

	Universitas Negeri Surabaya Fakultas Bahasa dan Seni Program Studi S2 Pendidikan Bahasa dan Sastra						Kode Dokumen																																												
RENCANA PEMBELAJARAN SEMESTER																																																			
MATA KULIAH (MK)	KODE	Rumpun MK	BOBOT (sks)			SEMESTER	Tgl Penyusunan																																												
Language Learning Assessment	8811102088		T=2	P=0	ECTS=4.48	2	15 Desember 2025																																												
OTORISASI	Pengembang RPS		Koordinator RMK			Koordinator Program Studi																																													
						TITIK INDARTI																																													
Model Pembelajaran	Case Study																																																		
Capaian Pembelajaran (CP)	CPL-PRODI yang dibebankan pada MK																																																		
	Capaian Pembelajaran Mata Kuliah (CPMK)																																																		
	Matrik CPL - CPMK																																																		
		CPMK																																																	
	Matrik CPMK pada Kemampuan akhir tiap tahapan belajar (Sub-CPMK)																																																		
		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 5%;">CPMK</td> <td colspan="16" style="text-align: center;">Minggu Ke</td> </tr> <tr> <td></td> <td style="width: 3%;">1</td><td style="width: 3%;">2</td><td style="width: 3%;">3</td><td style="width: 3%;">4</td><td style="width: 3%;">5</td><td style="width: 3%;">6</td><td style="width: 3%;">7</td><td style="width: 3%;">8</td><td style="width: 3%;">9</td><td style="width: 3%;">10</td><td style="width: 3%;">11</td><td style="width: 3%;">12</td><td style="width: 3%;">13</td><td style="width: 3%;">14</td><td style="width: 3%;">15</td><td style="width: 3%;">16</td> </tr> </table>																CPMK	Minggu Ke																	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
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	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																																			
Deskripsi Singkat MK	The study of theories and principles of assessment , their development covering both test and non test assessment, scoring with its interpretation in English language learning and developing assessment in classroom contexts.																																																		
Pustaka	Utama :																																																		

1.

Main reading:

Brown, H. D. (2004). *Language assessment: Principles and classroom practices*. White Plains, NY: Pearson Education.

Supplementary readings: (for full list, please check the Reading-list-on assessment folder)

Alderson, J Charles. 2000. *Assessing reading*. Cambridge: Cambridge University Press.

Alderson, J. Charles, and Baretta, Alan. 1992. *Evaluating second language education*. Cambridge: Cambridge University Press.

Buck, Gary. 2001. *Assessing Listening*. Cambridge: Cambridge University Press.

Clapham, Caroline. 2000. Assessment and testing. *Annual Review of Applied Linguistics* Vol. 20 No., 147-161.

Davies, Alan, Brown, Annie, Elder, Cathie, Hill, Kathryn, Lumley, Tom, and McNamara, Tim.

1999. *Dictionary of language testing*. Cambridge: Cambridge University Press.

Davies, Alan. 1990. *Principles of language testing*. Oxford: Blackwell Publishers.

Fulcher, Glenn, and Davidson, Fred. 2007. *Language testing and assessment* London, NY. : Routledge

Fulcher, Glenn. 2010. *Practical language testing*. London: Hodder Education.

Kubiszyn, Tom, and Borich, Gary. 2003. *Educational testing and measurement* (7th ed.) Hoboken, NJ: Harper Collins Publishers.

Kurpius, Sharon E Robinson, and Stafford, Mary E. 2006. *Testing and measurement: A user-friendly guide*. Thousand Oaks: Sage.

Luoma, Sari. 2004. *Assessing Speaking*. Cambridge: Cambridge University Press.

McNamara, Tim. 2000. *Language testing*. Oxford: Oxford University Press.

McNamara, Tim. 2006. *Language testing: The social dimension* (Vol. 1). Oxford, UK: Blackwell Publishing.

