

RENCANA PEMBELAJARAN SEMESTER

A. Capaian Pembelajaran Lulusan

Sikap:

1. Berkontribusi dalam peningkatan mutu kehidupan bermasyarakat dan kemajuan bangsa yang berperadaban
2. Berkontribusi dalam peningkatan mutu kehidupan bermasyarakat, berbangsa, bernegara, dan kemajuan peradaban berdasarkan Pancasila
3. Menunjukkan sikap bertanggungjawab atas pekerjaan di bidang keahliannya secara mandiri
4. Mempunyai ketulusan, komitmen, kesungguhan hati untuk mengembangkan sikap, nilai, dan kemampuan peserta didik dengan dilandasi oleh nilai-nilai kearifan lokal dan ahlak mulia serta memiliki motivasi untuk berbuat bagi kemaslahatan peserta didik dan masyarakat pada umumnya.

Pengetahuan:

1. Mampu secara kritis menguasai, menerapkan, mengevaluasi dan mengembangkan teori, prinsip, materi, metode serta media pembelajaran yang mutakhir.
2. Menguasai teori, konsep dan model belajar dan pembelajaran Bahasa Inggris sebagai bahasa asing untuk pembelajaran bahasa Inggris umum (General English) dan pembelajaran Bahasa Inggris untuk tujuan tertentu (English for specific purposes)

Keterampilan umum

1. Menyusun dan mengomunikasikan ide, hasil pemikiran dan argumen saintifik secara bertanggung jawab dan didasarkan pada etika akademik, melalui media kepada masyarakat luas
2. meningkatkan kapasitas pembelajaran secara mandiri

Keterampilan khusus

1. Mampu menghasilkan desain atau model pembelajaran baru yang inovatif dan teruji untuk pembelajaran Bahasa Inggris umum (General English) atau pembelajaran bahasa Inggris untuk tujuan tertentu (English for Specific purposes)
2. Mampu melakukan analisis dan pendalaman terhadap teori, konsep, pendekatan dalam belajar dan pembelajaran Bahasa Inggris
3. Mampu mengembangkan dan mengintegrasikan TIK kedalam teori, rancangan, model serta metodologi pembelajaran Bahasa Inggris melalui kajian dan/atau penelitian kependidikan inovatif

B. Capaian Pembelajaran Matakuliah

By the end of this course, the students will be able to:

1. Explain basic principles of language assessment
2. Distinguish types of standard-based assessments and exemplify them.
3. Analyze and evaluate types of classroom tests/assessments, including skills of English.
4. Design an assessment rubric for classroom use.
5. Design a classroom language assessment/test

C. Deskripsi Matakuliah

This course provides an introduction to basic principles and current and innovative approaches to classroom-based assessment of language learning in TESOL. The course will address the TESOL standards for Teacher Education Programs which address the purposes of assessment, types of assessment, authentic forms of assessment, portfolios and rubrics, issues in the assessment of ELL, designing or adapting assessment tools for ELL, and assessment in the content areas for ELL. In addition the course will apply research on language acquisition and teaching to instruction and assessment; embedding assessment of oral language, reading and writing setting assessment purpose; ensuring reliability and validity; scaffolding assessments in the content areas; using assessments as feedback for learning; engaging students in peer and self-assessment; reviewing language proficiency tests; analyzing criterion-referenced vs. norm-referenced testing; and preparing students to take standardized tests. Students will have opportunities to both critically examine assessment tools used in current practice and to develop their own tests.

Minggu ke	Kemampuan yang diharapkan	Materi/Bahan Pembelajaran	Metode/aktivitas Pembelajaran	Waktu
1	2	3	4	5
1		Orientation to the materials & assessments		
2	a. Menjelaskan, membedakan, dan memberi contoh konsep <i>testing</i> , <i>assessing</i> , dan <i>teaching</i> . b. Membedakan jenis-jenis test	Testing, assessing, and teaching	Pop-up quiz; in class discussion	
3	Menjelaskan dan menganalisis <i>principles of LA</i> , menggunakan <i>principles of LA</i> untuk mengevaluasi tes yang digunakan di kelas/sekolah.	Principles of language assessment	Lecture; In class discussion	
4	a. Menjelaskan dan membedakan jenis-jenis tes bahasa Inggris b. Mengevaluasi satu jenis tes bahasa Inggris untuk konteks sekolah.	Classroom language tests	In class discussion	
5	Menjelaskan dan	Standardized testing	Lecture; class	

