

		Universitas Negeri Surabaya S1 Pendidikan Bahasa Inggris					Kode Dokumen																																																																																																																										
RENCANA PEMBELAJARAN SEMESTER																																																																																																																																	
MATA KULIAH (MK)		KODE	Rumpun MK		BOBOT (sks)		SEMESTER	Tgl Penyusunan																																																																																																																									
ESP Assessment		8820302287			2			8 September 2026																																																																																																																									
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Deskripsi Singkat MK		This course equips students with fundamental concepts, practical skills, and constructive practices in developing English for Specific Purposes (ESP) assessments, with a strong focus on English for Occupational Purposes (EOP). The curriculum aligns with national frameworks (Curriculum 2013 and Kurikulum Merdeka) and integrates Sustainable Development Goal 4 (Quality Education) and SDG 8 (Decent Work and Economic Growth). Students explore theoretical rationale, task design, workplace needs analysis, and strategic competence in evaluating occupational language skills. Integrating modern educational technology, students collaborate through discussions, presentations, and project-based learning to design authentic assessment instruments for various workplace contexts. Assessment is based on active participation, presentations, and the successful completion of an occupational-oriented assessment project.																																																																																																																															
Capaian Pembelajaran (CP)		CPL-PRODI yang dibebankan pada MK CPL-3 Mengembangkan pemikiran logis, kritis, sistematis, dan kreatif dalam melakukan pekerjaan yang spesifik di bidang keahliannya serta sesuai dengan standar kompetensi kerja bidang yang bersangkutan CPL-9 Merencanakan, melaksanakan dan mengevaluasi pembelajaran Bahasa Inggris secara efektif dan kreatif. CPL-11 Menciptakan produk terkait dengan pembelajaran bahasa Inggris. Capaian Pembelajaran Mata Kuliah (CPMK) CPMK-1 To demonstrate integrity, fairness, commitment, and persistence in the instructional process CPMK-2 To demonstrate systematic, critical and innovative thinking, make informed decisions to solve problems in course-related tasks and regulate their own learning CPMK-3 To elaborate reasons for doing assessment, describe various task characteristics, describe and develop various kinds of listening, speaking, reading and writing ESP assessments; and CPMK-4 To make use of various digital sources and IT in understanding concepts of ESP assessment and developing ESP assessment instruments Matrik CPL - CPMK <table border="1"> <thead> <tr> <th>CPMK</th> <th>CPL-3</th> <th>CPL-9</th> <th>CPL-11</th> </tr> </thead> <tbody> <tr> <td>CPMK-1</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>CPMK-2</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>CPMK-3</td> <td></td> <td>✓</td> <td></td> </tr> <tr> <td>CPMK-4</td> <td></td> <td></td> <td>✓</td> </tr> </tbody> </table> Matrik CPMK pada Kemampuan akhir tiap tahapan belajar (Sub-CPMK) <table border="1"> <thead> <tr> <th rowspan="2">CPMK</th> <th colspan="16">Minggu Ke</th> </tr> <tr> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th>6</th> <th>7</th> <th>8</th> <th>9</th> <th>10</th> <th>11</th> <th>12</th> <th>13</th> <th>14</th> <th>15</th> <th>16</th> </tr> </thead> <tbody> <tr> <td>CPMK-1</td> <td></td> <td></td> <td>✓</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>CPMK-2</td> <td></td> <td>✓</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>CPMK-3</td> <td>✓</td> <td></td> <td></td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>CPMK-4</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> </tbody> </table>							CPMK	CPL-3	CPL-9	CPL-11	CPMK-1	✓			CPMK-2	✓			CPMK-3		✓		CPMK-4			✓	CPMK	Minggu Ke																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	CPMK-1			✓														CPMK-2		✓						✓	✓								CPMK-3	✓			✓	✓	✓	✓										CPMK-4										✓	✓	✓	✓	✓	✓	✓
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Pustaka		Utama : - Douglas, D. (2000). Assessing Language for Specific Purposes. Cambridge: Cambridge University Press. - Douglas, D. (2023). ESP assessment. In B. Paltridge & S. Starfield (Eds.), The handbook of English for specific purposes (pp. 367–383). Oxford: Wiley-Blackwell. - Chapter 8 Assessment of English for Specific Purposes in Woodrow, L. (2018). Introducing course design in English for Specific Purposes. New York: Routledge. - Brown, H. D. & Abeywickrama. (2019). Language assessment: Principles and classroom practices (4th edition). White Plains, NY: Pearson Education, Inc. - Hamp-Lyons, Liz. (2022). Assessing English for Specific Purposes: A Practical Guide. Oxford: Oxford University Press. - Fulcher, Glenn. (2020). Re-examining Language Testing: A Dynamic Approach to Assessment. London: Routledge. Pendukung :																																																																																																																															

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2. sertifikat_EC00202463932 English for reporter assessment booklet 11 Juli 2024
3. Dudley-Evans, Tony, and St John, Maggie Jo. (2021). Developments in English for Specific Purposes: A Multi-disciplinary Approach. Cambridge: Cambridge University Press.