Permendikbud. 2013. *Standar Kompetensi Lulusan SMP/MTs, MA/SMA Kurikulum 2013*. Jakarta: Depdikbud.

Read, John. 2000. *Assessing vocabulary*. Cambridge: Cambridge University Press.

Weigle, Sara Cushing. 2002. *Assessing writing*. Cambridge: Cambridge University Press.

Weir, Cyril J, and Roberts, Jon. 1994. *Evaluation in ELT*. Oxford: Blackwell.

Pendukung :

Dosen Pengampu

Ahmad Munir, S.Pd., M.Ed., Ph.D.

Mg Ke-	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)	Penilaian		Bantuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [Estimasi Waktu]		Materi Pembelajaran [Pustaka]	Bobot Penilaian (%)
		Indikator	Kriteria & Bentuk	Luring (offline)	Daring (online)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Explaining theories and principles of measurement, test, assessment, and evaluation	Explaining theories and principles of measurement, test, assessment, and evaluation		Presentation, discussion 2 X 50			0%
2	Explaining theories and principles of measurement, test, assessment, and evaluation	Explaining theories and principles of measurement, test, assessment, and evaluation		Presentation, discussion 2 X 50			0%
3	Explaining theories and principles of good language assessment	Explaining theories and principles of good language assessment		Presentation, discussion 2 X 50			0%
4	Explaining theories and principles of good language assessment	Explaining theories and principles of good language assessment		Presentation, discussion 2 X 50			0%
5	Explaining theories and principles of non test assessment	Explaining theories and principles of non test assessment		Presentation discussion 2 X 50			0%

6	Explaining theories and principles of non test assessment	Explaining theories and principles of non test assessment		Presentation discussion 2 X 50			0%
7	Explaining theories and principles of scoring of English language learning assessment and its interpretation	Explaining theories and principles of scoring of English language learning assessment and its interpretation		Presentation, discussion 2 X 50			0%
8	Explaining theories and principles of scoring of English language learning assessment and its interpretation	Explaining theories and principles of scoring of English language learning assessment and its interpretation		Presentation, discussion 2 X 50			0%
9	Mid-Semester	Mid-Semester		Mid-Semester 2 X 50			0%
10	Explaining Principles of Assessing Listening and its development	Explaining Principles of Assessing Listening and its development		Presentation, discussion 2 X 50			0%
11	Explaining Principles of Assessing Listening and its development	Explaining Principles of Assessing Listening and its development		Presentation, discussion 2 X 50			0%
12	Explaining Issues in Principles of Assessing Speaking and its development	Explaining Issues in Principles of Assessing Speaking and its development		Presentation, discussion 2 X 50			0%
13	Explaining Issues in Principles of Assessing Speaking and its development	Explaining Issues in Principles of Assessing Speaking and its development		Presentation, discussion 2 X 50			0%
14	Explaining issues in Principles of Assessing Reading and its development	Explaining issues in Principles of Assessing Reading and its development		Presentation, discussion 2 X 50			0%
15	Explaining issues in Principles of Assessing writing and its development	Explaining issues in Principles of Assessing writing and its development		Presentation, discussion 2 X 50			0%
16	Final Test	Final Test		Final Test 2 X 50			0%

Rekap Persentase Evaluasi : Case Study

No	Evaluasi	Persentase
		0%

Catatan

1. **Capaian Pembelajaran Lulusan Prodi (CPL - Prodi)** adalah kemampuan yang dimiliki oleh setiap lulusan prodi yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodinya yang diperoleh melalui proses pembelajaran.
2. **CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL- Prodi) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampilan umum, ketrampilan khusus dan pengetahuan.

3. **CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
4. **Sub-CPMK Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
5. **Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
6. **Kreteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kreteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kreteria dapat berupa kuantitatif ataupun kualitatif.
7. **Bentuk penilaian:** tes dan non-tes.
8. **Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
9. **Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
10. **Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
11. **Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
12. TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.