WORKLOAD ASSESSMENT
ELT ASSESSMENT

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

WORKLOAD ASSESMENT

ELT Assessment

Academic Year 2019/2020

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A. Lesson Plan and Course Assessment

UNESA Universitas Negeri Surabaya	**Universitas Negeri Surabaya Faculty of Languages and Arts Englsih Language Education Study Program**	**Document Code**

Lesson Plan

COURSE	**Code**	**Cluster**	**Credits**		**Semester**	**Compilation Date**
ELT Assessment	8820302125	Languages	**T=3**	**P=1**	…	2020

AUTHORIZATION	**Lesson Plan Developer**	**Coordinator**	**Head of Study Program**
	Ahmad Munir, Ph.D.	Ahmad Munir, Ph.D.	**<name>**

Program Learning Outcome (PLO)	**PLO**	
	PLO	2. Demonstrate good understanding about the concepts of English learning in national and global perspectives
	PLO	4. To plan, carry out and evaluate English instructions effectively and creatively.
	PLO	7. To apply critical thinking and analytic skills in solving problems in English instructions.
	Course Learning Outcome (CLO)	
	CLO1	To demonstrate values, ethics, norms, systematic, analytical and innovative thinking, in the development and process of assessment.
	CLO2	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.
	CLO3	To demonstrate skills for developing various kinds of listening, speaking, reading and writing assessments in line with the national curriculum.
	CLO4	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.
Course Description	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.	

Learning Materials/ Topics	authentic assessment, portfolio assessment, oral language assessment, reading assessment, writing assessment, and content area assessment	
References	**Primary**	Brown, H. D., & Abeywickrama, P. 2010. Language Assessment Principles and Classroom Practices. New York: Pearson education Inc.
	Supplementary	Russell, M. K. & Airasian, P. W. 2012. Classroom assessment: Concepts and applications (seventh edition). New York: McGraw-Hill. Harris, M. & McCann, P. 1994. Assessment: Handbooks for English classroom. New York: MacMillan O'Malley, M.J. & Pierce, L.V. 1996. Authentic Assessment for English Learners. White Plain, NY: Addison-Wesley. Douglas, Dan. 2000. Assessing language for specific purposes. Cambridge: Cambridge University Press.
Lecturer(s)	Ahmad Munir, S.Pd.,M.Ed.,Ph.D. Syafi'ul Anam, Ph.D.	
Prerequisite	None	

Meetings	**Competence**	**Indicator**	**Topics**	**Methods**	**Sources**	**Time allotment**	Learning experience
1	Possessing knowledge of principle of assessments, testing, measurements and evaluation.	• To define measurement, testing, assessment and evaluation • To explain the relationship among measurement, testing, assessment, evaluation and teaching • To define process-oriented assessment and product-oriented assessment • To name different ways for process-oriented assessment and product-oriented assessment	• Measurement, testing, assessment and evaluation • Process-oriented assessment and product-oriented assessment	Reading and discussion	Brown Harris & McCann Russell& Airasian PPT in GDrive ELT Assessment	150’	• By reading chapter 1 in Brown & Abeywickrama (2010), Harris & McCann (1994), Russell & Airasian (2012) about definitions of Measurement, testing, assessment and evaluation, students discuss whether in practice teachers also have similar definitions By reading chapter **6** in Brown & Abeywickrama (2010), Harris & McCann (1994), Russell & Airasian (2012) about process-oriented vs product-oriented

Meetings	Competence	Indicator	Topics	Methods	Sources	Time allotment	Learning experience
							assessment, students list all possible kinds of assessment under each orientation.
2	Making authentic assessments in training English as a communicative devices	• To identify observable actions or behaviours during process-oriented assessment informally. • To elaborate the observable actions or behaviours during process-oriented assessment informally. • To practice doing process-oriented assessment informally.	• Actions of Assessing • Oral comments • Written comments • Actions of assessing versus actions of teaching	lecture Practice	Brown. Chapter 10 O'Malley & Pierce Russell& Airasian PPT in GDrive ELT Assessment	150	• By attending the lecture on process-oriented assessment implemented informally and formally, students practice identify observable actions to assess, to comment, and to ask about.
3	Ditto	• To identify forms of instruments for process-oriented assessment formally. • To elaborate forms of instruments for process-oriented assessment • To elaborate how to use forms of instruments for process-oriented assessment.	• Observation • Portfolio • Journal • Interviews • Self-assessment • Peer-assessment • observation sheets	lecture and Practice	Brown O'Malley & Pierce Russell& Airasian PPT in GDrive ELT Assessment	150	By Attending lecture on Observation Portfolio Journal Interviews Self-assessment Peer-assessment observation sheets

Meetings	**Competence**	**Indicator**	**Topics**	**Methods**	**Sources**	**Time allotment**	Learning experience
		• To develop observation sheets					students write learning journal about these.
4	Ditto	• To develop portfolio guides • To develop journals • To develop interview guides • To develop self-assessment forms and peer-assessment forms	• Portfolio • Journals • interview guides • self-assessment forms and peer-assessment forms	Practice	Brown O'Malley & Pierce Russell& Airasian PPT in GDrive ELT Assessment	150	• By looking at the examples of Portfolio • Journals • interview guides • self-assessment forms and peer-assessment forms in the textbooks, students develop them in groups of 5.
5	Deciding on the appropriate scoring rubrics in assessing language skills.	• To elaborate measurement levels (nominal, ordinal, interval, and ratio scales). • To interpret results of process-oriented assessment formally.	• Measurement Levels (nominal, ordinal, interval, and ratio scales). • instruments for process-oriented assessment formally	lecture	Brown & Abeywickrama O'Malley & Pierce Russell & Airasian PPT in GDrive ELT Assessment	150	By reading Brown & Abeywickrama (2010) O'Malley & Pierce, Russell & Airasian students define measurement levels, and interprete results of processed-oriented

Meetings	**Competence**	**Indicator**	**Topics**	**Methods**	**Sources**	**Time allotment**	Learning experience
							assessment formally
6	Making use of the knowledge of language skills and components to assess language skil ls.	• TO mention Various methods for assessing listening • TO explain Various methods for assessing listening	Various methods for assessing listening	Lecture and presentation	Brown & Abeywickrama Basic competencies in the SMP and SMA English syllabi Basic competencies in the SMP and SMA English syllabi PPT in GDrive ELT Assessment	150	By reading Brown, students develop presentation on various methods of assessing listening
7	UTS	All above				100	

