MODULE HANDBOOK

Module Name:	Assesment
Module Level:	Sarjana (S-1) / Bachelor
Abbreviation, if applicable:	8420203018
Sub-heading, if applicable:	-
Course included in the module, if applicable:	-
Semester/term:	4/ Second year
Module Coordinator(s):	Dr. Endah Budi Rahaju, M.Pd
Lecturer(s):	Dr. Endah Budi Rahaju, M.Pd Dr. Masriyah, M.Pd. Abdul Haris Rosyidi, M.Pd Ahmad Wachidul Kohar, M.Pd.
Language:	Indonesia
Classification within the curriculum:	Compulsory course/ ~~elective studies~~
Teaching format/class hours per week during the semester	Teaching format: lectures, tutorial assignment, and individual study. 3 x 170 minutes = 510 minutes = 8.5 hours lectures
Workload:	15 weeks per semester consisting of: ➢ 2.5 hours lectures (3 x 50 minutes) per week, ➢ 3 hours tutorial assignments (3 x 60 minutes) per week, ➢ 3 hours individual study (3 x 60 minutes) per week, Total workload : 14x3x170 minutes = 7,140 minutes = 4.76 ECTS*
Credit Point:	3
Requirements:	Basics of Education
Learning Goals:	**Knowledge** CLO-1: Understand the concepts and principles of evaluation, measurement, assessment, constructing instruments that assess learning processes and learning outcomes in the affective, cognitive, psychomotor domains **Skill** CLO-2: Apply the concepts and principles of evaluation, measurement, assessment, constructing instruments that assess learning processes and learning outcomes in the affective, cognitive, psychomotor domains

<table>
<tr><td></td><td>Competency
CLO-4: Communicate ideas and research results related to the concepts and principles of evaluation, measurement, assessment, constructing instruments that assess learning processes and learning outcomes in the affective, cognitive, psychomotor domains.</td></tr>
<tr><td>Content:</td><td>The concept of assessment in mathematics education including objectives, functions and assessment principles, taxonomy of cognitive, affective, psychomotor learning outcomes, assessment strategies (paper & pencil and alternative assessments), forms of assessment instruments, rubrics, analysis and interpretation of assessment results, class-based assessment, assessment for science process skills and scientific attitudes (including character) through task-based learning, discussion, and the use of Anates V4 and Iteman software.</td></tr>
<tr><td>Study/exam achievements</td><td>➢ Students are considered competent and pass if the final score calculated from the score of midterm exam, assignments, participation, and final exam is at least 55 or C.
➢ Final score is calculated as follows:
➢ 20% midterm exam + 30% assignments + 20% participation + 30% final exam
➢ Final index is defined as follow:

<table><tr><th>Index</th><th>Converted Score</th><th>Score Range</th></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>Forms of Media</td><td>Slides and LCD projectors, whiteboard</td></tr>
<tr><td>Literature</td><td>[1] Brookhart, Susan M. 2010. How to assess higher-order thinking skills in your classroom. Alexandria: ASCD.</td></tr>
</table>

	[2] Arikunto, Suharsimi / I. Jabar, Cepi Safruddin Abdul. 2008. *Evaluasi program pendidikan: pedoman teoritis bagi mahasiswa dan praktisi pendidikan*. Jakarta: BumiAksara. [3] Kubiszyn, Tom / I. Borich, Gary. 2007. *Educational testing and measurement: classroom application and practice.* New Jersey: John Wiley & Sons. [4] Kumari, Sarita / I. Srivastava, D.S. 2005. *Education: assessment, evaluation and remedial*. New Delhi: Isha Books. [5] Rani, T. Swarupa. 2004. *Educational measurement and evaluation*. New Delhi: DPH. [6] Ross, Kenneth N. (ed). 2005. *Quantitative research Methods in Educationl Planning, Module 6: Overview of Test Construction.* Paris: International Institute for Educational Planning, UNESCO. [7] Walton, John A. 2005. *Educational objectives and achievement testing*. New Delhi: Commonwealth. [8] George, David. 2005. *Examination and evaluation in education*. New Delhi: Commonwealth. [9] Arends, Richard I. 2004. *Guide to Field Experiences ad Portofolio Development: to accompany ;learning to teach.* New York: McGraw-Hill Book Company. [10] Naik, S.P. 2004. *Role of evaluation in education*. New Delhi: Anmol Publications PVT. [11] Johnson, David W. and Johnson, Robert T. 2002. *Meaningful Assessment Manageable and Cooperative process.* Boston: Allyn and Bacon.
Note	*Total hours per 1 credit in 1 semester={(1 credit x 170 minutes x 14 weeks)/60 minutes}=39,67 hours. Each ECTS equals with 25 hours therefore 1 credit in 1 semester equals 1,59 ECTS.