



**UNIVERSITAS NEGERI SURABAYA**  
**FACULTY OF LANGUAGES AND ART**  
**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM**

**Document Code**

**LESSON PLAN**

Course	Course Code	Course Cluster	Credit (sks)	Semester	Compilation Date
ELT Assessment	8820302125	Languages	2	4	
<b>AUTHORIZATION</b>	Lesson Plan Developer Syafi'ul Anam, Ph.D		Course Cluster Coordinator Syafi'ul Anam, Ph.D	Head of Study Programme Dr. Himmawan Adi Nugroho	
<b>Programme Learning Outcomes (PLO)-Study Programme imposed on courses</b>					
PLO 1	2. Demonstrate good understanding about the concepts of English learning in national and global perspectives				
PLO 2	4. To plan, carry out and evaluate English instructions effectively and creatively.				
PLO 3	7. To apply critical thinking and analytic skills in solving problems in English instructions.				
<b>Course Learning Outcomes (CLO)</b>					
CLO 2	To demonstrate values, ethics, norms, systematic, analytical and innovative thinking, in the development and process of assessment.				
CLO 4	To 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.				
CLO 7	To demonstrate skills for developing various kinds of listening, speaking, reading and writing assessments in line with the national curriculum.				
CLO 10	To 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.				
<b>Lesson Learning Outcomes (LLO)</b>					
LLO 1	To understand the concepts of and principles of assessments				
LLO 2	To understand various process-oriented assessments and be able to apply them				
LLO 3	To understand various product-oriented assessments of the language skills and be able to apply them				

**Learning Outcomes (CP)**

<b>Brief description of the course</b>	<p>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 project-based learning.</p>
<b>Study Materials: Learning Materials</b>	<ol style="list-style-type: none"> <li>1. authentic assessment</li> <li>2. learning journal and observations</li> <li>3. portfolio assessment</li> <li>4. oral language assessment</li> <li>5. reading assessment</li> <li>6. writing assessment</li> </ol>
<b>References</b>	<p><b>Main reference:</b></p> <ol style="list-style-type: none"> <li>1. Brown, H. D., &amp; Abeywickrama, P. 2010. <i>Language Assessment Principles and Classroom Practices</i>. New York: Pearson education Inc.</li> <li>2. Depdiknas. (2013). <i>Kurikulum 2013 Mata Pelajaran Bahasa Inggris SMA, dan MA, SMP dan MTS</i>. Jakarta: Depdiknas</li> <li>3. Permenodikbud no 20 tahun 2016 tentang standard kompetensi lulusan dan jenis-jenis pengetahuan</li> <li>4. Permenodikbud no 23 tahun 2016 tentang standard penilaian pendidikan</li> <li>5. Keputusan Menteri Pendidikan Dan Kebudayaan Republik Indonesia Nomor 719/P/2020 Tentang Pedoman Pelaksanaan Kurikulum Pada Satuan Pendidikan Dalam Kondisi Khusus</li> <li>6. Permenodikbudristek no 5 Tahun 2022 tentang standar kompetensi lulusan pada Pendidikan Anak usia dini, jenjang Pendidikan dasar dan Pendidikan menengah</li> <li>7. Permenodikbudristek no 21 Tahun 2022 tentang standar penilaian pada Pendidikan Anak usia dini, jenjang Pendidikan dasar dan Pendidikan menengah</li> </ol> <p><b>Supplementary reading:</b></p> <ol style="list-style-type: none"> <li>1. Russell, M. K. &amp; Airasian, P. W. 2012. <i>Classroom assessment: Concepts and applications (seventh edition)</i>. New York: McGraw-Hill.</li> <li>2. O'Malley, M.J. &amp; Pierce, L.V. 1996. <i>Authentic Assessment for English Learners</i>. White Plain, NY: Addison-Wesley.</li> </ol>
<b>Lecturer (s)</b>	<p>Syafi'ul Anam</p>

