

Module/Course Handbook

ELT Assessment					
Module/Course Title	Student Workload	Credits	Semester	Frequency	Duration
8820302125	119	4.77 ECTS	Odd	42 CU	14 Meetings
1	Types of courses a) Direct meeting b) Structured work c) Self-study	Contact hours 5.5	Independent Study 3 hours	Class size 15 students	
2	Prerequisites for participation (if applicable) None				
3	Learning outcomes PLO <ol style="list-style-type: none"> 2. Demonstrate good understanding about the concepts of English learning in national and global perspectives. 4. Plan, carry out and evaluate English instructions effectively and creatively. 7. Apply critical thinking and analytic skills in solving problems in English instructions. CLO <ol style="list-style-type: none"> 1. Demonstrate values, ethics, norms, systematic, analytical and innovative thinking, in the development and process of assessment. 2. have knowledge of interlink between teaching, assessment, and testing, types and principles of language assessment, various kinds of listening, speaking, reading and writing assessments in line with the national curriculum. 3. demonstrate skills for developing various kinds of listening, speaking, reading and writing assessments in line with the national curriculum. 4. make use of various digital sources and IT for developing various kinds of listening, speaking, reading and writing assessments in line with the national curriculum. 				
4	Subject aims/Content This course encompasses the knowledge of how to assess English language components and language skills. It is initiated with the understanding of the differences between testing, assessment and teaching. It also provides an opportunity to design and develop language assessments including authentic assessment, portfolio assessment, oral language assessment, reading assessment, writing assessment, and content area assessment respectively. At the end of the course, the learners are asked to write indicators of assessing language skills and formative and summative tests of vocabulary. The course				

	is carried out with lectures, discussions, presentations and real teaching material development workshops.																				
5	Teaching methods Lectures, Discussions, Practice																				
6	<p>Assessment methods</p> <p>A student is competent when he/she passes the exams with minimum score 68, which include Mid Term (UTS), Final Term (UAS), Structured work (T), and participation (P).</p> <p>The Final Score (NA) is computed using the following formula: $NA = \frac{(2 \times P) + (3 \times T) + (2 \times UTS) + (3 \times UAS)}{10}$</p> <p>The score conversion 0-100 to scale 0-4 is according to the following table:</p> <table border="1"> <thead> <tr> <th>Letter Scale</th> <th>Interval</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>4.00 85 ≤ A < 100</td> </tr> <tr> <td>A-</td> <td>3.75 80 ≤ A- < 85</td> </tr> <tr> <td>B+</td> <td>3.50 75 ≤ B+ < 80</td> </tr> <tr> <td>B</td> <td>3.00 70 ≤ B < 75</td> </tr> <tr> <td>B-</td> <td>2.75 65 ≤ B- < 70</td> </tr> <tr> <td>C+</td> <td>2.50 60 ≤ C+ < 65</td> </tr> <tr> <td>C</td> <td>2.00 55 ≤ C < 60</td> </tr> <tr> <td>D</td> <td>1.00 40 ≤ D < 55</td> </tr> <tr> <td>E</td> <td>0.00 0 ≤ E < 40</td> </tr> </tbody> </table>	Letter Scale	Interval	A	4.00 85 ≤ A < 100	A-	3.75 80 ≤ A- < 85	B+	3.50 75 ≤ B+ < 80	B	3.00 70 ≤ B < 75	B-	2.75 65 ≤ B- < 70	C+	2.50 60 ≤ C+ < 65	C	2.00 55 ≤ C < 60	D	1.00 40 ≤ D < 55	E	0.00 0 ≤ E < 40
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7	This module/course is used in the following study programme/s as well None																				
8	Module Coordinator Ahmad Munir, S.Pd., M.Ed., Ph.D. Syafi'ul Anam, Ph.D.																				
9	<p>References</p> <ol style="list-style-type: none"> 1. Russell, M. K. & Airasian, P. W. 2012. Classroom assessment: Concepts and applications (seventh edition). New York: McGraw-Hill. 2. Brown, H. D., & Abeywickrama, P. 2010. Language Assessment Principles and Classroom Practices. New York: Pearson education Inc. 3. Douglas, Dan. 2000. Assessing language for specific purposes. Cambridge: Cambridge University Press. 4. Harris, M. & McCann, P. 1994. Assessment: Handbooks for English classroom. New York: MacMillan 5. O'Malley, M.J. & Pierce, L.V. 1996. Authentic Assessment for English Learners. White Plain, NY: Addison-Wesley. 																				