Meetings	**Competence**	**Indicator**	**Topics**	**Methods**	**Sources**	**Time allotment**	Learning experience
8	Making use of the knowledge of language skills and components to assess language skills.	• TO develop listening assessment	Developing various methods for assessing listening	Workshop	Brown & Abeywickrama Basic competencies in the SMP and SMA English syllabi Basic competencies in the SMP and SMA English syllabi	150	Using their PPT on various methods of assessing listening, students develop listening assessment in groups
9	Making authentic assessments in training English as a communicative devices	• To interpret scores using item analysis • To score using rubric • To do item analysis using ANATES apk	criterion reference Item analysis ANATES apk	Demonstration	Brown & Abeywickrama ANATES PPT in GDrive ELT Assessment	150	Using the data obtained from listening assessment and the rubric developed previously, students interpret them using item analysis and ANATES application.
10	Making use of the knowledge of language components to assess	• TO mention Various methods for assessing Speaking	Various methods for assessing Speaking	Lecture and presentation	Brown & Abeywickrama	150	By reading Brown & Abeywickrama

Meetings	**Competence**	**Indicator**	**Topics**	**Methods**	**Sources**	**Time allotment**	Learning experience
	language skills.	• TO explain Various methods for assessing Speaking			Basic competencies in the SMP and SMA English syllabi Basic competencies in the SMP and SMA English syllabi PPT in GDrive ELT Assessment		(2010) on speaking assessment, students develop presentation on various methods of assessing speaking
11	Making authentic assessments in training English as a communicative devices	• TO develop Speaking assessment	Developing various methods for assessing speaking	Workshop	Brown & Abeywickrama Basic competencies in the SMP and SMA English syllabi Basic competencies in the SMP and SMA	150	Using their PPT on various methods of assessing speaking, students develop speaking assessment in groups

Meetings	**Competence**	**Indicator**	**Topics**	**Methods**	**Sources**	**Time allotment**	Learning experience
					English syllabi		
12	Making use of the knowledge of language components to assess language skills.	• TO mention Various methods for assessing Reading • TO explain Various methods for assessing Reading	Various methods for assessing Reading	Lecture and presentation	Brown & Abeywickrama Basic competencies in the SMP and SMA English syllabi Basic competencies in the SMP and SMA English syllabi PPT in GDrive ELT Assessment	150	By reading Brown & Abeywickrama on reading assessment, students develop presentation on various methods of assessing reading
13	Making authentic assessments in training English as a communicative devices	• TO develop Reading assessment	Developing various methods for assessing Reading	Workshop	Brown & Abeywickrama Basic competencies in the SMP and SMA English	150	Using their PPT on various methods of assessing reading, students develop reading assessment in

Meetings	Competence	Indicator	Topics	Methods	Sources	Time allotment	Learning experience
					syllabi Basic competencies in the SMP and SMA English syllabi		groups
14	Making use of the knowledge of language components to assess language skills.	• TO mention Various methods for assessing Writing • TO explain Various methods for assessing Writing	Various methods for assessing Writing	Lecture and presentation	Brown & Abeywickrama Basic competencies in the SMP and SMA English syllabi Basic competencies in the SMP and SMA English syllabi PPT in GDrive ELT Assessment	150	By reading Brown & Abeywickrama (2010) on writing assessment, students develop presentation on various methods of assessing writing
15	Making authentic assessments in training English as a communicative	• TO develop Writing assessment	Developing various methods for assessing	Workshop	Brown & Abeywickrama	150	Using their PPT on various methods of

Meetings	Competence	Indicator	Topics	Methods	Sources	Time allotment	Learning experience
	devices		Writing		Basic competencies in the SMP and SMA English syllabi Basic competencies in the SMP and SMA English syllabi		assessing Writing, students develop Writing assessment in groups

Assessment

Meetings	Indicator	Assessment forms
1	• To define measurement, testing, assessment and evaluation • To explain the relationship among measurement, testing, assessment, evaluation and teaching • To define process-oriented assessment and product-oriented assessment • To name different ways for process-oriented assessment and product-oriented assessment	*Summary writing* 1.Please define Measurement, testing, assessment and evaluation based on Brown & Abeywickrama (2010), Harris & McCann (1994), Russell & Airasian (2012). 2.Please list possible product-oriented assessment and process-oriented assessment
2	• TO mention Various methods for assessing listening • TO explain Various methods for assessing listening	Oral presentation

Meetings	Indicator	Assessment forms
3	• TO mention Various methods for assessing Speaking • TO explain Various methods for assessing Speaking	Oral presentation
4	• TO mention Various methods for assessing Reading • TO explain Various methods for assessing Reading	Oral presentation
5	• TO mention Various methods for assessing Writing • TO explain Various methods for assessing Writing	Oral presentation
6	• To explain product oriented assessment instruments for L,S,R,W namely: short answer test, unstructured response test, completion, T/F, matching, MC, and essay form. • To explain strength and weakness of developing assessment instruments for L,S,R,W. • To develop assessment blue print for L,S,R,W. • To develop rubric for L,S,R,W assessment.	Develop short answer test, unstructured response test, completion, T/F, matching, MC, and essay form based on the basic competency in Curriculum 2013
9	• to explain -essay form- assessment for L,S,R,W. • To explain strength and weakness of essay form assessment for L,S,R,W. • to develop assessment blue print- essay form- for L,S,R,W. • to develop assessment rubric for L,S,R,W. • TO develop product oriented assessment instruments -essay form- for L,S,R,W.	Performance

Meetings	Indicator	Assessment forms
2	• To identify observable actions or behaviours during process-oriented assessment informally. • To elaborate the observable actions or behaviours during process-oriented assessment informally. • To practice doing process-oriented assessment informally.	*Journal writing* Performance task 1. Please write learning journal on: Actions of Assessing, Oral comments, Written comments, Actions of assessing versus actions of teaching ~~2.Please perform: Actions of Assessing, Oral comments, Written comments~~
3	• To identify forms of instruments for process-oriented assessment formally. • To elaborate forms of instruments for process-oriented assessment • To elaborate how to use forms of instruments for process-oriented assessment. • To develop observation sheets	*Journal* Oral performance Project 1.please write about your learning of forms of process-oriented assessment conducted formally: Observation Portfolio Journal Interviews Self-assessment Peer-assessment observation sheets
4	• To develop portfolio guides • To develop journals • To develop interview guides • To develop self-assessment forms and peer-assessment forms	*Project* 1.please develop forms of process-oriented assessment conducted formally: Observation Portfolio Journal Interviews Self-assessment Peer-assessment observation sheets

Meetings	Indicator	Assessment forms
5	• To elaborate measurement levels (nominal, ordinal, interval, and ratio scales). • To interpret results of process-oriented assessment formally.	Oral performance *Performance task*
6	• to decide which "key words" in the basic competencies in the SMP and SMA English syllabi which lead to process-oriented assessment • to decide which "key words" in the basic competencies in the SMP and SMA English syllabi which lead to product-oriented assessment • To develop process-oriented assessment for the basic competencies in the SMP and SMA	Performance task Project
13	• To develop assessment instruments for L,S,R,W.	Performance
15	• To interpret scores using criterion reference • To score using rubric	Performance