<b>Course requirements</b>	-
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Meeting	LLO	Assessment		Learning Mode, Learning Method, Assignment, (Time Allotment)		Learning materials (References)	Assessment weight (%)
		Indicator	Criteria & Form (Written/spoken)	Offline	Online (sync/async)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	To understand the concepts of and principles of assessments	<ul style="list-style-type: none"> <li>To explain testing, assessment and teaching</li> <li>To describe process-and product-oriented assessment</li> </ul>	Observing students' activities in offline learning and quizzes	Student attend the lecture and discuss the interlink between teaching, testing and assessment, as well as process and product oriented assessment. Students write their reflection on the teaching and learning process	-	<ul style="list-style-type: none"> <li>Measurement, testing, assessment and evaluation</li> <li>Process-oriented assessment and product-oriented assessment</li> </ul>	2%
2	To understand the concepts of and principles of assessments	<ul style="list-style-type: none"> <li>To explain the principles of language assessment</li> </ul>	Observing students' activities in offline learning and quizzes	Students attend the lecture, and discuss some assessment situations based on the principles of assessment in groups.		Principles of language assessment	2%

Meeting	LLO	Assessment		Learning Mode, Learning Method, Assignment, (Time Allotment)		Learning materials (References)	Assessment weight (%)
		Indicator	Criteria & Form (Written/spoken)	Offline	Online (sync/async)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
		<ul style="list-style-type: none"> <li>To evaluate assessment methods in light of the principles</li> </ul>		Student write their reflection on the teaching and learning process			
3	To understand various process-oriented assessments and be able to apply them	<ul style="list-style-type: none"> <li>To elaborate how to use observation</li> <li>To develop observation sheets</li> </ul>	Observing students' activities in offline learning	Students discuss and do classroom assignment of developing an observation in pair		Observation	2%
4-5	To understand various process-oriented assessments and be able to apply them	<ul style="list-style-type: none"> <li>To indicate the types, components, and the procedure of using portfolio</li> <li>To evaluate the classroom</li> </ul>	Observing students' activities in offline learning	Students participate in the discussion about portfolio, do a group assignment of interviewing and evaluating EFL teachers' portfolio practice at schools and present it in the classroom	Learning activities was carried in VINESA (asynchronous learning) by using Case study model that can be observed in FORUM based on the following steps: 1. Giving orientation about the project and	Portfolio	6%

Meeting	LLO	Assessment		Learning Mode, Learning Method, Assignment, (Time Allotment)		Learning materials (References)	Assessment weight (%)
		Indicator	Criteria & Form (Written/spoken)	Offline	Online (sync/async)		
(1)	(2)	(3) practice of using portfolio	(4)	(5)	(6) give assignment about the evaluation of portfolio practice by English teachers 2. Organizing students by dividing the class into several group 3. Guiding students to conduct interview with English teacher and evaluate the use of portfolio. 4. Developing PPT that will be presented in offline class 5. Analyzing and Evaluating	(7)	(8)

Meeting	LLO	Assessment		Learning Mode, Learning Method, Assignment, (Time Allotment)		Learning materials (References)	Assessment weight (%)
		Indicator	Criteria & Form (Written/spoken)	Offline	Online (sync/async)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
6	To understand various process-oriented assessments and be able to apply them	<ul style="list-style-type: none"> <li>To explain the use of self and peer assessment</li> <li>To develop instruments of the peer and self assessment</li> </ul>	Observing students' activities in offline learning and assessing the students' oral presentation	Students attend the lecture and participate in the classroom discussion and develop rubrics for peer and self assessment Students gives comments or feedback on other groups' rubric.	After students present their work, they revise their work in group collaboratively 6. Writing their reflection on the teaching and learning process	Self-assessment/Peer-assessment	3%

Meeting	LLO	Assessment		Learning Mode, Learning Method, Assignment, (Time Allotment)		Learning materials (References)	Assessment weight (%)
		Indicator	Criteria & Form (Written/spoken)	Offline	Online (sync/async)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
7	To understand various process-oriented assessments and be able to apply them	<ul style="list-style-type: none"> <li>to describe interview and learning journal as the assessment instrument</li> <li>to develop a learning journal form</li> </ul>	Observing students' activities in offline learning Assessing students' learning journals	Students attend the lecture and participate in the classroom discussion and develop a learning journal form		Learning Journals	2%
8	Mid-term Test						20%
9	To understand various product-oriented assessments of the language skills and be able to apply them	<ul style="list-style-type: none"> <li>to choose appropriate methods for assessing listening</li> <li>to develop instruments for assessing listening</li> </ul>	Observing students' activities in offline learning	Students attend the lecture and develop listening assessment in groups Students picked randomly present their work in the classroom		various methods for assessing listening	2%

