**RENCANA PEMBELAJARAN SEMESTER (RPS)**

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| **MATA KULIAH (MK)** | **KODE** | **BOBOT (sks)** | **SEMESTER** | **Tanggalpenyususn** |
| Assessment in Language Teaching | PBI816205 | T= 3 (3-0) | E:\3. PELAYANAN ONLINE MARET sd MEI\SCANAN TTD DOSEN\TTD BU FLORA JPG.pngGanjil | 12 Juli 2020 |
| **OTORISASI / PENGESAHAN** | **Dosen**  **Koordinator RMK (optional)** | | | **Ka PRODI**  **Dr. Flora, M.Pd** | |
| E:\3. PELAYANAN ONLINE MARET sd MEI\SCANAN TTD DOSEN\TTD PROF CUCU FIX.png   1. **Prof. Dr. CucuSutarsyah, M.A (PJ)**   **E:\3. PELAYANAN ONLINE MARET sd MEI\SCANAN TTD DOSEN\TTD PAK UJANG..png**   1. **UjangSuparman, M.A, Ph.D** | | |

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| **Capaian**  **Pembelajaran** | **CPL-PRODI yang dibebankanpada MK** | |
| Sikap | Menunjukkansikapbertanggungjawabataspekerjaan di bidangkeahliannyasecaramandiri; dan menginternalisasisemangatkemandirian. |
| Pengetahuan | Menguasaikonsepteoritiskonsepdan jenis penilaian dalam pembelajaran B Inggris |
| KeterampilanUmum | Memilikipengetahuanpenilaian pembelajaran baik melalui penilaian artifisial maupun melalui penilaian autentik/penilaian kinerja (authentic/performanceassessment) |
| KeterampilanKhusus | Mmpumerancang instrumentpenilaianartifisial dan penilaian autentik/penilaian kinerjadalam pembelajaran B Inggris |
| **CapaianPembelajaran Mata Kuliah (CPMK)** | |
| CPMK | Mahasiswa mampu menjelaskan jenis penilaian dalam pembelajaran B Inggris serta mampumengembangkan instrument penilaian, dan mampumelaksanakan penilaian pembelajaran baik penilaian artifisial maupun penilaian autentik/penilaian kinerja (authentic/performanceassessment) |
| **CPL** ⬌**Sub-CPMK** | |
| **CPMK 1** | Mampu menjelaskan teori-teori tentang penilaian bahasa Inggris sebagai bahasa asing; artifisial dan autentik/kinerja serta perbedaannya |
| **CPMK 2** | Mampu mengidentifikasi dan menjelaskanjenis-jenisasesmenartifisial dan autentik/kinerja; |
|  | Mampu menganalisis contoh-contohtentang penilaian bahasa Inggris sebagai bahasa asing ; artifisial dan autentik/kinerja |
| **CPMK 3** | Mampu merancang instrumen penilaian artifisial dan autentik untuk keterampilan Mendengar |
| **CPMK 4** | Mampumenulis rubrik penilaian autentikuntuk keterampilan Mendengar |
| **CPMK 5** | Mampu merancang instrumen penilaian artifisial dan autentik untuk keterampilanBerbicara |
| **CPMK 6** | Mampumenulis rubrik penilaian autentikuntuk keterampilanBerbicara |
| **CPMK 7** | Mampu merancang instrumen penilaian artifisial dan autentik untuk keterampilanmembaca |
| **CPMK 8** | Mampumenulis rubrik penilaian autentikuntuk keterampilanmembaca |
| **CPMK 9** | Mampu merancang instrumen penilaian artifisial dan autentik untuk keterampilanmenulis |
| **CPMK 10** | Mampumenulis rubrik penilaian autentikuntuk keterampilanmenulis |
| **CPMK 11** | Mampu menjelaskan cara mengukur dan menganalisis validitasinstrumen |
| **CPMK 12** | Mampu menjelaskan cara mengukur dan menganalisis reliabilitasintrumen., tingkat kesulitan, dan daya beda. |
| **CPMK 13** | Mampu menjelaskan cara mengukur dan menganalisis  tingkat kesulitan, dan daya beda instrument.. |
| **CPMK 14** | Mampu menjelaskan mean, mode, median, standar deviasi, dan Z-score |
|  | **CPMK 15** | Review briefly all materials |
| **DiskripsiSingkat**  **MK** | Mata kuliah ini memberi kesempatan kepada mahasiswa untuk berfikir secara kritis mengenai berbagai isu dan praktik terkini dalam penilaian pembelajaran BahasaInggrissebagai Bahasa Asing.Topik bahasan mencakup antara lain jenis-jenisasesmenartifisial dan autentik/kinerja; proses penyusunan, pengembangan dan implementasi pengujian/penilaian bahasa; evaluasi dan penyusunan prosedur penilaian dan pengujian bahasa Inggris. Dalam mata kuliah ini mahasiswa akan mengembangkan dan mengimplementasikan pengujian/penilaian bahasa Inggris yang dirancang khusus untuk khalayak sasaran tertentuuntuksetiapketerampilanberbahasa dan vocabulary. | |