Week	Learning Objectives	Assessment		Learning Activities and Time Allotment		Learning Sources	Scoring
		Indicators	Criteria/Form/ Type	Offline	Online		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)

1	Students are able to explainan overview of financial management in the company.	1. Able to explain career opportunities in finance 2. Able to describe financial management 3. Able to understand the responsibilities ofethical managers (business and profession)	Criteria: Holistic rubric Non-test form: Summarize the lecture material	-	Google Classroom) (discussion) Google Meet (lecture) Vilearn Unesa (discussion) **[3 x 50 minutes]**	1,2,3,4,5	5

B. Course Evaluation and Development

1. Calculation of Student Workload

Module/Course Title	Student Workload	Credits	Semester	Frequency	Duration
	78.4	4.77 ECTS	Even	28 CU	14 Meetings

Credit Unit (CU)	ECTS	Meeting Hours	Structured Assignments	Independent Study
3 CU	3.18 ECTS	2100 minutes	2520 minutes	2520 minutes

2. Program Learning Outcome (PLO)

PLO 2. Demonstrate good understanding about the concepts of English learning in national and global perspectives

PLO 4. Plan, carry out and evaluate English instructions effectively and creatively.

PLO 7. Apply critical thinking and analytic skills in solving problems in English instructions.

3. Course Learning Outcome (CLO)

CLO 1 Demonstrate values, ethics, norms, systematic, analytical and innovative thinking, in the development and process of assessment.

CLO 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.

CLO 3 Demonstrate skills for developing various kinds of listening, speaking, reading and writing assessments in line with the national curriculum.

CLO 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.

1. Assessment of PLO

STUDENT PERFORMANCE

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

COURSE : ELT Assessment

CLASS : 2018

CREDIT : 3

ACADEMIC YEAR : Even 2020/2021

Kategori Capaian Per Mahasiswa

Nama	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
PUTRI FATIMATUZ ZUHRO		G		G			G			
DEVA MELANIA		E		E			E			
TASYA REYNA SHALSABILLA		G		G			G			
DIAH RAHMI YULIANINGSIH		G		G			G			
FIZARIYAH SUKMA		E		E			E			
KARISMA KURNIAWATI		G		G			G			
ANISA MAHDIANA AWALIN		G		G			G			
FITRIA AFIFATUS SALAMAH		S		S			S			
SEPTIARA DWI YUDHIA		G		G			G			
AULIA PUTRI YULISTIA		G		G			G			
ZENITA SALSABILA		S		S			S			
IZZA AUDINA		G		G			G			
ARDHELIA CINTARA DWIKI FRENDY		G		G			G			
LUISITA KHADLROTUL MASYHUROH		G		G			G			
ADINI AMALIA		S		S			S			
DIANA PUTRI		S		S			S			
ANJANI VICKA PRASASTI HASIBUAN		E		E			E			
DINDA AYU OCTAVIA PUTRI		E		E			E			
FITRIN ARLINDA		E		E			E			
HILDA APRILINDA		S		S			S			

MUNAWAROH ALFIANTI		E		E			E				
ROISUL LAURA GLADIKA		E		E			E				
KHUSNUL KHOTIMAH		S		S			S				
YULI QOUMIM MAHMUDAH		E		E			E				
DIVYA AYU DAMAYANTI		E		E			E				
PAULA EKA RAMDHANI		G		G			G				
IKA NUR AINI		G		G			G				
MUTIARA MAHARSI MUMPUNI		S		S			S				
EKA SYAHWALDA PUTRI		G		G			G				
JULIANI NUR MUSTIKA SARI		G		G			G				
JALU WINTANG WIDODO		E		E			E				
RATNA GUSTI DENOK		E		E			E				
DIANA NURIA PUTRI		E		E			E				
NATASYA ADELIA PUTRI		G		G			G				
AINUN RAHMADIA ASIH		E		E			E				
MEDINA AULIA SYAHRIAR		G		G			G				
ZHAFIRAH ROSA KUSUMAWARDANA		E		E			E				
MILLATUZ ZAKIYAH		E		E			E				
WANDA HIJRIANI HERWANTO		E		E			E				
NAUFAL MUHAMMAD WAHIDUL QUTHBI		G		G			G				
TIFFANI WIDYA LARASATI		E		E			E				
SATYA DWINANDA SURJONO PUTERA		G		G			G				
SASI KIRANA SUGI WIWIKANANDA		G		G			G				
RAVITA MAHARANI		E		E			E				
HAFIRSYANI RIZKA OKTRIANUR		E		E			E				
JIBRIIL AHMAD ABDILLAH		G		G			G				
DIOVANO ARDIN RACHMANTA		E		E			E				
MELINA CAHYANINGTYAS		E		E			E				
SEPTIAN DWI ANGGARA		G		G			G				
SELVIA MEYRA NUGRAHAENI		E		E			E				
ELDA KARTIKASARI		E		E			E				
JOAN CHANDRA JOVANDO		G		G			G				
RACHMAH SHOFIATUL AIDAH		G		G			G				

AYU KURNIAWAN		E		E			E				
AZMINATUL ALFAY ROHMAH		E		E			E				
NILAM SARI		E		E			E				
MAS AJENG FAHMA TAHTA		E		E			E				
SYLVIA PUSPA WINDRAWATI		E		E			E				
APRILIA AYU KUSUMA DEWI		G		G			G				
NUR JIHAD ROMADHONI		G		G			G				
ALFINDA FEBRIANI		G		G			G				
SRI WAHYUNI		G		G			G				
ESTER MELANI		G		G			G				
VIKA SYAH ALDINA		E		E			E				
RIZKY EKA SYAHPUTRA		G		G			G				
DEVINA DINAR SALSABILA		G		G			G				
NOVRITA NURUL IZZA		G		G			G				
MUCHAMAD NURKHOLIS		F		F			F				
SALSABILA KHAIRUNNISA		G		G			G				
SYAFRILA PAHLEVI ASSYURA		G		G			G				
TALITHA AYU RAMADHANI		E		E			E				
VERINA AINUR IZZAMI HARIYANTO		E		E			E				
MAHANANI ILMI IBRAHIM		E		E			E				
LODEWYK ELFEIAND SUBEKTI		E		E			E				
SITI WIJIPRATIWI		G		G			G				
ALFINA DWIYANTI		G		G			G				
ZAHRA ELBANISA		G		G			G				
HAYUS HADIANTORO		E		E			E				
ARSYAN ALLBIE ARMANDO BRAHMANA		G		G			G				
ADHILA NUR'AINI WAHYU PRIHANTI		G		G			G				
RIZKY LILIANI FEBRIANTI		G		G			G				
BAMANDA AULIA PUTRI		E		E			E				
DINDA PURNA PUTRI		E		E			E				
FETTY NABILA ANNADAWY		E		E			E				
MILLENIA BERLIAN FEBRINA		E		E			E				

