

	UNESA Universitas Negeri Surabaya	COURSE SYLLABUS	Revision Date: August 2017 _____
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Faculty : Faculty of Languages and Arts
Study Program : English Education
Subject : ELT Assessment
Code : 2024213040
Credit Hours : 3 credits
Semester : 5
Pre-requisite : -
Lecturer(s) : Team

Program Learning Outcomes

2. Demonstrate good understanding about the concepts of English learning in national and global perspectives
4. To plan, carry out and evaluate English instructions effectively and creatively.
7. To apply critical thinking and analytic skills in solving problems in English instructions.

Learning Outcomes:

1. Making use of the knowledge of language assessment to assess language skills and language components.
2. Possessing knowledge of principle of assessments, testing, measurements and evaluation.
3. Being able to decide the appropriate scoring rubrics in assessing language skills.
4. Being responsible for making an authentic assessments in training English as communicative devices.

Description:

This course encompasses the knowledge how to assess language components and language skills. This subject is initiated with the understanding of the differences between testing, assessment and teaching. It also provides an opportunity to design tests. The tests are 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 rubrics of assessing language skills and formative and summative language tests.

References:

- 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) Harris, M. & McCann, P. 1994. *Assessment: Handbooks for English classroom*. New York: MacMillan
- 4) O'Malley, M.J. & Pierce, L.V. 1996. *Authentic Assessment for English Learners*. White Plain, NY: Addison-Wesley.

A. Learning-teaching Activities

Meetings	Competence	Indicator	Topics	Methods	Sources	Time allotment	Learning experience
1	Possessing knowledge of principle of assessments, testing, measurements and evaluation.	<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● Measurement , testing, assessment and evaluation ● Process-oriented assessment and product-oriented assessment 	Reading and discussion	Brown Harris & McCann Russell & Airasian	150'	<ul style="list-style-type: none"> ● 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 10 in Brown & Abeywickrama (2010), Harris & McCann (1994), Russell & Airasian (2012) about process-

							oriented vs product-oriented assessment, students list all possible kinds of assessment under each orientation.
2	Making use of the knowledge of language skills and components to assess language skills.	<ul style="list-style-type: none"> • TO mention Various methods for assessing listening • TO explain Various methods for assessing listening 	Various methods for assessing listening	Lecture and presentation	Brown	150	By reading Brown, students develop presentation on various methods of assessing listening
3	Making use of the knowledge of language components to assess language skills.	<ul style="list-style-type: none"> • TO mention Various methods for assessing Speaking • TO explain Various methods for assessing Speaking 	Various methods for assessing listening Speaking	Lecture and presentation		150	By reading Brown & Abeywickrama (2010) on speaking assessment, students develop presentation on various methods of assessing speaking
4	Ditto	<ul style="list-style-type: none"> • TO mention Various methods for assessing Reading 	Various methods for assessing Reading	Lecture and presentation		150	By reading Brown & Abeywickrama

		<ul style="list-style-type: none"> ● TO explain Various methods for assessing Reading 					on reading assessment, students develop presentation on various methods of assessing reading
5	Ditto	<ul style="list-style-type: none"> ● TO mention Various methods for assessing Writing ● TO explain Various methods for assessing Writing 	Various methods for assessing Writing	Lecture and presentation		150	By reading Brown & Abeywickrama (2010) on writing assessment, students develop presentation on various methods of assessing writing

6	Deciding on the appropriate scoring rubrics in assessing language skills.	<ul style="list-style-type: none"> ● 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. 	<p>short answer test, unstructured response test, completion, T/F, matching, MC, and essay form.</p> <p>Assessment blue print for L,S,R,W.</p> <p>How to develop Rubric</p>	Lecture and presentation Performance	Brown Kurikulum 2013 SMP/SMA/ SMK	150	By reading Brown & Abeywickrama using examples of L, S, R, W assessment in Brown & Abeywickrama (2010), students develop LSRW assessment in the form of short answer test, unstructured response test, completion, T/F, matching, MC, and essay form based on the basic competency in Curriculum 2013
7	Making authentic assessments in training English as a communicative devices	<ul style="list-style-type: none"> ● To develop assessment instruments for L,S,R,W. 	<p>short answer test, unstructured response test, completion, T/F, matching, MC, and essay form.</p>	performance	Brown. 2004.	100	By reading using examples of L, S, R, W assessment in Brown & Abeywickrama (2010), students develop LSRW

							assessment based on the basic competency in Curriculum 2013
8	UTS	All above				100	
9	Making authentic assessments in training English as a communicative devices	<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● essay to measure application, analysis, synthesis, evaluation 	Lecture and presentation and performance	Ditto	150	By reading using examples of L, S, R, W assessment in Brown & Abeywickrama (2010), students develop LSRW assessment in the form of essay based on the basic competency in Curriculum 2013
10	Making authentic assessments in training English as a communicative devices	<ul style="list-style-type: none"> ● To identify observable actions or behaviours during process-oriented assessment informally. ● To elaborate the observable actions or behaviours during process-oriented assessment informally. 	<ul style="list-style-type: none"> ● Actions of Assessing ● Oral comments ● Written comments ● Actions of assessing versus actions of teaching 	lecture Practice	Brown. Chapter 10 O'Malley & Pierce Russell & Airasian	150	<ul style="list-style-type: none"> ● By attending the lecture on process-oriented assessment implemented informally and formally, students practice

		<ul style="list-style-type: none"> ● To practice doing process-oriented assessment informally. 					identify observable actions to assess, to comment, and to ask about.
11	Ditto	<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● Observation ● Portfolio ● Journal ● Interviews ● Self-assessment ● Peer-assessment ● observation sheets 	lecture and Practice	Brown O'Malley & Pierce Russell & Airasian	150	By Attending lecture on Observation Portfolio Journal Interviews Self-assessment Peer-assessment observation sheets students write learning journal about these.