4. Belcher, Diane D., et al. (2020). The Routledge Handbook of English for Specific Purposes. London: Routledge.

Mg Ke-	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)	Penilaian		Bentuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [Estimasi Waktu]		Materi Pembelajaran	Bobot Penilaian (%)
		Indikator	Kriteria & Bentuk	Luring (offline)	Daring (online)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	To explain the concept of ESP Assessment and reasons of ESP Assessment	1. Ability to define the core concepts and distinguishing characteristics of ESP assessment. 2. Ability to provide a logical justification for the necessity of assessment in ESP environments.	Kriteria: Accuracy of conceptual explanation, logical coherence, and depth of argumentation. Bentuk: Reflective essay and classroom participation.	Interactive lecture, small-group discussion, and collaborative inquiry.	1. Submit an initial response to a discussion forum defining ESP assessment in one's own words. 2. Complete a short quiz identifying the primary reasons for assessing ESP learners in various workplace scenarios.	1. Conceptual foundations and definitions of ESP assessment. 2. Rationales and critical purposes for implementing ESP assessment.	5%
2	To explain ESP assessment criteria of high stakes and non-high stakes: objectives/purposes, characteristics of test takers and the-target-language-use situation	1. Ability to delineate the objectives and purposes of high-stakes versus non-high-stakes ESP assessments. 2. Ability to integrate test-taker profiles and TLU situation requirements into the selection of appropriate ESP assessment criteria.	Kriteria: Accuracy in conceptual distinction, logical alignment of assessment criteria with TLU situations, and clarity of argumentation. Bentuk: Comparative analytical essay and case study presentation.	Case-based learning, interactive lecture, and collaborative peer-critique discussion.	1. Submit a comparative table identifying the structural differences between high-stakes and non-high-stakes ESP assessments. 2. Participate in a digital forum discussion analyzing how specific TLU situations influence the choice of assessment criteria for a selected ESP industry.	1. Conceptual distinctions between high-stakes and non-high-stakes ESP assessment regarding objectives and purposes. 2. Analysis of test-taker characteristics and target language use (TLU) situations in designing ESP assessments.	5%
3	To explain ESP Assessment types and Procedures for ESP Assessment development	1. Ability to classify different types of ESP assessments based on their pedagogical functions and specific contexts. 2. Ability to design a logical and step-by-step procedural plan for developing an ESP assessment instrument.	Kriteria: Accuracy in categorization, logical coherence in procedural planning, and adherence to ESP assessment principles. Bentuk: Analytical essay and procedural flowchart assignment.	Collaborative learning, comparative analysis, and structured discussion.	1. Submit an analytical summary comparing the utility of different ESP assessment types in specific professional fields. 2. Develop a procedural flowchart outlining the stages of ESP test construction.	1. Categorization and taxonomies of ESP assessment types (formative, summative, diagnostic, and placement). 2. Systematic procedures and technical steps for ESP assessment instrument development.	5%
4	To explain ESP Listening assessment types and their development procedures	1. Ability to classify appropriate ESP listening assessment types based on specific professional communication needs. 2. Ability to design a step-by-step development plan for an ESP listening instrument following standard testing principles.	Kriteria: Analytical accuracy, logical coherence of the design process, and adherence to ESP assessment principles. Bentuk: Analytical essay and simulated assessment design project.	Blended learning consisting of interactive lectures, collaborative small-group discussions, and project-based learning.	1. Submit an online summary mapping the strengths and limitations of various ESP listening test formats. 2. Complete a peer-review session via the Learning Management System (LMS) regarding proposed ESP listening assessment blueprints.	1. Typology of ESP listening assessments (diagnostic, formative, and summative). 2. Systematic development procedures for ESP listening tasks: from needs analysis to test validation.	5%