ZAKIYYATUL MAGHFIROH HAMIDAH ASSAGUNG		E		E			E				
ABDULLAH FARHAN RIFFANI		G		G			G				
MAGHFIROTUL LAILIYAH REFANIA IBTIYANTI		E		E			E				
SALMA NOVIA LAILIKA		S		S			S				
ALYA ROHANI FADHILAH		G		G			G				
BETARI UTAMA SAFITRI		S		S			S				
DEWANTI NAGA PUTRI		E		E			E				

SEBARAN CAPAIAN MAHASISWA

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	
Excellent	0	41	0	41	0	0	41	0	0	0	
Good	0	41	0	41	0	0	41	0	0	0	
Satisfy	0	9	0	9	0	0	9	0	0	0	
Fail	0	1	0	1	0	0	1	0	0	0	
	0	92	0	92	0	0	92	0	0	0	

Persentase

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	
Excellent				45%			45%				
Good				45%			45%				
Satisfy				10%			10%				
Fail				1%			1%				

ASSESMENT OF PROGRAM LEARNING OUTCOMES (PLO)

COURSE : ELT Assessment
CREDIT : 3
STUDY PROGRAM : English Language Education
PERIOD : 2020/2021 (1)
CIASS : 2018A, 2018B, & 2018 C
PARTICIPANTS : 92

PROGRAM LEARNING OUTCOMES

PLO 2. Demonstrate good understanding about the concepts of English learning in national and global perspectives

PLO 4. Plan, carry out and evaluate English instructions effectively and creatively.

PLO 7. Apply critical thinking and analytic skills in solving problems in English instructions.

COURSE LEARNING OUTCOMES

CLO 1. Demonstrate values, ethics, norms, systematic, analytical and innovative thinking, in the development and process of assessment (PLO 11, 12)

CLO 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.

CLO 3. Demonstrate skills for developing various kinds of listening, speaking, reading and writing assessments in line with the national curriculum.

CLO 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.

CLO-PLO CORRELATION

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12
CLO1		V										
CLO2				V								
CLO3				V								
CLO 4							V					

ASSESMENT PLAN

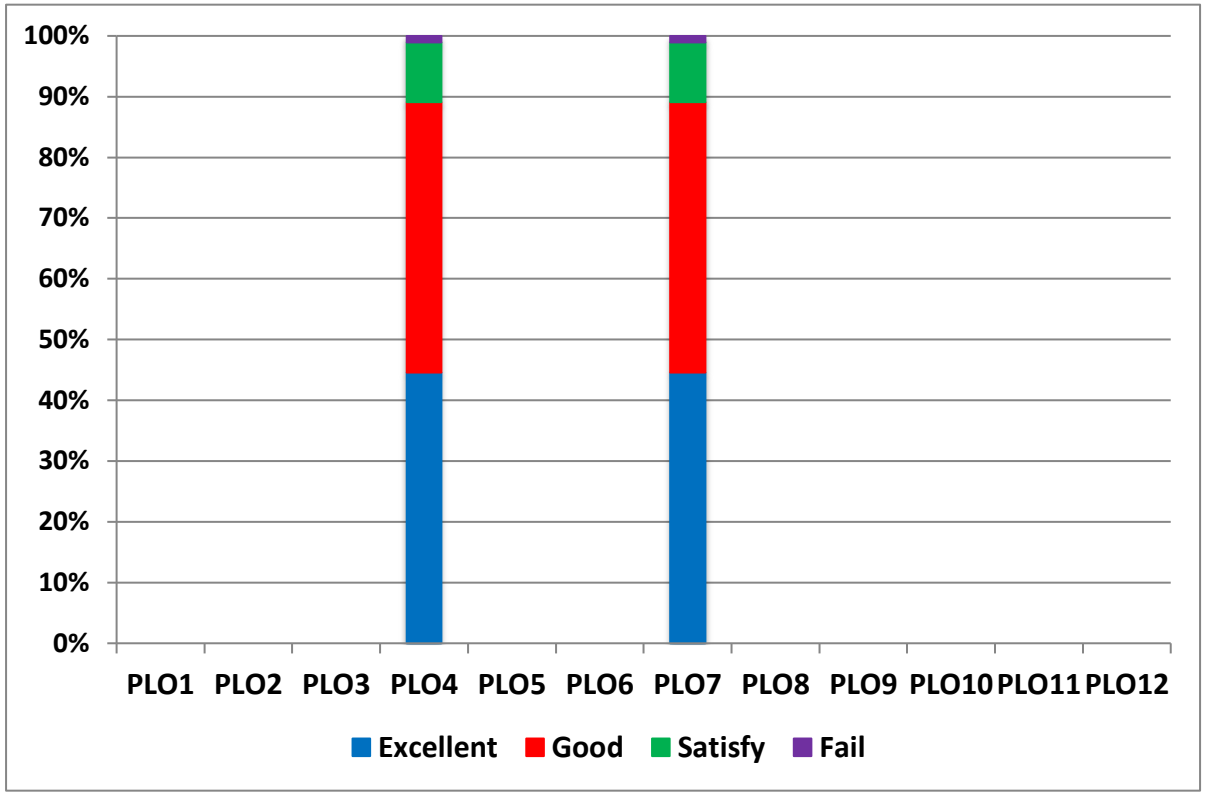
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12

CLO1		Assignment, Mid-semester test, Final semester test										
CLO2				Assignment, Mid-semester test, Final semester test								
CLO3				Assignment, Mid-semester test, Final semester test								
CLO4							Assignment, Mid-semester test, Final semester test					

STUDENTS' PERFORMANCE

	PLO1	**PLO2**	**PLO3**	**PLO4**	**PLO5**	**PLO6**	**PLO7**	**PLO8**	**PLO9**	**PLO10**	**PLO11**	**PLO12**
Excellent				45%			45%					
Good				45%			45%					
Satisfy				10%			10%					

Fail				1%			1%					


100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
PLO1 PLO2 PLO3 PLO4 PLO5 PLO6 PLO7 PLO8 PLO9 PLO10 PLO11 PLO12
Excellent
Good
Satisfy
Fail

APPENDICES

APPENDIX 1 ASSESSMENT RUBRIC

Course Assessment

A. Assessment Rubric

1) Attitudes/Affective Domain

In this domain, the evaluation of student participation in class includes communication skills, discipline and responsibility. The rubrics used are as follows:

Criteria	Score
Communicate effectively, appreciate others' opinions; always attend the class on time; always submit the assignment on time; and always participate in thecompletion of group assignment	85 ≤ SA ≤ 100
Communicate effectively, appreciate others' opinions; 80% of attendance; submit 90% of the assignment; andoften participate in the completion of group assignment.	70 ≤ SA < 85
Communicate ineffectively, appreciate others' opinions; 75% of attendance; submit the 70% of assignment on time; and participate in the completion of group assignment.	55 ≤ SA < 70
Communicate ineffectively, do not appreciate others' opinions; rarely attend the class; rarely submit the assignment; and rarely participate in the completion of group assignment	≤ SA < 55

2) Knowledge/Cognitive Domain

The students' knowledge is assessed through assignments (individual and group) and tests (mid-term and End-term tests).

a. Assignment Rubric

The criteria of assignment according to Assignment Rubrics:

No	Aspects	Max. Score
1	To develop authentic assessment: Observation Portfolio Journal	100

	Interviews Self-assessment/Peer assessment	

b) Test (mid-term and End-term tests)

The criteria of mid-term and End-term tests in this course are:

1. To distinguish evaluation, assessment and test;
2. To distinguish between process-oriented assessment and product oriented assessment
3. To explain kinds of authentic assessment

b) End-term tests

1. To develop Listening, speaking, reading and writing assessment for Junior/senior high school

.

B. Universitas Negeri Surabaya's Grading System

University students are considered to be competent and pass if at least get 40% of the maximum End-term grade. The End-term grade (NA) is calculated based on the following weight:

Assessment Components	Percentage
Participation (including attitudes/affective)	20%
Assignment	30%
Mid-term test	20%
End-term test	30%

Scoring Conversion

Scoring Interval (out of 100)	Point	Grade
85 ≤ NA ≤ 100	4.00	A
80 ≤ NA < 85	3.75	A-
75 ≤ NA < 80	3.50	B+
70 ≤ NA < 75	3.00	B
65 ≤ NA < 70	2.75	B-
60 ≤ NA < 65	2.50	C+
55 ≤ NA < 60	2.00	C
40 ≤ NA < 55	1.00	D
0 ≤ NA < 40	0	E

APPENDIX 2 COURSE ACTIVITIES RECORDS

a. Sample of Student Attendance

KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI SURABAYA

Jl. Lidah Wetan, Surabaya - 60213
Telepon :+6231-99424932
Faksimile :+6231-99424932
e-mail :bakpk@unesa.ac.id

PRESENSI KULIAH
Periode 2020/2021 Gasal

Mata Kuliah : **ELT Assessment** **Dosen** : Ahmad Munir, S.Pd., M.Ed., Ph.D.
Kelas : 2018B
Prodi : S1 Pendidikan Bahasa Inggris

No	NIM	Nama Mahasiswa	Pertemuan Ke															%
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
			15 Sep 20	22 Sep 20	29 Sep 20	06 Oct 20	13 Oct 20	20 Oct 20	27 Oct 20	03 Nov 20	10 Nov 20	17 Nov 20	24 Nov 20	01 Dec 20	08 Dec 20	15 Dec 20	22 Dec 20	
1.	18020084034	DIANA NURIA PUTRI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
2.	18020084036	NATASYA ADELIA PUTRI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
3.	18020084037	AINUN RAHMADIA ASIH	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
4.	18020084038	MEDINA AULIA SYAHRIAR	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
5.	18020084039	ZHAFIRAH ROSA KUSUMAWARDANA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
6.	18020084040	MILLATUZ ZAKIYAH	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
7.	18020084041	WANDA HURIANI HERWANTO	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
8.	18020084042	NAUFAL MUHAMMAD WAHIDUL QUTHBI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
9.	18020084043	TIFFANI WIDYA LARASATI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
10.	18020084044	SATYA DWINANDA SURJONO PUTERA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
11.	18020084046	SASI KIRANA SUCI WIWIKANANDA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
12.	18020084047	RAVITA MAHARANI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
13.	18020084048	HAFIRSYANI RIZKA OKTRIANUR	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
14.	18020084049	JIBRIIL AHMAD ABDILLAH	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
15.	18020084050	DIOVANO ARDIN RACHMANTA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
16.	18020084051	MELINA CAHYANINGTYAS	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
17.	18020084053	SEPTIAN DWI ANGGARA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
18.	18020084054	SELVIA MEYRA NUGRAHAENI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
19.	18020084055	ELDA KARTIKASARI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
20.	18020084056	JOAN CHANDRA JOVANDO	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
21.	18020084057	RACHMAH SHOFIATUL AIDAH	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
22.	18020084058	AYU KURNIAWAN	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
23.	18020084059	AZMINATUL ALFAY ROHMAH	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
24.	18020084060	NILAM SARI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
25.	18020084061	MAS AJENG FAHMA TAHTA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
26.	18020084062	SYLVIA PUSPA WINDRAWATI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
27.	18020084063	APRILIA AYU KUSUMA DEWI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
28.	18020084064	NUR JIHAD ROMADHONI	H	H	H	H	H	A	H	H	H	H	H	H	H	H	H	93.3 %
Tanda Tangan Dosen / Asisten																		

b. Sample of Course Log Book

KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
UNIVERSITAS NEGERI SURABAYA

Kampus Ketintang
Jalan Ketintang, Surabaya 60231
T: +6231-8293484
F: +6231-8293484
laman: unesa.ac.id
email : bakpk@unesa.ac.id

Aktivitas Perkuliahan

Nama Matakuliah : ELT Assessment **Dosen** : AHMAD MUNIR (197608042003121006)

Kelas : 2018B

Jadwal & Ruang : T04.03.14 (13.00 - 15.30) R.