Meeting	LLO	Assessment			Learning Mode, Learning Method, Assignment, (Time Allotment)		Learning materials (References)	Assessment weight (%)
		Indicator (3)	Criteria & Form (Written/spoken) (4)	Offline (5)	Online (sync/async) (6)	(7)		
10	To understand various product-oriented assessments of the language skills and be able to apply them	<ul style="list-style-type: none"> <li>to choose appropriate methods for assessing reading</li> <li>to develop instruments for assessing reading</li> </ul>	Observing students' activities in offline learning	Students attend the lecture and develop reading assessment in groups Peer-assessing the students' reading assessment instrument.		various methods for assessing reading	2%	
11	To understand various product-oriented assessments of the language skills and be able to apply them	<ul style="list-style-type: none"> <li>To indicate appropriate methods for assessing speaking</li> <li>to develop instruments for assessing speaking</li> </ul>	Observing students' activities in offline learning	Students attend the lecture and develop speaking assessment in groups Students picked randomly present their work in the classroom		Various methods for assessing speaking	2%	
12	To understand various product-oriented assessments of the	<ul style="list-style-type: none"> <li>To choose appropriate methods for</li> </ul>	Observing students' activities in offline learning	Students attend the lecture and develop		various methods for assessing writing	2%	



Meeting	LLO	Assessment		Learning Mode, Learning Method, Assignment, (Time Allotment)			Learning materials (References)	Assessment weight (%)
		Indicator (3)	Criteria & Form (Written/spoken) (4)	Offline (5)	Online (sync/async) (6)	(7)		
(1)	(2) language skills and be able to apply them	(3) assessing writing <ul style="list-style-type: none"> <li>to develop instruments for assessing writing</li> </ul>	(4)	(5) writing assessment in groups. Students picked randomly present their work in the classroom	(6)	(7)	(8)	
13	To understand various product-oriented assessments of the language skills and be able to apply them	<ul style="list-style-type: none"> <li>To describe aspects of test item analyses</li> <li>To analyse the quality of test items</li> </ul>	Observing students' activities in offline learning	Students attend the lecture and practice analyzing test items in groups		Test item analysis: <ul style="list-style-type: none"> <li>Item difficulty</li> <li>Item discrimination</li> <li>Reliability</li> <li>Effectiveness of distractors</li> </ul>	2%	
14-15	To understand various product-oriented assessments of the language skills and be able to apply them	<ul style="list-style-type: none"> <li>Write a test blueprint in line with the designated instructional objectives</li> </ul>	Observing students' activities in offline learning And assessing the instrument	Students participate in discussion of test blueprint, then develop their instrument individually and	Learning activities was carried in VINESA (asynchronous learning) by using project-based learning model that	Assessment instrument development	4%	

Meeting	LLO	Assessment		Learning Mode, Learning Method, Assignment, (Time Allotment)		Learning materials (References)	Assessment weight (%)
		Indicator	Criteria & Form (Written/spoken)	Offline	Online (sync/async)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
		<ul style="list-style-type: none"> <li>Develop test tasks based on the blueprint</li> </ul>		consult it to the lecturer	<p>can be observed in FORUM based on the following steps:</p> <ol style="list-style-type: none"> <li>Giving orientation for problem to students about assessment instrument (test blueprint and test items.</li> <li>Guiding students to develop test blueprint and test items, esp based on the national curriculum.</li> <li>Consulting the draft blueprint and test items individually.</li> </ol> <p>After students present their work,</p>		

Meeting	LLO	Assessment		Learning Mode, Learning Method, Assignment, (Time Allotment)		Learning materials (References)	Assessment weight (%)
		Indicator	Criteria & Form (Written/spoken)	Offline	Online (sync/async)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
					they revise their work		
16	Final-term test						30%