5	To explain ESP speaking assessment types and their development procedures	1. Ability to classify appropriate ESP speaking assessment types based on specific professional contexts. 2. Ability to design a structured development plan for an ESP speaking assessment instrument.	Kriteria: Accuracy in contextual alignment, analytical depth, and adherence to professional assessment standards. Bentuk: Analytical essay and instrument design proposal.	Blended learning combining interactive lectures, case-based discussion, and collaborative workshop on instrument design.	1. Submit a reflective summary comparing two different ESP speaking assessment models found in academic journals. 2. Draft a preliminary blueprint for a workplace-based speaking assessment task via the Learning Management System (LMS).	1. Taxonomy of ESP speaking assessment types (e.g., role-plays, simulation, oral presentations, and interviews). 2. Systematic stages in developing ESP speaking assessment instruments, including objective mapping, rubric creation, and validation.	5%
6	To explain ESP reading assessment types and their development procedures	1. Ability to classify different types of ESP reading assessments based on their pedagogical purposes. 2. Ability to construct a step-by-step development plan for an ESP reading assessment instrument.	Kriteria: Accuracy in classification, logical sequence of development steps, and alignment with specific ESP learner needs. Bentuk: Analytical essay and instrument design rubric.	Blended learning consisting of interactive lectures, collaborative group discussion, and project-based learning.	1. Submit an infographic summarizing the characteristics of various ESP reading assessment types via the Learning Management System (LMS). 2. Draft a development roadmap for a mock ESP reading assessment for a specific professional field (e.g., English for Medicine or Engineering).	1. Typology of ESP reading assessments (e.g., diagnostic, formative, summative, and proficiency tests). 2. Systematic procedures for designing and validating ESP reading assessment tasks.	5%
7	To explain ESP writing assessment types and their development procedures	1. Ability to classify appropriate ESP writing assessment types based on defined professional needs. 2. Ability to construct a structured development plan for an ESP writing assessment instrument.	Kriteria: Analytical depth, alignment with ESP needs analysis, and technical accuracy in assessment design. Bentuk: Case study report and assessment instrument design project.	Blended learning approach consisting of an interactive lecture, collaborative small-group discussion, and project-based learning.	1. Submit an analytical summary of a chosen ESP writing assessment type based on current industry standards via the Learning Management System (LMS). 2. Develop and upload a draft blueprint for an ESP writing assessment, including clear learning objectives and scoring rubrics.	1. Typology of ESP writing assessments: diagnostic, formative, and summative measures. 2. Systematic development procedures for ESP writing tasks: from needs analysis to validation.	5%
8	To Plan ESP Assessment Development Project	1. Ability to construct a logical project timeline and scope based on target situation analysis. 2. Ability to develop a detailed assessment blueprint that aligns with specific ESP learning objectives.	Kriteria: Precision in project scope definition, logical sequencing of tasks, and alignment between learning objectives and assessment items. Bentuk: Project Proposal Assessment (Project-based document).	Project-Based Learning (PjBL) combined with peer-review consultation and collaborative planning workshops.	1. Submission of a draft ESP assessment project charter via the Learning Management System (LMS). 2. Peer-critique of a classmate's assessment project blueprint via a structured discussion forum.	1. Conceptual framework for ESP assessment project planning. 2. Formulation of assessment blueprints and technical specifications.	10%
9	To Plan ESP Assessment Development Project	1. Ability to construct a logical framework linking assessment goals to ESP curriculum requirements. 2. Ability to develop a structured project roadmap including milestones and resource management.	Kriteria: Clarity of objectives, logical sequencing of tasks, and feasibility of the project plan. Bentuk: Project Proposal (Written Document).	Project-Based Learning (PjBL) combined with collaborative peer-review workshops.	1. Submit an initial project proposal outline via the Learning Management System (LMS). 2. Complete a reflective peer-feedback forum post on classmate project plans.	1. Conceptual framework for ESP assessment project planning. 2. Formulation of project timelines, resource allocation, and stakeholder alignment.	10%