No.	Tanggal	Pertemuan	Topik	Peserta	Status	Dosen
1	15-09-2020	Pertemuan ke 1	Measurement, testing, assessment and evaluationProcess-oriented assessment and product-oriented assessment	28	Terjadwal	Ahmad Munir
2	22-09-2020	Pertemuan ke 2	Process-oriented assessment and product-oriented assessmentActions of AssessingActions of assessing versus actions of teaching	28	Terjadwal	Ahmad Munir
3	29-09-2020	Pertemuan ke 3	Observation, Portfolio, Journal, Interviews, Self-assessment, Peer-assessment, observation sheets	28	Terjadwal	Ahmad Munir
4	06-10-2020	Pertemuan ke 4	Portfolio, Journals, Interviews, Self-assessment, Peer-assessment, observation sheets	28	Terjadwal	Ahmad Munir
5	13-10-2020	Pertemuan ke 5	Measurement Levels (nominal, ordinal, interval, and ratio scales). Instruments for process-oriented assessment formally	28	Terjadwal	Ahmad Munir
6	20-10-2020	Pertemuan ke 6	Various methods for assessing listening	27	Terjadwal	Ahmad Munir
7	27-10-2020	Pertemuan ke 7	UTS	28	Terjadwal	Ahmad Munir
8	03-11-2020	Pertemuan ke 8	various ways for assessing Speaking skills	28	Terjadwal	Ahmad Munir
9	10-11-2020	Pertemuan ke 9	various methods for assessing reading skills	28	Terjadwal	Ahmad Munir
10	17-11-2020	Pertemuan ke 10	ditto meetings 8-9	28	Terjadwal	Ahmad Munir
11	24-11-2020	Pertemuan ke 11	Short answer test, unstructured response test, completion, T/F, matching, MC, and essay form. Assessment blue print for L,S,R,W. Rubric	28	Terjadwal	Ahmad Munir
12	01-12-2020	Pertemuan ke 12	ditto meeting 11	28	Terjadwal	Ahmad Munir
13	08-12-2020	Pertemuan ke 13	essay to measure application, analysis, synthesis, evaluation	28	Terjadwal	Ahmad Munir
14	15-12-2020	Pertemuan ke 14	ditto meeting 13	28	Terjadwal	Ahmad Munir
15	22-12-2020	Pertemuan ke 15	Basic competencies in the SMP and SMA English syllabi Basic competencies in the SMP and SMA English syllabi Criterion reference Rubric	28	Terjadwal	Ahmad Munir

c. Sample of Assignment:

YOUR TASK

Please work in five groups and write the stages for developing 5 forms of authentic assessment (one group one form):

- Observation
- Portfolio
- Journal
- Interviews
- Self-assessment/Peer-assessment

And the example of each stage. See the example from last year's work for your reference. Use Brown (2004) Brown & Abeywickrama (2010) and O'Malley and Pierce (1996) too.

d. Sample of Mid-term Test

Mid Test ELT Assessment 2020

Please respond to all questions below.

1. 1. Please list at least 3 differences between language assessment and language test 15 points

2. 2. Explain the difference between language program evaluation and language assessment. 15 points

3. 3. Read this KD: "Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan public yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks". This KD can be assessed using: 10 points

   Mark only one oval.

   - ◯ Product-oriented assessment
   - ◯ Process-oriented assessment
   - ◯ Both product/process-oriented assessment

4. 4. This KD "Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana sesuai dengan konteks penggunaannya" can be assessed using: 10 points

   Mark only one oval.

   - ◯ Product-oriented assessment
   - ◯ Process-oriented assessment
   - ◯ Both product/process-oriented assessment

5. 5. This KD "Menangkap makna secara kontekstual terkait dengan fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk pemberitahuan (announcement)" can be assessed using: 10 points

Mark only one oval.

- ◯ Product-oriented assessment
- ◯ Process-oriented assessment
- ◯ Both product/process-oriented assessment

6. 6. This KD "Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong) santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya" can be assessed using: 10 points

Check all that apply.

- ☐ Observation
- ☐ Learning Journal
- ☐ Interview
- ☐ Peer-assessment
- ☐ Portfolio

7. 7. This KD "Menyusun teks information report lisan dan tulis, sangat pendek dan sederhana, terkait topik yang tercakup dalam mata pelajaran lain di Kelas IX, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks" can be assessed using: 10 points

Check all that apply.

- ☐ Observation
- ☐ Learning journal
- ☐ Conference
- ☐ Portfolio
- ☐ Self-assessment

8. 8. List at lest 5 possible indicators for this KD "Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks prosedur lisan dan tulis, sangat pendek dan sederhana, dalam bentuk resep dan manual" 20 points

Sample of End-term Test

KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI SURABAYA
FAKULTAS BAHASA DAN SENI
JURUSAN BAHASA DAN SASTRA INGGRIS
Kampus Lidah, Jalan Kampus Lidah Unesa, Surabaya 60213
Telepon : +6231-7522876, Faksimil : +6231- 7522876
Laman : http://fbs.unesa.ac.id, email : fbs@.unesa.ac.id.

UJIAN AKHIR SEMESTER GASAL 2020/2021

MATA KULIAH	: ELT Assessment
KODE MATA KULIAH	: 8820303009
JUMLAH SKS	: 3
PRODI/ ANGKATAN	: Pendidikan Bahasa Inggris/2018
HARI/TANGGAL	: Selasa/5 Januari 2021/Google Classroom
ALOKASI WAKTU	: 150 MENIT
DOSEN	: TIM

Direction
Given the following *KDs,* their possible *indikators, and* their possible assessment form, PLEASE DEVELOP ONE ASSESSMENT ITEM FOR EACH *INDIKATOR* (20 IN TOTAL) IN LINE WITH THE ASSESSMENT FORM. Please Note: The assessment items under the same KD should be related or based on the same text. Please provide answer key and scoring method for any objective assessment. Please provide sample answer and assessment rubric for any subjective assessment.

KD	Indikator	Assessment form
Kelas IX 4.1 Menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, dengan memperhatikan fungsi sosial,	1. Mengulang ungkapan menanyakan nama seseorang yang didengar 2. Menulis kembali jawaban ungkapan menanyakan nama seseorang yang dibaca 3. Menjawab secara lisan pertanyaan yang diberikan oleh teman tentang kota asal kepadamu 4. Menulis jawaban atas pertanyaan yang diberikan secare tertulis oleh teman tentang kota asal kepadamu 5. Bermain peran dalam dialog yang menanyakan nama seseorang beserta jawabannya 6. Menulis dialog antara dua orang yang sedang menanyakan asal kota masing-masing **(5 points for assessment item no 2-6, and 4 points for assessment item no 1)**	1. Performance 2. Performance 3. Performance 4. Performance 5. Performance 6. Performance