12	Ditto	<ul style="list-style-type: none"> ● To develop portfolio guides ● To develop journals ● To develop interview guides ● To develop self-assessment forms and peer-assessment forms 	<ul style="list-style-type: none"> ● Portfolio ● Journals ● interview guides ● self-assessment forms and peer-assessment forms 	Practice	Brown O'Malley & Pierce Russell & Airasian	150	<ul style="list-style-type: none"> ● 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.
13	Deciding on the appropriate scoring rubrics in assessing language skills.	<ul style="list-style-type: none"> ● To elaborate measurement levels (nominal, ordinal, interval, and ratio scales). ● To interpret results of process-oriented assessment formally. 	<ul style="list-style-type: none"> ● Measurement Levels (nominal, ordinal, interval, and ratio scales). ● instruments for process-oriented assessment formally 	lecture	Brown & Abeywickrama O'Malley & Pierce Russell & Airasian	150	By reading Brown & Abeywickrama (2010) O'Malley & Pierce, Russell & Airasian students define measurement levels, and interpret results of processed-oriented assessment formally
14	Making authentic assessments in training	<ul style="list-style-type: none"> ● to decide which "key words" in the basic 	Basic competencies in	Practice Practice	2013 Curriculum	150	By looking at the examples

	English as a communicative devices	competencies in the SMP and SMA English syllabi which lead to process-oriented assessment <ul style="list-style-type: none"> ● 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 	the SMP and SMA English syllabi Basic competencies in the SMP and SMA English syllabi				of authentic assessment and Curriculum 2013, students develop similar assessment for basic competency which should be assessed by process oriented assessment
15	ditto	<ul style="list-style-type: none"> ● To interpret scores using criterion reference ● To score using rubric 	criterion reference Rubric	Performance	Ditto	150	Using the rubric developed previously, students interpret them.

Requirements for passing the course:

Active Class Participation: 20%

Total assignment: 30%

Mid test: 20%

Final test: 30%

Requirements

- Attendance must be more than 80% of the total meetings. Students who are 4 (four) or more times absent are considered failed.

The assignment should be handed in on time. Late submission will cause a 5-poin deduction

Assessment

Meetings	Indicator	Assessment forms
1	<ul style="list-style-type: none"> ● 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 	<p><i>Summary writing</i></p> <p>1. Please define Measurement, testing, assessment and evaluation based on Brown & Abeywickrama (2010), Harris & McCann (1994), Russell & Airasian (2012).</p> <p>2. Please list possible product-oriented assessment and process-oriented assessment</p>
2	<ul style="list-style-type: none"> ● TO mention Various methods for assessing listening ● TO explain Various methods for assessing listening 	Oral presentation
3	<ul style="list-style-type: none"> ● TO mention Various methods for assessing Speaking ● TO explain Various methods for assessing Speaking 	Oral presentation
4	<ul style="list-style-type: none"> ● TO mention Various methods for assessing Reading ● TO explain Various methods for assessing Reading 	Oral presentation
5	<ul style="list-style-type: none"> ● TO mention Various methods for assessing Writing ● TO explain Various methods for assessing Writing 	Oral presentation
6	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● 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

2	<ul style="list-style-type: none"> ● 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. 	<p><i>Journal writing</i></p> <p>Performance task</p> <p>1. Please write learning journal on: Actions of Assessing, Oral comments, Written comments, Actions of assessing versus actions of teaching</p> <p>2. Please perform: Actions of Assessing, Oral comments, Written comments</p>
3	<ul style="list-style-type: none"> ● 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 	<p><i>Journal</i></p> <p>Oral performance</p> <p>Project</p> <p>1. please write about your learning of forms of process-oriented assessment conducted formally: Observation</p> <p>Portfolio</p> <p>Journal</p> <p>Interviews</p> <p>Self-assessment</p> <p>Peer-assessment</p> <p>observation sheets</p>
4	<ul style="list-style-type: none"> ● To develop portfolio guides ● To develop journals ● To develop interview guides ● To develop self-assessment forms and peer-assessment forms 	<p><i>Project</i></p> <p>1. please develop forms of process-oriented assessment conducted formally: Observation</p> <p>Portfolio</p> <p>Journal</p> <p>Interviews</p> <p>Self-assessment</p> <p>Peer-assessment</p> <p>observation sheets</p>
5	<ul style="list-style-type: none"> ● To elaborate measurement levels (nominal, ordinal, interval, and ratio scales). ● To interpret results of process-oriented assessment formally. 	<p>Oral performance</p> <p><i>Performance task</i></p>
6	<ul style="list-style-type: none"> ● 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 	<p>Performance task</p> <p>Project</p>
13	<ul style="list-style-type: none"> ● To develop assessment instruments for L,S,R,W. 	<p>Performance</p>

15	<ul style="list-style-type: none">● To interpret scores using criterion reference● To score using rubric	Performance
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