➤ Assessment Blue-print

Mid-term test

Indicators	Assessment		Rubric/ scoring	Weight (%)
	Forms	Items		
To evaluate assessment methods in light of the principles of assessment	essay	<p>Evaluate the following assessment situations in terms of validity, reliability, practicality and authenticity.</p> <ol style="list-style-type: none"> <li>Multiple choice task for listening comprehension test. Students only choose the correct answer of 4 alternatives given in 10 question items based on a recording.</li> <li>Performance test for speaking skill in a classroom of 40 students. Students perform a roleplay in a group of 3 about a given topic. Each group's performance takes about 5 minutes and it will be assessed using a holistic rubric.</li> <li>Students are asked to make a learning journal weekly and it should be reported to the teacher every two week.</li> </ol>	25	25

Assessment			
Indicators	Forms	Items	
		Rubric/ scoring	Weight (%)
To differentiate types of assessments and provide examples of each type	essay	What are the difference between norm-referenced and criterion-referenced assessments and between summative and formative assessments? Give an example for each type of the assessments.	20
To develop a peer assessment rubric of a descriptive text	essay	Develop a peer-assessment checklist of a descriptive text for senior high school students.	25
To develop multiple choice test items for reading assessment	essay	Find a short reading passage in the Internet (1 or 2 paragraphs) and then develop test items using 3 task types (i.e. multiple choice consisting of 3 items; matching 3 items; and short answer questions 3 items)	30
			30

#### Final Term-Term

Assessment			
Indicators	Forms	Items	
		Rubric/ scoring	Weight (%)
To analyse the origin of language curriculum development, syllabus design, need analysis and situational analysis	Essay test	Given the following Basic Competence (KD), their possible indicators and possible assessment form, develop one assessment item for each indicator. Please Note: The assessment items under the same KD should be related or based on the same text. Please provide answer key for the objective assessment. Please provide sample answer and assessment rubric for the subjective assessment.	50
		<p><b>KD</b></p> <p><b>Indikator</b></p> <ol style="list-style-type: none"> <li>Menentukan gambaran umum teks recount lisan</li> <li>Menemukan informasi tertentu dalam teks recount lisan tentang pengalaman pribadi yang didengar</li> <li>Menentukan informasi rinci dalam teks recount</li> </ol>	50%
		<p><b>Assessment form</b></p> <p>multiple choice (objective test)</p>	

		Assessment			
Indicators	Forms	Items		Rubric/ scoring	Weight (%)
To explain the Indonesia		Fifteen students have taken an objective reading test, consisting of 5 items. The table below shows 33% of the students in high achieving group (S1-S1 and another 33% of the students in low		50	50%

Indicators	Assessment					Rubric/ scoring	Weight (%)																																																																												
	Forms	Items																																																																																	
historical curriculum		<p>achieving group (S6-S10). "1" indicates a correct answer, while "0" is an incorrect one. Calculate the difficulty index (<math>P</math>) and discrimination index (<math>d</math>).</p> <p>a. Which question was the easiest?  b. Which item has the poorest discrimination?  c. Which question (s) will you remove (if any)? Why?</p>																																																																																	
		<table border="1"> <thead> <tr> <th>No student</th> <th>Total Score</th> <th>Q1</th> <th>Q2</th> <th>Q3</th> <th>Q4</th> <th>Q5</th> </tr> </thead> <tbody> <tr> <td>S1</td> <td>95</td> <td>1</td> <td>1</td> <td>1</td> <td>1</td> <td>0</td> </tr> <tr> <td>S2</td> <td>90</td> <td>1</td> <td>0</td> <td>1</td> <td>1</td> <td>1</td> </tr> <tr> <td>S3</td> <td>90</td> <td>1</td> <td>1</td> <td>0</td> <td>1</td> <td>0</td> </tr> <tr> <td>S4</td> <td>85</td> <td>1</td> <td>1</td> <td>0</td> <td>1</td> <td>1</td> </tr> <tr> <td>S5</td> <td>80</td> <td>1</td> <td>1</td> <td>1</td> <td>0</td> <td>0</td> </tr> <tr> <td>S6</td> <td>75</td> <td>1</td> <td>0</td> <td>1</td> <td>0</td> <td>1</td> </tr> <tr> <td>S7</td> <td>75</td> <td>1</td> <td>0</td> <td>1</td> <td>0</td> <td>1</td> </tr> <tr> <td>S8</td> <td>70</td> <td>0</td> <td>1</td> <td>1</td> <td>1</td> <td>1</td> </tr> <tr> <td>S9</td> <td>70</td> <td>0</td> <td>1</td> <td>0</td> <td>1</td> <td>1</td> </tr> <tr> <td>S10</td> <td>65</td> <td>1</td> <td>1</td> <td>0</td> <td>0</td> <td>1</td> </tr> </tbody> </table>	No student	Total Score	Q1	Q2	Q3	Q4	Q5	S1	95	1	1	1	1	0	S2	90	1	0	1	1	1	S3	90	1	1	0	1	0	S4	85	1	1	0	1	1	S5	80	1	1	1	0	0	S6	75	1	0	1	0	1	S7	75	1	0	1	0	1	S8	70	0	1	1	1	1	S9	70	0	1	0	1	1	S10	65	1	1	0	0	1				
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Mengetahui  
Ketua Prodi  
Pendidikan Bahasa Inggris