Kelas VIII 4.3.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (personal recount)	1. Menentukan gambaran umum teks recount lisan tentang pengalaman pribadi yang didengar 2. Menemukan informasi tertentu dalam teks recount lisan tentang pengalaman pribadi yang didengar 3. Menentukan informasi rinci dalam teks recount lisan tentang pengalaman pribadi yang didengar 4. Menentukan gambaran umum teks recount tulis tentang pengalaman pribadi yang dibaca 5. Menentukan informasi rinci dalam teks recount tulis tentang pengalaman pribadi yang dibaca 6. menentukan informasi tertentu dalam teks recount tulis tentang pengalaman pribadi yang dibaca **(6 points for each assessment item)**	1. Selection 2. Selection 3. Selection 4. Selection 5. Selection 6. Selection
Kelas X 4.3.2 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat bersejarah atau terkenal di sekitar lingkungan/daerah tempat tinggal siswa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	1. Menyampaikan nama dan lokasi tempat bersejarah yang akan dideskripsikan secara lisan 2. Mendeskripsikan detail tempat bersejarah yang dideskripsikan secara lisan 3. Menyampaikan kesan atau rekomendasi untuk mengunjungi tempat bersejarah yang dideskripsikan secara lisan 4. Menulis nama dan lokasi tempat bersejarah yang akan dideskripsikan 5. Menulis deskripsi detail tempat bersejarah yang dideskripsikan 6. Menulis kesan atau rekomendasi untuk mengunjungi tempat bersejarah yang dideskripsikan 7. Menyunting esai deskripsi tentang tempat bersejarah menjadi esai yang berterima **(5 points for each assessment item)**	1. Performance 2. Performance 3. Performance 4. Performance 5. Performance 6. Performance 7. Performance 8. Performance

Good luck.

e. Sample of of Student's Answer to Assignment, Mid-term, and End-term Test

80

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Members of the group:

1) Natasya Adelia P. (18020084036)
2) Ainun Rahmadia A. (18020084037)
3) Millatuz Zakiyah (18020084040)
4) Ravita Maharani (18020084047)
5) Rachmah Shofiatul A. (18020084057)
6) Aprilia Ayu K. D. (18020084063)

Developing Portfolio Assessment

(teks deskriptif kelas 7 SMP)

1. State the objectives clearly

Kompetensi Dasar	Indikator Pencapaian Kompetensi only TULIS? ONLY BENDA?
4.7.2 Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.	4.7.2.1 Menyusun kerangka (*outline*) teks deskriptif terkait benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.
	4.7.2.2 Menyusun paragraf identifikasi (*identification*) teks deskriptif terkait benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.
	4.7.2.3 Menyusun paragraf *description* teks deskriptif terkait benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

2. Guidelines of the ~~contoh~~ portfolio

Task:

Please write an essay about descriptive text with a topic "thing" (**200 words minimum**). Your essay should consist of:

Commented [m1]: Paragraph? Essay?

- Topic: Thing (how many paragraphs do you expects the students to write?)
  You can choose one of these things:
  1. Bicycle 2. Laptop 3. Radio

2. Drafts should include all the components to SHOW progress

- Draft 1: Outline
- Draft 2: Identification paragraph
- Draft 3: Description paragraph
- Proofreading
- Revision 1
- Proofreading 2
- Revision 2
- Final draft

This essay will demonstrate your capability in organizing your objective thought and optimizing your five senses in describing something.

3. **Communicate assessment criteria to students**

Why should you have different rubrics for one portfolio?

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Scoring rubric for draft 1 (outline)

ASPEK	KRITERIA	SKOR
Judul (15 – 30)	Judul sesuai dengan isi dari text	25 – 30
	Judul cukup sesuai dengan isi text	20 – 24
	Judul tidak sesuai dengan isi text	15 -19
Sentence (15 – 30)	Sentence membahas sesuai dengan topik sentence	25 - 30
	Sentence membahas cukup sesuai dengan topik sentence	20 - 24
	Sentence membahas tidak sesuai dengan topik sentence	15 – 19
Ideas (20 – 40)	Ide yang dikembangkan baik dan sesuai dengan text	36 - 40
	Ide yang dikembangkan cukp baik dan cukup sesuai dengan text	26 – 35
	Ide yang dikembangkan tidak baik dan tidak sesuai dengan text	20 - 25

Commented [m2]: These aren't in line with the objectives

Scoring rubric for draft 2 and 3 (essay)

ASPEK	KRITERIA	SKOR
ISI	Isi sesuai sesuai dengan topik	25 – 30

(CONTENT) (15 – 30) - **Topic** - **Details**	dan rincian berkaitan dengan topik	
	Isi kurang sesuai dengan topik dan rinciannya kurang berkaitan dengan topik.	20 – 24
	Isi tidak sesuai dengan topik dan rinciannya tidak berkaitan dengan topik	15 – 19
ORGANISASI (ORGANIZATION) (10 – 20) - **Description** - **Identification**	Identifikasi lengkap dan deskripsi memiliki penghubung yang tepat.	16 – 20
	Identifikasi kurang lengkap dan deskripsi kurang kurang memiliki penghubung yang tepat.	13 – 15
	Identifikasi tidak lengkap dan deskripsi tidak memiliki penghubung yang tepat	10 – 12
TATA BAHASA (GRAMMAR) (10 – 20) - **Use present tense** - **Agreement**	Grammar yang digunakan sesuai dengan konteks dan terdapat sedikit kesalahan.	16 – 20
	Grammar yang digunakan kurang sesuai dengan konteks dan terdapat beberapa kesalahan	13 -15
	Grammar yang digunakan tidak sesuai konteks dan terdapat banyak kesalahan.	10 - 12
KOSA KATA (VOCABULARY) (10 – 20) - **Sensory words**	Pemilihan kata serta bentuknya yang menarik dan efektif.	16 – 20
	Pemilihan kata serta bentuk yang kurang menarik dan	13 – 15

Commented [m3]: Why not specific as indicated in the objectives, that shows progess

	efektif.	
	Pemilihan kata serta bentuknya yang tidak menarik dan efektif.	10 – 12
MEKANIK (MECHANICS) (4 – 10) - **Spelling** - **Punctuation** - **Capitalization**	Menggunakan ejaan, tanda baca, dan kapitalisasi yang tepat.	9 – 10
	Menggunakan ejaan, tanda baca, dan kapitalisasi yang kurang tepat	6 - 8
	Menggunaka ejaan, tanda baca, dan kapitalisasi yang tidak tepat	4 - 5

Skor maksimum draft ke-1 = 100

Skor maksimum draft ke-2 dan 3 = 100

$$\text{Skor akhir} = \frac{\Sigma \text{ skor draft outline} + \Sigma \text{ skor draft essay}}{2}$$

4. **Designate time within the curriculum for portfolio development**

   6 Jam Pelajaran X 40 menit = 3 kali tatap muka

   1) Pertemuan ke-1: peserta didik menyusun draft 1 yaitu outline, dan guru memberikan feedback pada peserta didik.
   2) Pertemuan ke-2: peserta didik mengumpulkan hasil outline, kemudian mereka mulai menyusun draft 2 dan draft 3 yaitu *identification and description paragraph*.
   3) Pertemuan ke-3:
      - Peserta didik mengumpulkan hasil draft 2 dan draft 3
      - Guru berdiskusi dan memberikan feedback dengan peserta didik
      - Peserta didik mengumpulkan hasil akhir draft 1-3
      - Guru memberikan nilai pada hasil tulisan teks deskripsi setiap peserta didik sesuai dengan rubrik penilaian diatas. Look at the process of writing in my previous comments

5. **Establish periodic schedules for review and conferencing**

   Review dilakukan oleh guru. Review ini berisi tentang evaluasi mengenai pemahaman peserta didik tentang materi dalam descriptive text, khususnya pada generic structure dan tenses. Review dilakukan paling sedikit 1x setelah pertemuan selesai. Review ini berupa tanya jawab antara guru dan peserta didik. How long will the portfolio be done?
   Portfolio should be done outside the class. During the class is for review and conferencing.