10	To match Task specification and Objectives	1. Ability to explain the relationship between task specifications and instructional objectives. 2. Ability to evaluate the level of alignment in a given ESP assessment sample.	Kriteria: Accuracy in mapping objectives, logical consistency in task justification, and analytical depth. Bentuk: Comparative analysis report and critical evaluation rubric.	Case-based learning and collaborative peer-review discussion.	1. Submit a mapping table correlating provided learning objectives with assessment tasks. 2. Participate in an asynchronous forum to discuss potential misalignments in provided assessment samples.	1. Principles of alignment in ESP assessment design. 2. Mapping assessment tasks against specific learning objectives.	5%
11	To Develop ESP Assessment tasks/items	1. Ability to construct assessment items that adhere to ESP design principles. 2. Ability to demonstrate the alignment between assessment tasks and identified professional/academic needs.	Kriteria: Accuracy of item construction, alignment with target needs, and clarity of instructions. Bentuk: Project-based assessment (Drafting a specialized assessment instrument).	Project-Based Learning (PjBL) combined with peer-review workshops.	1. Submission of a draft ESP assessment blueprint via the Learning Management System (LMS). 2. Peer-evaluation of classmates' assessment tasks through an online discussion forum.	1. Principles of ESP assessment design and task construction. 2. Alignment of assessment tasks with specific Target Situation Analysis (TSA).	5%
12	To Develop ESP Assessment tasks/items	1. Ability to construct ESP test items that align with specific learner needs and target language use. 2. Ability to design authentic performance-based assessment tasks relevant to professional contexts.	Kriteria: Accuracy in task alignment, pedagogical soundness, clarity of instructions, and relevance to target needs. Bentuk: Project-based assessment (Portfolio of ESP test items).	Project-Based Learning (PjBL) integrated with collaborative peer review and expert feedback sessions.	1. Submit a blueprint of the ESP assessment task (task specification). 2. Upload the final drafted assessment instrument with a brief rationale for the selected item types.	1. Principles of designing domain-specific test items and task specifications. 2. Construction of authentic assessment instruments based on target situation analysis.	5%
13	To Develop Rubric for ESP Assessment tasks/items	1. Ability to integrate specific ESP domain criteria into the rubric structure. 2. Ability to define clear, observable, and measurable performance descriptors for each proficiency level.	Kriteria: Accuracy in rubric design, alignment with ESP task objectives, and clarity of performance descriptors. Bentuk: Project-based assessment (development of a rubric prototype).	Collaborative project-based learning, peer review, and expert-led tutorial.	1. Submission of a draft rubric template based on a selected ESP professional task. 2. Submission of a refined rubric after incorporating peer feedback through the Learning Management System (LMS).	1. Principles of rubric design in ESP contexts and alignment with learning outcomes. 2. Construction of analytic and holistic rubrics for specific professional performance tasks.	5%
14	To Develop Rubric for ESP Assessment tasks/items	1. Ability to construct criteria that accurately measure specific language skills required in a professional ESP context. 2. Ability to define performance levels (descriptors) that ensure objective and consistent assessment of ESP tasks.	Kriteria: Accuracy in mapping language outcomes to rubric descriptors, clarity of assessment criteria, and alignment with ESP-specific goals. Bentuk: Project-based assessment (development of a comprehensive rubric for a chosen ESP task).	Collaborative project-based learning, peer-review workshop, and guided instruction.	1. Submit a draft of the assessment task along with the proposed rubric criteria via the Learning Management System (LMS). 2. Participate in a peer-feedback forum to evaluate and refine classmates' rubric descriptors based on the provided ESP context.	1. Principles of rubric design for ESP contexts (analytical vs. holistic approaches). 2. Alignment of rubric criteria with specific professional language competencies and performance tasks.	5%
