



**Universitas Negeri Surabaya**  
**Faculty of Languages and Arts**  
**English Language Education Undergraduate Study Program**

**Document Code**

## SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date
ELT Assessment	8820302125		T=2   P=0   ECTS=3.18	3	July 17, 2024
AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator		
	Syafi'ul Anam	Syafi'ul Anam	Dr. Him'mawan Adi Nugroho, S.Pd., M.Pd.		

Learning model	Case Studies
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Program Learning Outcomes (PLO)	PLO study program which is charged to the course																																																																																				
PLO-5	Demonstrate awareness of the values, ethics, norms and responsibilities associated with academic behavior.																																																																																				
PLO-7	Apply critical thinking and analytical skills to solve English learning problems																																																																																				
PLO-12	Plan, implement and evaluate English language learning effectively and creatively.																																																																																				
PLO-16	Demonstrate a good understanding of English language learning concepts from a national and global perspective.																																																																																				
Program Objectives (PO)																																																																																					
PO - 1	have knowledge of the concept of assessment and its relationship to the national curriculum																																																																																				
PO - 2	demonstrate the ability to prepare language skills assessments in accordance with the national curriculum																																																																																				
PO - 3	use a variety of digital resources to develop a variety of language skills assessments																																																																																				
PLO-PO Matrix																																																																																					
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Short Course Description	This course includes knowledge about how to assess language components and skills. This MK was also initiated by understanding the differences between testing, assessment and evaluation, as well as providing the opportunity to design tests. The test includes authentic assessment, portfolio, oral skills assessment, reading, writing and listening. At the end of the course, students are asked to prepare language skills assessment rubrics and formative and summative tests.
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References	<p><b>Main :</b></p> <ol style="list-style-type: none"> <li>1. Russell, M. K. &amp; Airasian, P. W. 2012. Classroom assessment: Concepts and applications (seventh edition) . New York: McGraw-Hill.</li> <li>2. Brown, H. D., &amp; Abeywickrama, P. 2010. Language Assessment Principles and Classroom Practices . New York: Pearson education Inc.</li> <li>3. Harris, M.&amp; McCann, P. 1994. Assessment: Handbooks for English classroom . New York: MacMillan</li> <li>4. O'Malley, M.J. &amp; Pierce, L.V. 1996. Authentic Assessment for English Learners . White Plain, NY: Addison-Wesley.</li> </ol> <p><b>Supporters:</b></p>
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<b>Supporting lecturer</b>		Ahmad Munir, S.Pd., M.Ed., Ph.D. Rahayu Kuswardani, S.Pd., M.AppL. Syafi'ul Anam, Ph.D.					
Week-	Final abilities of each learning stage (Sub-PO)	Evaluation		Help Learning, Learning methods, Student Assignments, [ Estimated time]		Learning materials [ References ]	Assessment Weight (%)
		Indicator	Criteria & Form	Offline ( offline )	Online ( online )		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	have knowledge of the concepts of assessment, measurement and tests in English language learning	1. defines measurement, assessment and evaluation 2. explains various types of assessments	<b>Criteria:</b> able to explain the concepts of measurement, assessment and evaluation, as well as explain the types of assessment  <b>Form of Assessment :</b> Participatory Activities, Tests	lectures and discussions 2 X 50		<b>Material:</b> measurement, testing, assessment <b>References:</b> <i>Brown, HD, &amp; Abeywickrama, P. 2010. Language Assessment Principles and Classroom Practices. New York: Pearson education Inc.</i>	2%
2	have an understanding of the principles of assessment in English language learning	explains assessment principles and their application in English language learning assessment	<b>Criteria:</b> explain assessment principles and their application in English language learning assessment correctly  <b>Form of Assessment :</b> Participatory Activities, Tests	lecture and discussion 2 X 50		<b>Material:</b> Principles of language assessment <b>References:</b> <i>Brown, HD, &amp; Abeywickrama, P. 2010. Language Assessment Principles and Classroom Practices. New York: Pearson education Inc.</i>	0%
3	understand various process-oriented assessments and apply them in classroom assessments	Developing a formal observation form for assessing language skills in English classes	<b>Criteria:</b> Develop a formal observation form in the assessment of language skills in the English class correctly  <b>Form of Assessment :</b> Practice / Performance	lecture and practice 2 X 50		<b>Material:</b> observation <b>Bibliography:</b> <i>Russell, MK &amp; Airasian, PW 2012. Classroom assessment: Concepts and applications (seventh edition) . New York: McGraw-Hill.</i>	4%

