

## MODULE HANDBOOK

Module Name	Assessment
Module level	Bachelor
Abbreviation, if applicable	8420403012
Sub-heading, if applicable	-
Course included in the module, if applicable	-
Semester/term	3 <sup>rd</sup> /Second Year
Module coordinator(s)	Dr. Utiya Azizah, M.Pd.
Lecturer(s)	Dr. Utiya Azizah, M.Pd.; Dr. Harun Nasrudin, M.S.; Prof. Dr. Rudiana Agustini, MPd., Muchlis, SPd., MPd.
Language	Indonesian
Classification within the curriculum	Compulsory Course
Teaching format/class hours per week during the semester:	3 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:	3 CU = 3 x 1.59 = 4.77 ECTS
Prerequisite course(s):	-
Targeted learning outcomes:	<p>CLO 1 Make use of several learning and ICT resources to develop the assessment</p> <p>CLO 2 Demonstrate critical thinking skills in selecting assessments that are in accordance with the learning indicators to be achieved.</p> <p>CLO 3 Skilled in managing various forms of assessment that are relevant to the knowledge, skills and attitudes of students including students with special needs</p> <p>CLO 4 Demonstrated ability to use time in designing assessments</p> <p>CLO 5 Mastering the concepts and principles of evaluation, measurement, assessment and being able to apply them in assessing learning processes and outcomes</p> <p>CLO 6 Making instruments to access the process and learning outcomes of affective, cognitive, psychomotor domains that are adequate with learning indicators and are able to compile assessment signs</p> <p>CLO 7 Having a responsible attitude by developing tests in accordance with the aspects being measured.</p>
Content:	1. Principles, objectives, types and functions of assessment

	<ol style="list-style-type: none"> <li>2. The meaning of assessment in education and learning</li> <li>3. Assessment at various levels of education</li> <li>4. Definition of measurement, assessment and evaluation</li> <li>5. Status tests, measurements, assessments and evaluations</li> <li>6. Taxonomy of attitudes, knowledge and skills</li> <li>7. Techniques, types, forms, advantages and disadvantages of the test</li> <li>8. Test scoring rubrics, scoring, conversion of scores</li> <li>9. Interpretation of learning outcomes</li> <li>10. Review of the test</li> <li>11. Definition, types, strengths and weaknesses, as well as an authentic assessment rubric (authentic assessment rubric, scoring, conversion of scores into values and their review).</li> <li>12. Validity and reliability and the factors that influence it.</li> <li>13. Various methods to find the reliability coefficient</li> <li>14. The calculation of test reliability based on norms and benchmarks</li> <li>15. Analysis of the items, including: the level of achievement of the criteria reference item indicators, the sensitivity index of the criteria reference items, the difficulty level of the test items, the distinguishing power, the effectiveness of the options, the validity of the norm reference items.</li> </ol>
Study / exam achievements:	<p>Students are considered to be competent and pass if at least get 55</p> <p>Final score is calculated as follows: 20% participation + 30% assignment + 20% middle exam (UTS) &amp; 30% final exam (UAS)</p> <p>Table index of graduation</p> <ul style="list-style-type: none"> <li>• A = 4 (85 ≤ - &gt; 100)</li> <li>• A- = 3,75 (80 ≤ - &lt; 85)</li> <li>• B+ = 3,5 (75 ≤ - &lt; 80)</li> <li>• B = 3 (70 ≤ - &lt; 75)</li> <li>• B- = 2,75 (65 ≤ - &lt; 75)</li> <li>• C+ = 2,5 (60 ≤ - &lt; 65)</li> <li>• C = 2 (55 ≤ - &lt; 60)</li> <li>• D = 1 (40 ≤ - &lt; 55)</li> <li>• E = 0 (0 ≤ - &lt; 40)</li> </ul>
Media:	Computer, LCD, White board
Learning Methods	Individuals assignment, group assignment, discussion, presentation.

Literature:

**Main :**

1. Tim. 2015. *Buku Pegangan Mahasiswa: Asesmen*. Yogyakarta: Absolute Media.
2. Arends, Richard I. (2004). *Guide to Field Experiences and Portfolio Development: to accompany learning to teach*. New York: McGraw-Hill Book Company.
3. Arikunto, Suharsimi / I. Jabar, CipiSafruddin 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. Kumari, Sarita / I. Srivastava, D.S. 2005. *Education: assessment, evaluation and remedial*. New Delhi: Isha Books.
7. Rani, T. Swarupa. 2004. *Educational measurement and evaluation*. New Delhi: DPH.
8. Ross, Kenneth N. (ed). 2005. *Quantitative research Methods in Educational Planning, Module 6: Overview of Test Construction*. Paris: International Institute for Educational Planning, UNESCO.
9. Walton, John A. 2005. *Educational objectives and achievement testing*. New Delhi: Commonwealth.

**Additional :**

1. Glencoe Series. Tanpa Tahun. *Performance Assessment in The Science Classroom*. New York: McGraw- Hill Company.
2. I. Naik, S.P. 2004. *Role of evaluation in education*. New Delhi: Anmol Publications PVT.
3. Johnson, David W. and Johnson, Robert T. 2002. *Meaningful Assessment Manageable and Cooperative process*. Boston: Allyn and Bacon.
4. Kubiszyn, Tom / I. Borich, Gary. 2007. *Educational testing and measurement: classroom application and practice*. New Jersey: John Wiley & Sons.