| **BahanKajian:**  Materi  Pembelajaran | 1. Concepts of artificial assessment andauthentic assessment, Purposes for authentic assessment, Kinds of authentic/performance assessment 2. Kinds of artificial assessment and Planning for artificial assessment   Kinds of artificial assessment  Teaching objectives/goals  Bloom’ s taxonomies  Validity and Reliability of artificial assessment  Level of difficulty  Discriminating power  Table of specification   1. Planning for authentic/performance assessment   Teaching objectives/goals  Revised Bloom’ s taxonomies  Validity and Reliability of performance assessment   1. Testing language skill and Vocabulary   What has to be tested; content and construct validity  Test forms of Vocabulary  Analysis of vocabulary test   1. Practice writing language skills and Vocabulary Items 2. Planning speaking assessment to asses speaking performance, scoring rubric for speaking task   and practice writing the tasks to assess speaking performance   1. Practice writing a scoring rubric for assessment of speaking performance and Practice scoring students’ speaking performance 2. Testing Grammar ;What has to be tested; construct validity; Test forms of grammar; Analysis of grammar test items ; Practice Writing grammar test; Trying out grammar test and scoring, 3. Testing Reading Comprehension ;What has to be tested, construct validity;Test forms of reading comprehension; Analysis of reading comprehension test items ;Practice writing reading comprehension test items; Trying out reading comprehension test, scoring, and analyzing the property of the test 4. Testing Listening Comprehension: What has to be tested, construct validity, Test forms of listening comprehension, and Analysis of reading comprehension test items; Practice writing listening comprehension tests; Trying out listening comprehension test and scoring, and analyzing the property of the test items 5. Planning writing tasks to asses writing performance; construct validity, scoring rubrics for writing and scoring of writing ; Components of scoring rubric of writing ; Writing a scoring rubric for assessment of writing ; Practice writing the tasks to assess writing performance; Trying out a writing task for assessment of writing performance and Scoring students’ writing performance 6. Statistical Test Item Analysis manually and computerized: concepts and tools 7. Practice analysis: Analisis of Test Validity, Analysis of Test Reliability, Analysis of test difficulty level, Analysis of test discriminating power, and Analysis of distractor effectiveness | |
| **Pustaka** | Anderson, J.C., Clapham, C., andWall, D. 1995. LanguageTestConstructionandEvaluation. Cambridge: CambridgeUniversityPress.  Carroll, Brendan J., andHall, Patrick J. 1985. A PracticalGuidetoWritingLanguage Performance Tests. Oxford: PergamonPress.  Gronlund, Norman E., andWaugh C. Keith. 2009. AssessmentofStudentAchievement. NinthEdition. New Jersey: PearsonsEducation, Inc.  .  Megawati, Fika, AndAnugerahwati, Mirjam. 2012.“ComicStrips:A Study ontheTeachingofWritingNarrativeTextsto Indonesian EFL Students”. TeflinJournal. 23, 2: 183-205.  Nurweni, A. 2018. EnglishTeachingAssessment, ArtificialandAuthenticAssessment.Yogyakarta: Graha Ilmu.  Syafei, Muh. 2012. “BackwashEffectsofPortfolioAssessment in AcademicWritingClasses”. TEFLIN Journal, 23, 2: 206-221  Wegle, Sara Cushing. 2002. AssessingWriting. Cambridge: CambridgeUniversityPress  <http://jfmueller.faculty.noctrl.edu/toolbox/whatisit.htm>. Diunduh pada Kamis, 22 Agustus 2013 pukul 07.57. | |
| **DosenPengampu** | Prof. Dr. CucuSutarsyah, M.A.  Dr. Ari Nurweni, M.A.  UjangSuparman, M.A., Ph.D. | |

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| **Week** | **LEARNING OUTCOMES** | **BAHAN KAJIAN (Materi Ajar)** | **METODE PEMBEL** | **WAKTU** | **PENGALAMAN BELAJAR MAHASISWA** | **KRITERIA PENILAIAN DAN INDIKATOR** | **BOBOT NILAI** |
| 1 | Able to explain the basic concept of assessment, its goal, its role. the nature and puposes of assessment and achievement assessment | Nature of assessment  Purposes of assessment  Kinds of assessment by purpose  definition of achievement assessment  examples of achievement assessment | Lecturing;  Giving exercises  Question and answer | 150  ’ | Listening to explanation, asking questions. | Criterion | 2% |
| 2 | Able to explain kinds of artificial assessment and able to explain components in planning artificial assessment and able to explain Bloom’ s taxonomies | Definition of artificial assessment;  Teaching objectives/goals  Bloom’ s taxonomies  Definition of artificial assessment;  Teaching objectives/goals  Bloom’ s taxonomies | Lecturing;  Giving exercises, group work;  Question and answer | 150 menit | Listening to explanation, analyzing in group, presenting group work results, , asking questions, | Criterion  Group work and presentation | 5% |