Pengembang RPS



Dr. Himmawan Adi Nugroho, M.Pd  
NIP 197511172003121001

Syafi'ul Anam, Ph.D  
NIP 197809162006041001

## **Learning Journal**

1. Name : Hanum Dwi Arianti
2. Learning Materials : Principles of assessment
3. Meeting Date : 30th August 2022

### **1. Notes about the Class**

- 1) Things I Studied in Class Today
  - Validity
  - Reliability
  - Impact
  - Practicality
  - Fairness
- 2) Things I Have Understood
  - I have understood the criteria of validity.
  - I have understood what the reliability is and the factors that can affect it.
  - Validity and Reliability related to each other.
  - It has both positive and negative impact.
  - A test must be practical, fair, and authentic
- 3) Things I Did Not Understand
  - I would still get confused if someone ask me about the definition of validity.
- 4) My Problems
  - I am having a problem in understanding the definition of validity.
- 5) My Feelings and Opinions towards the Class (Subject)
  - In my opinion, the subject in the class is getting more complex.
- 6) My Feelings and Opinions towards the Teacher
  - However, the lecturer has already explain the subject very well.
- 7) My Feelings and Opinions towards the Teaching-learning Activities
  - In this state, teaching-learning activities is going well.

### **2. What I Have Done to Solve My Problems/Difficulties**

- 1) At Home (What and How)
  - I looked for another definition of validity through internet.
- 2) In the Library (What and How)
- 3) Other places (What and How)
  - By asking my friend who is understand the subject to help me with my difficulties.

### **3. What I Will Have to Do to Solve My Problems/Difficulties**

- 1) In the campus with friends (What and How)
  - By asking my classmates
  - By browsing through internet

- By reading the book related to the subject

2) In the Next Teaching-learning Activities with the Teacher (What and How)

- By asking the lecturer.



## **Learning Journal**

1. Name : Aries Muhamad Rizaldy
2. Learning Materials : Assessing Reading
3. Meeting Date : 11<sup>st</sup> October 2022

### **1. Notes about the Class**

#### 1) Things I Studied in Class Today

I studied about how to assessing reading. There are many important things that we have to notice, such as: the test specification, tasks (further reading), purpose for reading, reading processes, reading skills, text types, sourcing, selecting and adapting texts, possible answer, things to consider when selecting a text, the most common ways texts have to be adapted, matching text to task types, and task types. Mr. Syafi' also give us an assignment to make a reading test by seeing the *kisi-kisi* test.

#### 2) Things I Have Understood

I have understood that we have to be aware of the importance and structure of test specifications, be aware of the need for a purpose for reading, have a clear understanding of the range of different reading skills, be able to select and adapt suitable text for tests, and be able to choose suitable task types for reading texts when we will assessing reading.

#### 3) Things I Did Not Understand

So far, I still understand about Mr. Syafi' explanation.

#### 4) My Problems

So far, I did not have any problems at class. But when I do my pair work assignment with my partner, I confuse what I have to do.

#### 5) My Feelings and Opinions towards the Class (Subject)

I still enjoy this class I do not have any weird and strange feeling toward this class or subject.

#### 6) My Feelings and Opinions towards the Teacher

So far, I though he is a good lecturer because he always try to make the condition in the class no too serious. So that the students can enjoy with the way he teach and how he delivered the materials.