	mengidentifikasi aspek-aspek dalam mengembangkan standardized testing.		discussion	
6	Menjelaskan, membedakan jenis-jenis penilaian berbasis standar, menganalisis kelebihan dan kekurangan dari standard-based assessments & standardized testing dan memberikan contoh tes/penilaian standar yang digunakan di Indonesia	Standard based assessment	Lecture; In class discussion	
7	<ul style="list-style-type: none"> a. Menjelaskan jenis-jenis rubrik penilaian b. Merancang satu jenis rubrik penilaian untuk dievaluasi penggunaannya di sekolah. 	Grading and student evaluation	Project-based learning	
8		Mid-semester test		
9	<ul style="list-style-type: none"> a. Menjelaskan konsep listening dan aspek-aspeknya. b. Mengevaluasi sebuah tes listening. 	Assessing Listening	Group presentation	
10	<ul style="list-style-type: none"> a. Menjelaskan konsep speaking dan aspek-aspeknya. b. Mengevaluasi sebuah tes speaking. 	Assessing Speaking	Group presentation	
11	<ul style="list-style-type: none"> a. Menjelaskan konsep reading dan aspek-aspeknya. b. Mengevaluasi sebuah tes reading. 	Assessing Reading	Group presentation	
12	<ul style="list-style-type: none"> a. Menjelaskan konsep writing dan aspek-aspeknya. b. Mengevaluasi sebuah tes writing. 	Assessing Writing	Group presentation	
13	<ul style="list-style-type: none"> a. Menjelaskan konsep grammar dalam language assessment. b. Mengevaluasi sebuah tes grammar. 	Assessing Grammar	Group presentation	
14	<ul style="list-style-type: none"> a. Menjelaskan konsep tes vocabulary dalam language assessment. b. Mengevaluasi sebuah 	Assessing Vocabulary	Group presentation	

	tes vocabulary.			
15	a. Menjelaskan elemen-elemen dalam tes pronunciation. b. Mengevaluasi sebuah tes pronunciation.	Assessing Pronunciation	Group presentation	
16		Final exam		

Evaluasi	Kriteria/ Indikator	Bobot
6	7	8
Pop up quiz		5%
Discussion results (group 1)		5%
Discussion results (group 2-3)		
Discussion results (group 4-5)		
Discussion results (group 6-7)		
PBL		10%
Mid-semester examination	Answer five questions related to the previously learned topics.	30%
Group presentation (1)	Attached	15%
Group presentation (2)	Attached	
Group presentation (3)	Attached	
Group presentation (4)	Attached	
Group presentation (5)	Attached	
Group presentation (6)	Attached	
Group presentation (7)	Attached	
Final project	Test construction	35%

Textbooks:

1. Language Assessment: Principles and Classroom Practices. H. Douglas Brown. 2004. Longman.
2. Assessing Reading. J. Charles Alderson. 2000. Cambridge, UK: CUP.
3. Assessing Listening. Gary Buck. 2001. Cambridge: CUP.
4. Assessing Grammar. James Purpura. 2004. Cambridge: CUP.
5. Assessing Vocabulary. John Read. 2000. Cambridge: CUP.
6. Assessing Writing. Sara Cushing Weigle. 2002. Cambridge: CUP.
7. Assessing Speaking. Sari Louma. 2004. Cambridge: CUP.
8. Assessment in Second Language Pronunciation. Okim Kang & April Ginther (Eds.). 2018. New York: Routledge.

Deskripsi Tugas

Tugas	Pop up quiz
Minggu ke	2
Tujuan tugas	Students are able to identify kinds of assessments based on the types: formal & informal, formative & summative.
Uraian tugas	Students are asked to place the following techniques into one of the four cells and justify your decision. 1. Placement tests

