

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 th /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:	Total workload 85 hours per semester which consists of 2 hours lecture, 2 hours structured activities, 2 hours individual activities, and 15 weeks per a semester (3.4 ECTS)
Credit points:	2 SCU
Prerequisites 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>Types of Assessment: Types of learning assessments</p> <p>Written Test: Optional test: multiple choice, matchmaking, true false, stuffing test: short answers and essays.</p> <p>Practice Tests (Performance): laboratory tool manuals, key aspects of presentation, and learning model syntax.</p> <p>Portfolio Appraisal Instrument: Definition and purpose of a portfolio</p>

	<p>Project Appraisal Instruments: Important aspects of project preparation, implementation and outcomes</p> <p>Product Appraisal Instruments: Important aspects in the preparation, manufacturing process and product yield</p> <p>Self-assessment and peer-to-peer instruments: Important aspects of self regarding habits at home and at school, Important aspects of interactions between friends</p> <p>Qualitative Study of Learning Assessment Instruments: Scope of construction, content, and language</p> <p>Quantitative Study of Learning Assessment Instruments: How to calculate differentiation, difficulty level, option effectiveness, item validity, sensitivity, and reliability</p> <p>Interpretation of study results: Interpretation of qualitative and quantitative results</p>
Study / exam achievements:	<p>Students are considered to be competent and pass if at least get 70</p> <p>Final score is calculated as follows: 20% participation + 30% assignment + 20% middle exam (UTS) & 30% final exam (UAS)</p> <p>Table index of graduation</p> <ul style="list-style-type: none"> • 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:	<ol style="list-style-type: none"> 1. Tim Asesmen. 2016. <i>Asesmen</i>. Yogyakarta: Absolute Media 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. 3. Arikunto, Suharsimi / I. Jabar, CepiSafruddin Abdul. 2008. <i>Evaluasi program pendidikan: pedoman teoritis bagi mahasiswa dan praktisi pendidikan</i>. Jakarta: BumiAksara. 4. Brookhart, Susan M. 2010. <i>How to assess higher-order thinking skills in your classroom</i>. Alexandria: ASCD. 5. George, David. 2005. <i>Examination and evaluation in education</i>. New Delhi: Commonwealth. 6. Glencoe Series. Tanpa Tahun. <i>Performance Assessment in The Science Classroom</i>. New York: McGraw- Hill Company.

	<ol style="list-style-type: none"> 7. I. Naik, S.P. 2004. <i>Role of evaluation in education</i>. New Delhi: Anmol Publications PVT. 8. Johnson, David W. and Johnson, Robert T. 2002. <i>Meaningful Assessment Manageable and Cooperative process</i>. Boston: Allyn and Bacon. 9. Kubiszyn, Tom / I. Borich, Gary.2007. <i>Educational testing and measurement: classroom application and practice</i>. New Jersey: John Wiley & Sons. 10. Kumari, Sarita / I. Srivastava, D.S. 2005. <i>Education: assessment, evaluation and remedial</i>. New Delhi: Isha Books. 11. Rani, T. Swarupa. 2004. <i>Educational measurement and evaluation</i>. New Delhi: DPH. 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. 13. Walton, John A. 2005. <i>Educational objectives and achievement testing</i>. New Delhi: Commonwealth.
Note	<p>Development of Assessment Instrument covers the activities of theory, discussion, and presentation.</p> <p>Total ECTS = ((total hours workload x 50 min)/60 min)/25 hours</p> <p>Each ECTS is equals wits 25 hours</p>