#### 7) My Feelings and Opinions towards the Teaching-learning Activities

I think it is fine and good because I can understand about the materials that Mr. Syafi' explains to us, because sometimes he makes a joke to make the condition of the class not too serious.

### **2. What I Have Done to Solve My Problems/Difficulties**

#### 1) At Home (What and How)

I asked to my friends about my problem, I came to her boarding house so that she could help me to solve my problem and gave me more explanation.

#### 2) In the Library (What and How)

Actually I do not go to the library yet because I am not that kind of person who likes to read book in a library.

#### 3) Other places (What and How)

### **3. What I Will Have to Do to Solve My Problems/Difficulties**

1) In the campus with friends (What and How)

I will ask my friend by telling them my problem, maybe I will show him/her the material that I did not understand at class so we can discuss and study together.

2) In the Next Teaching-learning Activities with the Teacher (What and How)

If all of my friends cannot help with my problem, maybe I will ask to the lecturer about my problem, I will show him about the materials that I do not understand yet when we meet at the class or campus.

## **Learning Journal**

1. Name : Atiya Diah Rahmawati
2. Learning Materials : Key Principles of Language Assessment
3. Meeting Date : August 30<sup>th</sup> 2022

### **1. Notes about the Class**

#### 1) Things I Studied in Class Today

- The key principles of language assessment.
- Basic understanding on validity, reliability, impact, practicality, fairness, authenticity.
- Further explanation on each principle.

#### 2) Things I Have Understood

- Basic understanding on the key principles of language assessment.
- Types of validity, reliability-related factors, positive and negative impact, practicality, fairness, authenticity.
- The important of balance between validity and reliability.
- Why these principles are important for creating a test that is fit for purpose.
- Definition on each key principle.

#### 3) Things I Did Not Understand

- I can still follow the lecture and materials so far, no problem that a review can't fix.

#### 4) My Problems

- There's no major problem, but I forgot some explanation on practicality and authenticity.

#### 5) My Feelings and Opinions towards the Class (Subject)

- I think the subject is quite interesting, and the class was pretty enthusiastic in learning the subject.

#### 6) My Feelings and Opinions towards the Teacher

- There's no problem, really. The lecturer speaks really fluently and understandable.

#### 7) My Feelings and Opinions towards the Teaching-learning Activities

- The teaching learning progresses in class so far are great, and I'm still able to follow it quite nicely.

### **2. What I Have Done to Solve My Problems/Difficulties**

#### 1) At Home (What and How)

- I reviewed the materials given by the lecturer in form of PPT at my boarding house.

#### 2) In the Library (What and How)

- I haven't gone to the library recently. I study at home/dorm.

#### 3) Other places (What and How)

- I study at home/dorm, so I didn't really study outside.

### **3. What I Will Have to Do to Solve My Problems/Difficulties**

1) In the campus with friends (What and How)

- I'll ask my friends—I forgot some explanation of the materials, so I'll ask them to make my understanding of the subject gets better.

2) In the Next Teaching-learning Activities with the Teacher (What and How)

- If I'm still unable to gain the solution to my problem by asking my friends, I'll ask my lecturer.

## **Learning Journal**

1. Name : Farah Maulida Afanin
2. Learning Materials : Testing Reading
3. Meeting Date : October 11<sup>th</sup>, 2022

### **1. Notes about the Class**

#### 1) Things I Studied in Class Today

- Task (refers to Bloom's taxonomy and the curriculum)
- Purposes of reading
- Reading process and types of reading
- Reading test types

#### 2) Things I Have Understood

- I have understood the function of test specification and the

#### 3) Things I Did Not Understand

- Creating a test specification.
- Creating a communicative reading test.

#### 4) My Problems

- There is an assignment from Mr. Syafi to create a reading test. He also said that the next meeting is for consulting reading test specification. However, Novia and I are in one group, both of us do not know how to create it. We do not have any idea of it.
- I always do my assignment near with the deadline.

#### 5) My Feelings and Opinions towards the Class (Subject)

- Enjoyable
- There are only few students which creates comfort atmosphere.

#### 6) My Feelings and Opinions towards the Teacher

- He explained the material well. However he still did slide movement quickly.
- He likes to gives such a "shocking test" in the class.
- Unfortunately, he did not give any detail example for the students. Perhaps he wants his students to elaborate their skills before knowing or finding a good example.