4	understand various process-oriented assessments and apply them in classroom assessments	<p>1. identify and explain various forms of process-oriented assessment</p> <p>2. conducting and compiling a simple field research report on the application of portfolios in English language learning</p>	<p><b>Criteria:</b> correctly identify and explain various forms of process-oriented assessment</p> <p><b>Form of Assessment :</b> Portfolio Assessment</p>	project based learning 2 X 50		<p><b>Material:</b> observation <b>Bibliography:</b> <i>Russell, MK &amp; Airasian, PW 2012. Classroom assessment: Concepts and applications (seventh edition) . New York: McGraw-Hill.</i></p> <hr/> <p><b>Material:</b> portfolio <b>Bibliography:</b> <i>Russell, MK &amp; Airasian, PW 2012. Classroom assessment: Concepts and applications (seventh edition) . New York: McGraw-Hill.</i></p> <hr/> <p><b>Material:</b> Library Portfolio :</p>	10%
5	understand various process-oriented assessments and apply them in classroom assessments	identify and explain various forms of process-oriented assessment	<p><b>Criteria:</b> correctly identify and explain various forms of process-oriented assessment</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment, Portfolio Assessment</p>	lecture and practice 2 X 50		<p><b>Material:</b> observation <b>Bibliography:</b> <i>Russell, MK &amp; Airasian, PW 2012. Classroom assessment: Concepts and applications (seventh edition) . New York: McGraw-Hill.</i></p> <hr/> <p><b>Material:</b> portfolio <b>Bibliography:</b> <i>Russell, MK &amp; Airasian, PW 2012. Classroom assessment: Concepts and applications (seventh edition) . New York: McGraw-Hill.</i></p> <hr/> <p><b>Material:</b> Library Portfolio :</p>	5%

6	understand various process-oriented assessments and apply them in classroom assessments	<p>1. identify and explain various forms of process-oriented assessment</p> <p>2. explain how to use process-oriented assessment instruments and develop process-oriented assessment forms</p>	<p><b>Criteria:</b> correctly identify and explain various forms of process-oriented assessment</p> <p><b>Form of Assessment :</b> Practice / Performance</p>	lecture and practice 2 X 50		<p><b>Material:</b> observation <b>Bibliography:</b> <i>Russell, MK &amp; Airasian, PW 2012. Classroom assessment: Concepts and applications (seventh edition) . New York: McGraw-Hill.</i></p> <p><b>Material:</b> self assessment and peer assessment <b>References:</b> <i>Brown, HD, &amp; Abeywickrama, P. 2010. Language Assessment Principles and Classroom Practices. New York: Pearson education Inc.</i></p>	0%
7	understand various process-oriented assessments and apply them in classroom assessments	<p>1. identify and explain various forms of process-oriented assessment</p> <p>2. explain how to use process-oriented assessment instruments and develop process-oriented assessment forms</p>	<p><b>Criteria:</b> correctly identify and explain various forms of process-oriented assessment</p> <p><b>Form of Assessment :</b> Practice / Performance</p>	lecture and practice 2 X 50		<p><b>Material:</b> observation <b>Bibliography:</b> <i>Russell, MK &amp; Airasian, PW 2012. Classroom assessment: Concepts and applications (seventh edition) . New York: McGraw-Hill.</i></p> <p><b>Material:</b> self assessment and peer assessment <b>References:</b> <i>Brown, HD, &amp; Abeywickrama, P. 2010. Language Assessment Principles and Classroom Practices. New York: Pearson education Inc.</i></p>	6%
8	UTS			2 X 50			20%
9	understand and apply listening skills assessment in English classes	selecting listening skills assessment methods and developing listening skills assessment instruments	<p><b>Criteria:</b> choose listening skills assessment methods and develop listening skills assessment instruments correctly</p> <p><b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment</p>	lecture and practice 2 X 50		<p><b>Material:</b> Methods of assessing listening <b>References:</b> <i>Brown, HD, &amp; Abeywickrama, P. 2010. Language Assessment Principles and Classroom Practices. New York: Pearson education Inc.</i></p>	2%

