Allyn and Bacon
</td></tr>
</table>

	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, DS 2005. Education: Assessment, Evaluation, And Remedial. New Delhi: Isha Books 11. Martin, R, Sexton, C, Wagner, K, and Gerlovich, J. 1997. Teaching Science for All Children. Boston: Allyn and Bacon 12. Malley, JM & Pierce, LV 1996. Authentic Assessment. Virginia: Addison-Wesley Publishing Company 13. Wright, RJ 2008. Educational assessment. Los Angeles: Sage Publications 14. Ross, Kenneth N. (ed). 2005. Quantitative research Methods in Educational Planning, Module 6: Overview of Test Construction. Paris: International Institute for Educational Planning, UNESCO 15. Walton, John A. 2005. Educational objectives and achievement testing. New Delhi: Commonwealth 16. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 23 of 2016 concerning Education Assessment Standards
Notes:	*1 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 sks = 1,59 ECTS according to Rector Decree Of Universitas Negeri Surabaya No. 598/Un38/Hk/Ak/2019