	<ol style="list-style-type: none"> 2. Diagnostic tests 3. Periodic achievement tests 4. Short pop quizzes 5. Standardized proficiency tests 6. Final exams 7. Portfolios 8. Journals 9. Speeches (prepared & rehearsed) 10. Oral presentations (prepared, but not rehearsed) 11. Impromptu student responses to teacher's questions 12. Student-written response (one paragraph) to a reading assignment 13. Drafting & revising writing 14. Final essays (after several drafts) 15. Whole-class open-ended discussion of a topic 									
	<table border="1"> <thead> <tr> <th></th> <th>Formative</th> <th>Summative</th> </tr> </thead> <tbody> <tr> <th>Informal</th> <td></td> <td></td> </tr> <tr> <th>Formal</th> <td></td> <td></td> </tr> </tbody> </table>		Formative	Summative	Informal			Formal		
	Formative	Summative								
Informal										
Formal										
Kriteria penilaian	Kesesuaian antara pertanyaan dan jawaban.									
	<table border="1"> <tbody> <tr> <td>90-100</td> <td>Excellent</td> </tr> <tr> <td>75-89</td> <td>Very good</td> </tr> <tr> <td>60-74</td> <td>Good</td> </tr> <tr> <td>>60</td> <td>Not very good</td> </tr> </tbody> </table>	90-100	Excellent	75-89	Very good	60-74	Good	>60	Not very good	
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75-89	Very good									
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Tugas	In-class discussion						
Minggu ke	2-6						
Tujuan tugas	Students are able to discuss some assigned topics and write some reports about the discussion.						
Uraian tugas	<ol style="list-style-type: none"> 1. Students work in groups of three. 2. Each group will discuss the assigned topics (e.g. Principles of language assessment) which they have to read before the class (The lecturer will provide some questions for discussion). 3. Each group agree or disagree with the answers from the other groups and they have to come up with agreed conclusions (One member of one of the selected groups leads the discussion). 4. The chosen groups write the discussion results and hand them in to the lecturer. 						
Kriteria penilaian	Kesesuaian antara pertanyaan dan jawaban serta kesimpulan yang merangkum keseluruhan diskusi.						
	<table border="1"> <tbody> <tr> <td>90-100</td> <td>Excellent</td> </tr> <tr> <td>75-89</td> <td>Very good</td> </tr> <tr> <td>60-74</td> <td>Good</td> </tr> </tbody> </table>	90-100	Excellent	75-89	Very good	60-74	Good
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Tugas	Group project (PBL)
Minggu ke	7
Tujuan tugas	Students are able to design an assessment rubric and evaluate its effectiveness in classroom context
Uraian tugas	<ol style="list-style-type: none"> 1. The class is divided into groups. 2. Each group decides one language skill or component to assess through an assessment rubric. 3. The groups determine the task for which the rubric can be used. 4. The groups design one assessment rubric. 5. The rubric must be used in the classroom context and be evaluated in terms of its practicality, objectiveness, effectiveness and efficiency. 6. The groups write an essay describing the assessment rubric they have designed and the results of their evaluation of their own rubric including some supporting data (e.g. students' scores after assessed by the rubric)
Kriteria penilaian	Rubrik penilaian terlampir (Rubric for rubrics)

Tugas	Mid-semester examination
Minggu ke	8
Tujuan tugas	Students are able to explain and distinguish the learned concepts or terminology.
Uraian tugas	<p>Direction: Answer the following questions.</p> <ol style="list-style-type: none"> 1. Name the types of the classroom assessments and tests and explain them. 2. How do you distinguish traditional assessments from alternative assessments? 3. Mentions the principles of language assessment and make sure you differentiate them by providing examples. 4. What are the pros and cons of standardized testing? 5. Evaluate the standards-based assessment movement. What are its advantages and disadvantages? How might one compensate for potential disadvantages?
Kriteria penilaian	<p>1 item correct = 20 points 5 items correct = 100 points</p>

Tugas	Group presentation
Minggu ke	9-15
Tujuan tugas	Students are able to present some assigned topics in spoken language and answer the questions from the audience properly.
Uraian tugas	<p>Grouping and Presentation Topic:</p> <ol style="list-style-type: none"> a. Class is divided into 7 groups.

	<p>b. Each group will present one language assessment-related topic assigned in the beginning of the course.</p> <p>c. Each group must provide one example of a test based on the topic they have and lead the in-class evaluation toward the given test (e.g. speaking tests).</p> <p>Presentation regulation:</p> <p>a. Presentation is given in 30 minutes.</p> <p>b. All members of the group must get the opportunity to speak. The member that does not speak will not be given any score. The member that dominates the presentation will be given a penalty of 10% score deduction.</p> <p>c. After the presentation, there will be a 10-minute question and answer session. All the group members must participate in answering the questions.</p> <p>d. Audience must also participate in asking questions.</p>
Kriteria penilaian	Rubrik penilaian terlampir (Assessment from the lecturer and peers) (Oral Presentation Rubric (8-24-00) Department of Educational Leadership and Policy Studies)

Tugas	Final project (Pairwork)
Minggu ke	16
Tujuan tugas	Students are able to create a language test based on some requirements in pairs.
Uraian tugas	<p>Students are required to construct an English test which also includes the rationale of the test, the test item analysis, an assessment rubric/criteria, and the answer key (for objective tests).</p> <p>The students may choose one of the tests from the following options:</p> <ol style="list-style-type: none"> 1. A listening test 2. A speaking test 3. A reading test 4. A writing test 5. A vocabulary test 6. A grammar test 7. A pronunciation test 8. An integrated English test
Kriteria penilaian	Rubrik penilaian terlampir (Test construction project)