15	To Review ESP Assessment tasks/items and their rubric	1. Ability to identify strengths and weaknesses in ESP assessment tasks/items based on established validity criteria. 2. Ability to determine the congruence between assessment rubrics and the intended professional language competencies.	Kriteria: Precision in critical analysis, logical argumentation, and depth of pedagogical evaluation. Bentuk: Peer-review report and comparative analysis rubric.	Collaborative peer-review workshop and case-based discussion.	1. Submit a critical review paper evaluating a selected set of ESP assessment items. 2. Participate in an asynchronous forum to provide constructive feedback on peers' rubric assessment findings.	1. Principles of critiquing ESP assessment tasks and item quality. 2. Rubric design evaluation and alignment with ESP learning outcomes.	10%

16	To finalise and submit the Assessment Development Project	1. Students demonstrate the ability to refine and validate ESP assessment instruments based on feedback. 2. Students demonstrate the ability to organize and submit a complete, professional assessment development project.	Kriteria: Accuracy of assessment design, alignment with ESP pedagogical principles, and adherence to submission guidelines. Bentuk: Project-based assessment (Final Portfolio Submission).	Project-Based Learning (PBL) and individual consultation sessions.	1. Upload the finalized ESP assessment instrument in the designated Learning Management System (LMS) portal. 2. Submit a reflective summary detailing the development process and the rationale behind the chosen assessment methods.	1. Final review and quality assurance of ESP assessment instruments. 2. Technical requirements and procedures for project submission and documentation.	10%
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SDGS (Sustainable Development Goals)



Catatan

1. **Capaian Pembelajaran Lulusan Program Studi (CPL-Prodi)** adalah rumusan kemampuan yang harus dimiliki oleh lulusan program studi yang mencakup sikap, penguasaan pengetahuan, keterampilan umum, dan keterampilan khusus sesuai dengan jenjang kualifikasi, yang diperoleh melalui proses pembelajaran.
2. **CPL-Prodi yang dibebankan pada Mata Kuliah** adalah bagian dari CPL-Prodi yang dipilih dan relevan untuk dikembangkan melalui suatu mata kuliah, sebagai dasar perumusan capaian pembelajaran mata kuliah.
3. **Capaian Pembelajaran Mata Kuliah (CPMK)** adalah kemampuan yang dirumuskan secara spesifik dan diturunkan dari CPL-Prodi yang dibebankan pada mata kuliah, serta menggambarkan kompetensi yang harus dicapai mahasiswa setelah menyelesaikan mata kuliah.
4. **Sub-CPMK** adalah kemampuan akhir yang direncanakan pada setiap tahap pembelajaran, sebagai penjabaran lebih rinci dari CPMK, bersifat terukur dan dapat diamati sesuai dengan materi pembelajaran.
5. **Indikator Penilaian** adalah pernyataan spesifik dan terukur yang digunakan untuk menilai ketercapaian Sub-CPMK, baik dari proses maupun hasil belajar mahasiswa, yang didukung dengan bukti penilaian.
6. **Kriteria Penilaian** adalah tolok ukur yang digunakan untuk menentukan tingkat ketercapaian hasil belajar mahasiswa berdasarkan indikator penilaian, guna menjamin penilaian yang objektif, konsisten, dan adil. Kriteria penilaian dapat bersifat kuantitatif dan/atau kualitatif.
7. **Bentuk Penilaian** meliputi penilaian tes dan non-tes sesuai dengan karakteristik capaian pembelajaran.
8. **Bentuk Pembelajaran** meliputi kuliah, responsi, tutorial, seminar atau bentuk lain yang setara, praktikum, praktik studio, praktik bengkel, praktik lapangan, penelitian, dan pengabdian kepada masyarakat.
9. **Metode Pembelajaran** merupakan cara penyampaian pembelajaran yang digunakan untuk mencapai capaian pembelajaran, antara lain Small Group Discussion, Project Based Learning, Case Based Learning, Collaborative Learning, Discovery Learning, Self-Directed Learning, serta metode lain yang relevan.
10. **Materi Pembelajaran** adalah bahan kajian yang disusun secara sistematis dalam bentuk pokok dan sub-pokok bahasan untuk mendukung pencapaian Sub-CPMK.
11. **Bobot Penilaian** adalah persentase kontribusi setiap komponen penilaian terhadap nilai akhir mata kuliah, yang ditetapkan secara proporsional sesuai tingkat kompleksitas dan ketercapaian Sub-CPMK, dengan total keseluruhan sebesar 100%.
12. TM = Tatap Muka, PT = Penugasan Terstruktur, BM = Belajar Mandiri.