10	understand and apply reading skills assessment in English classes	choose a reading skills assessment method and develop a reading skills assessment instrument	<p><b>Criteria:</b> choose reading skills assessment methods and develop reading skills assessment instruments correctly</p> <p><b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment</p>	lecture and practice 2 X 50		<p><b>Material:</b> Assessing Listening</p> <p><b>References:</b> <i>Brown, HD, &amp; Abeywickrama, P. 2010. Language Assessment Principles and Classroom Practices. New York:Pearson education Inc.</i></p>	2%
11	understand and apply speaking skills assessments in English classes	choose a speaking skills assessment method and develop a speaking skills assessment instrument	<p><b>Criteria:</b> choose speaking skills assessment methods and develop speaking skills assessment instruments correctly</p> <p><b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment</p>	lecture and practice 2 X 50		<p><b>Material:</b> Assessing speaking</p> <p><b>References:</b> <i>Brown, HD, &amp; Abeywickrama, P. 2010. Language Assessment Principles and Classroom Practices. New York:Pearson education Inc.</i></p>	2%
12	understand and apply writing skills assessment in English classes	choosing a writing skills assessment method and developing a writing skills assessment instrument	<p><b>Criteria:</b> choose writing skills assessment methods and develop writing skills assessment instruments correctly</p> <p><b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment</p>	lecture and practice 2 X 50		<p><b>Material:</b> Assessing Writing</p> <p><b>References:</b> <i>Brown, HD, &amp; Abeywickrama, P. 2010. Language Assessment Principles and Classroom Practices. New York:Pearson education Inc.</i></p>	2%
13		compiling a grid of English questions based on the national curriculum	<p><b>Criteria:</b> compose a grid of English questions based on the national curriculum correctly</p> <p><b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment</p>	Project based learning 2x50		<p><b>Material:</b> test specification and assessment instrument development</p> <p><b>References:</b> <i>Brown, HD, &amp; Abeywickrama, P. 2010. Language Assessment Principles and Classroom Practices. New York:Pearson education Inc.</i></p>	0%
14		compiling a grid of English questions based on the national curriculum	<p><b>Criteria:</b> compose a grid of English questions based on the national curriculum correctly</p> <p><b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment</p>	Project based learning 2x50		<p><b>Material:</b> test specification and assessment instrument development</p> <p><b>References:</b> <i>Brown, HD, &amp; Abeywickrama, P. 2010. Language Assessment Principles and Classroom Practices. New York:Pearson education Inc.</i></p>	0%

15		compiling a grid of English questions based on the national curriculum	<b>Criteria:</b> compose a grid of English questions based on the national curriculum correctly  <b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment	Project based learning 2x50		<b>Material:</b> test specification and assessment instrument development <b>References:</b> <i>Brown, HD, &amp; Abeywickrama, P. 2010. Language Assessment Principles and Classroom Practices. New York:Pearson education Inc.</i>	10%
16	UAS						0%

#### Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	8.33%
2.	Project Results Assessment / Product Assessment	9.83%
3.	Portfolio Assessment	15.83%
4.	Practice / Performance	10%
5.	Test	1%
		44.99%

#### Notes

- Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
- The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
- Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
- Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
- Indicators for assessing** ability in the process and student learning outcomes are specific and measurable statements that identify the ability or performance of student learning outcomes accompanied by evidence.
- Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
- Forms of assessment:** test and non-test.
- Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
- Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
- Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.