#### 7) My Feelings and Opinions towards the Teaching-learning Activities

- It still good as the week before.

### **2. What I Have Done to Solve My Problems/Difficulties**

#### 1) At Home (What and How)

- Browsing from internet about communicative reading test.

2) In the Library (What and How)

-

3) Other places (What and How)

- Asking and discussing as usual, but almost of my friends have the same difficulties as me.
- Finally, we did our assignment based on our understanding and it is very bad from me.

### **3. What I Will Have to Do to Solve My Problems/Difficulties**

1) In the campus with friends (What and How)

- Doing more study work with my friends in free time.

2) In the Next Teaching-learning Activities with the Teacher (What and How)

- Asking the things that I do not know to teacher. Perhaps I can use WhatsApp.

## **Learning Journal**

1. Name : Fimma dia ayunda
2. Learning Materials : Key Principles of Language Assessment
3. Meeting Date : 30 August 2022

### **I. Notes about the Class.**

1. Mr Shafiq taught some materials that related to Key Principles of Language Assessment. It contains of learning objectives, key principle, validity, types of validity, reliability, reliability-related factors, impacts, positive impact, negative impact, solution to negative impacts, practicality, fairness and authenticity.
2. I have understood that key principles is divided into six items. There is validity, reliability, impact, practically, fairness and authenticity. I knew the differences of the six items of key principle.
3. The explanation of the materials was very clear. I did not found my difficulties yet when I heard the explanation from Mr Shafiq.
4. I have not found my problems yet. It is very complete such as negative impacts and the solution.
5. This class and explanation is very clear.
6. The lecturer has explained the perfect materials that related to Key Principles of Language Assessment perfectly. He show the materials in the power point clearly.
7. My opinions towards the teaching-learning activities is good enough because the lecturer have already explained the materials well.

### **II. What I Have Done to Solve My Problems /Difficulties.**

1. I did not get the difficulties yet.
2. I did not go to the library yet as long as I have not difficulties.
3. I did not ask to my friend as long as I have not difficulties

### **III. What I Will Have to Do to Solve My Problems/Difficulties.**

1. I have not difficulties yet and I do not need to ask my friend yet.

## Learning Journal

1. Name : Ismi farida
2. Learning Materials : The Key Principles (Validity, Reliability, Impacts, Practically, Fairness, Authenticity)
3. Meeting Date : August 30, 2022

### 1. Notes about the Class

- 1) Things I Studied in Class Today  
Key principles in assessment such as validity and also it's types, reliability, impacts, practically, fairness, and authenticity.
- 2) Things I Have Understood  
Validity and some of it's types, reliability then it's related to factor, impacts, practically, fairness, and authenticity.
- 3) Things I Did Not Understand  
Actually I understand the general concept of key principles in assessment but I confused in the types of validity especially "criterion" and also the key principles "reliability". I think those are just the same.
- 4) My Problems  
Thing that I do not understand.
- 5) My Feelings and Opinions towards the Class (Subject)  
The materials are getting difficult from the previous one.
- 6) My Feelings and Opinions towards the Teacher  
Actually i love the way Mr. Syafi' explained the materials but I did not know this day I felt little bit difficult in getting what he has explained. I think it is because he delivered the material in hurry or too fast since there are more topics to be covered.
- 7) My Feelings and Opinions towards the Teaching-learning Activities  
The teaching-learning activities was fun like the previous one.

### 2. What I Have Done to Solve My Problems/Difficulties

- 1) At Home (What and How)  
Browsing and googling is the best way to solve my problems/difficulties. I will try to find some sources about criterion and reliability in assessment.
- 2) In the Library (What and How)  
-
- 3) Other places (What and How)  
I will go to my friend's boarding house to ask her re-explain what Mr. Syafi' taught to us.



### **3. What I Will Have to Do to Solve My Problems/Difficulties**

- 1) In the campus with friends (What and How)  
I will discuss with some of my classmates about the difficulties that I feel. I will ask them whether my concept about criterion and reliability is correct.
- 2) In the Next Teaching-learning Activities with the Teacher (What and How)  
If I still do not understand I will ask to Mr. Syafi'.