



<b>Short Course Description</b>	The course is designed to enable students to have a more thorough and comprehensive knowledge about the field of educational assessment in general. The students are expected to have comprehensive knowledge of types and kinds of assessing students' ability in English. In addition, this course also provides the knowledge of language testing, and its recent and advanced developments so that they can make better, more responsible tests and professionally develop language tests, including non-test tools, of their own, administer, analyze and use their results competently. In addition to being able to develop various types and kinds of assessment, the students are also able to evaluate a program in English teaching and teaching. Lecture activities are carried out through group presentations, discussions, and workshops of development of English language assessment. This course uses Project-Based Learning.						
<b>References</b>	<b>Main :</b>						
		<ol style="list-style-type: none"> <li>1. Brown, H. D., &amp; Abeywickrama, P. 2019. Language Assessment Principles and Classroom Practices Third Edition . New York: Pearson education Inc.</li> <li>2. Kiely, R., &amp; Rea-Dickins, P. 2005. Program evaluation in language education. London: Springer.</li> <li>3. Davis, J. M., &amp; McKay, T. H. (Eds.). 2018. A guide to useful evaluation of language programs. Washington: Georgetown University Press.</li> <li>4. Gruba, P., Cárdenas-Claros, M. S., Suvorov, R., &amp; Rick, K. 2016. Blended language program evaluation. London: Springer.</li> </ol>					
	<b>Supporters:</b>						
<b>Supporting lecturer</b>	Dr. Oikurema Purwati, M.A., M.AppL. Ahmad Munir, S.Pd., M.Ed., Ph.D. 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		<ol style="list-style-type: none"> <li>1.To explain the relationship among measurement, testing, assessment, teaching and evaluation</li> <li>2.To detect recent issues in assessment and evaluation</li> </ol>	<b>Form of Assessment :</b> Practice / Performance	Reading and discussion 3 X 50			5%
2	To explain principles of language assessment	To explain principles of language assessment	<b>Criteria:</b> Accuracy  <b>Form of Assessment :</b> Practice / Performance	Lecture Presentation 3 X 50			5%
3	To explain the procedures of assessment development	<ul style="list-style-type: none"> <li>• To explain the procedures of assessment development</li> </ul>	<b>Form of Assessment :</b> Practice / Performance	Presentation 3 X 50			5%
4		To develop samples of standardized tests in ELT		3 X 50			0%
5		<ul style="list-style-type: none"> <li>• To explain methods and issues in listening assessment development</li> </ul>		3 X 50			0%
6		<ul style="list-style-type: none"> <li>• To explain methods and issues in speaking assessment development</li> </ul>		3 X 50			0%
7		<ul style="list-style-type: none"> <li>• To explain methods and issues in reading assessment development</li> </ul>		3 X 50			0%
8		5. To develop samples of standardized tests in ELT		3 X 50			0%

9		• To explain methods and issues in writing assessment development		3 X 50			0%
10		• To explain methods and issues in grammar and vocabulary assessment development		3 X 50			0%
11		• To explain methods and issues in alternative assessment development		3 X 50			0%
12		• To explain methods and issues in scoring, grading and student evaluation		3 X 50			0%
13		To explain the use of ICT in assessment and evaluation		3 X 50			0%
14		To explain the procedures of language program evaluation		3 X 50			0%
15		To develop sample of assessment and evaluation in ELT		3 X 50			0%
16		To develop sample of assessment and evaluation in ELT		3 X 50			0%

#### Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Practice / Performance	15%
		15%

#### 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.

