

## 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	7 <sup>th</sup> / Fourth 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:	2 x 50 minutes lectures, 2 x 60 minutes structured activity, 2 x 60 minutes individual activity, 14 weeks per semester, 79,33 total hours per semester ~ 3.18 ECTS**
Credit points:	2 CU = 2 x 1.59 = 3.18 ECTS
Prerequisite course(s):	-
Targeted learning outcomes:	<p>CLO 1 Students are able to utilize learning resources and ICT to develop assessment instruments.</p> <p>CLO 2 Students are able to make decisions about the relationship of basic concepts of assessment and the various assessment instruments used in schools</p> <p>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.</p> <p>CLO 4 Students thorough and responsible in compiling, analyzing and interpreting the results of the study of learning instruments</p>
Content:	<p><b>Types of Assessment:</b> Types of learning assessments</p> <p><b>Written Test:</b> Optional test: multiple choice, matchmaking, true false, stuffing test: short answers and essays.</p> <p><b>Practice Tests (Performance):</b> laboratory tool manuals, key aspects of presentation, and learning model syntax.</p> <p><b>Portfolio Appraisal Instrument:</b> Definition and purpose of a portfolio</p> <p><b>Project Appraisal Instruments:</b> Important aspects of project preparation, implementation and outcomes</p> <p><b>Product Appraisal Instruments:</b> Important aspects in the preparation, manufacturing process and product yield</p>

	<p><b>Self-assessment and peer-to-peer instruments:</b> Important aspects of self regarding habits at home and at school, Important aspects of interactions between friends</p> <p><b>Qualitative Study of Learning Assessment Instruments:</b> Scope of construction, content, and language</p> <p><b>Quantitative Study of Learning Assessment Instruments:</b> How to calculate differentiation, difficulty level, option effectiveness, item validity, sensitivity, and reliability</p> <p><b>Interpretation of study results:</b> Interpretation of qualitative and quantitative results</p>										
Study / exam achievements:	<p>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:</p> <table border="1" data-bbox="624 701 1433 943"> <thead> <tr> <th>Assessment Components</th> <th>Percentage of contribution</th> </tr> </thead> <tbody> <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> </tbody> </table>	Assessment Components	Percentage of contribution	Participation	20%	Assignment	30%	Mid-semester test	20%	Final semester test	30%
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Media:	Computer, LCD, White board										
Learning Methods	Individuals assignment, group assignment, discussion, and presentation										
Literature:	<ol style="list-style-type: none"> <li>1. Tim Asesmen. 2016. <i>Asesmen</i>. Yogyakarta: Absolute Media</li> <li>2. Arends, Richard I. (2004). <i>Guide to Field Experiences ad Portofolio Development: to accompany ;learning to teach</i>. New York: McGraw-Hill Book Company.</li> <li>3. Arikunto, Suharsimi / I. Jabar, CipiSafruddin Abdul. 2008. <i>Evaluasi program pendidikan: pedoman teoritis bagi mahasiswa dan praktisi pendidikan</i>. Jakarta: BumiAksara.</li> <li>4. Brookhart, Susan M. 2010. <i>How to assess higher-order thinking skills in your classroom</i>. Alexandria: ASCD.</li> <li>5. George, David. 2005. <i>Examination and evaluation in education</i>. New Delhi: Commonwealth.</li> <li>6. Glencoe Series. Tanpa Tahun. <i>Performance Assessment in The Science Classroom</i>. New York: McGraw- Hill Company.</li> <li>7. I. Naik, S.P. 2004. <i>Role of evaluation in education</i>. New Delhi: Anmol Publications PVT.</li> <li>8. Johnson, David W. and Johnson, Robert T. 2002. <i>Meaningful Assessment Manageable and Cooperative process</i>. Boston: Allyn and Bacon.</li> <li>9. Kubiszyn, Tom / I. Borich, Gary.2007. <i>Educational testing and measurement: classroom application and practice</i>. New Jersey: John Wiley &amp; Sons.</li> <li>10. Kumari, Sarita / I. Srivastava, D.S. 2005. <i>Education: assessment, evaluation and remedial</i>. New Delhi: Isha Books.</li> </ol>										

	<p>11. Rani, T. Swarupa. 2004. <i>Educational measurement and evaluation</i>. New Delhi: DPH.</p> <p>12. Ross, Kenneth N. (ed). 2005. <i>Quantitative research Methods in Educationl Planning, Module 6: Overview of Test Construction</i>. Paris: International Institute for Educational Planning, UNESCO.</p> <p>13. Walton, John A. 2005. <i>Educational objectives and achievement testing</i>. New Delhi: Commonwealth.</p>
Notes:	<p>*1 CU 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.</p> <p>**1 CU = 1,59 ECTS according to Rector Decree Of Universitas Negeri Surabaya No. 598/Un38/Hk/Ak/2019</p>