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Conferencing dilakukan antara guru dan peserta didik. Guru melakukan conferencing setelah peserta didik mengumpulkan draft 2 dan 3. Conferencing dilakukan dengan dua opsi, antara guru dengan masing-masing peserta didik dan/atau guru dengan seluruh kelas.

6. **Decide an appropriate place that always available to keep portfolio**
   Setelah peserta didik mengumpulkan hasil draft 1 yaitu outline, guru mengunggah dan menyimpan draft outline beserta essay peserta didik ke dalam Google Drive. Kemudian, guru membagikan draft tersebut dalam bentuk link Google Drive, sehingga peserta didik dapat dengan mudah mengakses outline dan essay mereka.

7. **Provide positive washback when giving final assessment**
   Guru memberikan penilaian berdasarkan kriteria penilaian hasil belajar peserta didik yang sudah diutarakan. Kemudian guru memberikan positif feedback kepada peserta didik untuk pemberian nilai akhir, sehingga mereka mengetahui sejauh mana pencapaian kemapuan menulis dari draft outline dan essay tersebut.

Review:

Based on the comments made in the students work, the task of this grouped is marked 80 (Good)

Sample of Mid test answer

Mid Test ELT Assessment 2020

Please respond to all questions below from 19.00-20.00 WIB on 5 Nov 2020.

Name

Betari Utama S.

NIM

18020084097

1. Please list at least 3 differences between language assessment and language test 10 points

Assessment – is the process of investigating (1) what students are learning and (2) how well they are learning it in relation to the stated expected learning outcomes for the course. Assessment helps faculty understand how well their students understand course topics/lessons. Assessment exercises are often anonymous.

Test or assessment which is used inter-changeably comes in a form of formative(check progress of learning) and summative(end of program check). Assessment comes in many forms of formal ,informal methods and different types test or purposes.
proficiency test, placement test, achievement test, diagnostic test, communicative test, etc.

Class

- ○ 2018B
- ◉ 2018C

2. Explain the difference between language program evaluation and language assessment. 10 points

Assessment are the processes of learning and teaching. It provides data for improving the learning and teaching processes. It is used by education authorities to gauge how well the learners are learning. The main purpose of assessment is to help improve the considered module or subject-matter. Assessments are said to be given at the beginning of a learning experience

Evaluation is associated with the word textbook (textbook evaluation). It provides the teachers with scores, grades and marks. It sets out to measure to what extent the learning objectives are attained. It takes place at the end of a learning session or experience.

7. This KD "Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong) santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya" is best assessed by using: 10 points

- [x] Observation
- [ ] Learning Journal
- [x] Interview
- [ ] Peer-assessment
- [ ] Portfolio

8. This KD "Menyusun teks information report lisan dan tulis, sangat pendek dan sederhana, terkait topik yang tercakup dalam mata pelajaran lain di Kelas IX, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks" can be assessed by using: 10 points

- [ ] Observation
- [x] Learning journal
- [ ] Conference
- [x] Portfolio
- [ ] Self-assessment

9. List at lest 5 possible indicators for this KD "Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks prosedur lisan dan tulis, sangat pendek dan sederhana, dalam bentuk resep dan manual" 20 points

KD3.4Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks prosedurlisan dan tulis dengan memberi dan meminta informasi terkait resep makanan/ minuman danmanual, pendek dan sederhana, sesuai dengan konteks penggunaannya.

KD4.4Menangkap makna secara kontekstual terkait fungsi sosial,struktur teks, dan unsur kebahasaan teks prosedur lisan dan tulis,sangat pendek dan sederhana, dalam bentuk resep dan manual.

10. Please develop one listening assessment item for one of the indicators you write in question no.9 "List..." above. 10 points

Listen to audio about procedure text or recipe to make something.

This form was created inside of Universitas Negeri Surabaya.

Google Forms

You say : "....."

Sample answer: You say: "I come from Surabaya."

Rubric:

Using appropriate expression of answering question about hometown: 100
Using appropriate expression but not pronounced well: 50
Not appropriate: 0

Indikator

4. Menulis jawaban atas pertanyaan yang diberikan secara tertulis oleh teman tentang kota asal kepadamu.

Assessment form: Performance
Assessment item:
You read : Where do you come from?
You write : .....

Sample answer: You write: I come from Surabaya.

Rubric:

Writing appropriate expression of answering question about hometown: 100
Writing appropriate expression but not accurate: 50
Not writing appropriate: 0

Indikator

5. Bermain peran dalam dialog yang menanyakan nama seseorang beserta jawabannya.

Assessment form: Performance
Assessment item:
Please act out this dialogue
Boy : What is your name?
Girl : My name is Lisa

Sample answer: Actual acting the dialog without reading the script.

Rubric:

Acting out exactly as the written dialogue: 100
Acting out somewhat similar to the written dialogue: 50
Different from the written dialogue: 0

Indikator

6. Menulis dialog antara dua orang yang sedang menanyakan asal kota masing – masing.

Assessment form: Performance
Assessment item:

Sample of Final test answer

Score=97
Name : DIANA NURIA PUTRI
Reg. number : 18020084034
Class : 2018 B

FINAL EXAM
ELT ASSESSMENT

KD

Kelas IX

4.1 Menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, dengan memperhatikan fungsi sosial.

Indikator

1. Mengulang ungkapan menanyakan nama seseorang yang didengar.

Assessment form: Performance
Assessment item:
Repeat after me: "What is your name?"

Sample answer: You say "What is your name?"

Rubric:
Saying exactly the same words : 100
Saying some words that aren't the same : 50
Saying different words : 0

Indikator

2. Menulis kembali jawaban ungkapan menanyakan nama seseorang yang dibaca.

Assessment form: Performance
Assessment item:
Rewrite this : What is your name?

Sample answer: You write: What is your name?

Rubric:
Writing exactly the same words : 100
Writing some words that aren't the same : 50
Writing different words : 0

Indikator

3. Menjawab secara lisan pertanyaan yang diberikan oleh teman tentang kota asal kepadamu.

Assessment form: Performance
Assessment item:
You hear : "Where do you come from?"