| 3 | Able to explain kinds of authentic assessment assessment and able to explain components in planning authentic assessment and able to explain Bloom’ s taxonomies | Definition of authentic assessment;  Teaching objectives/goals  Bloom’ s taxonomies  Bloom’ s taxonomies | Lecturing;  Giving exercises, group work;  Question and answer | 150 menit | Listening to explanation, analyzing in group, presenting group work results, , asking questions, | Criterion  Group work and presentation | 5% |
| 4 | Able to explain the concept, content and construct validity, forms of English vocabulary tests’ and able analyze English vocabulary test items | What has to be tested; content and construct validity  Test forms of Vocabulary  Analysis of vocabulary test: questions, options | Lecturing;  Giving exercises, group work’ | 150 menit | Listening to explanation, asking questions, analyzing in group, presenting group work results | Criterion  Group work and presentation | 5% |
| 5 | Able to explain components in planning for authentic/performance assessment | Teaching objectives/goals  Revised Bloom’ s taxonomies  Validity and Reliability of performance assessment | Lecturing;  Giving exercises, group work’ | 150 menit | Listening to explanation, asking questions, working on exercises | Criterion  Group work and presentation | 5% |
| 6 | Able to write various instruments for acrtificial vocabulary test | Content and construct validity vocabulary test  Basic competences of SMP student in Curriculum 2013  example of vocabulary test | Lecturing;  Giving exercises, group work | 150 menit | Listening to explanation, asking questions, analyzing in group, presenting group work results | Criterion  Group work and presentation | 5% |
| 7 | Able to writegrammar assessment to asses students’ grammarability and able to write a scoring rubric forscoring students’ grammar.ability. | Content and construct validity of English grammar tests  Basic compentences of SMP student in Curriculum 2013  Table of specifications  Examples of English grammar tests | Lecturing;  Giving exercises, group work | 150 menit | Listening to explanation, asking questions, analyzing in group, presenting group work results | Criterion  Group work and presentation | 5% |
| 8 | MID |  |  |  |  |  | 17% |
| 9 | Able to write speaking assessment to asses students’ speaking ability and able to write a scoring rubric forscoring students’ speaking ability | Content and construct validityspeaking tasks  Basic competences of SMP student in Curriculum 2013  examples of speaking tasks | Lecturing;  Giving exercises, group work’ | 150 menit | Listening to explanation, asking questions, analyzing in group, presenting group work results | Criterion  Group work and presentation | 5% |
| 10 | Able to write tasks to assess students’ writingability and able to write a scoring rubric forscoring students’ writing ability | Nature of writing tests and tasks; Content and construct validity of English writing tests ; Scoring rubric for writing products. | Lecturing;  Giving exercises, group work | 150 menit | Listening to explanation, asking questions, analyzing in group, presenting group work results | Criterion  Group work and presentation | 5% |
| 11 | Able to write tasks to assess students’ reading ability and able to write a scoring rubric forscoring students’ reading ability | Nature ofreading tests and tasks; Content and construct validity of English reading tests ; Scoring rubric for reading products. | Lecturing;  Giving exercises, group work | 150 menit | Listening to explanation, asking questions, analyzing in group, presenting group work results | Criterion  Group work and presentation | 5% |
| 12 | Able to write tasks to assess students’ listening ability and able to write a scoring rubric forscoring students’ listening ability | Nature of listening tests and tasks; Content and construct validity of English listening tests ; Scoring rubric for listening products. | Lecturing;  Giving exercises, group work | 150 menit | Listening to explanation, asking questions, analyzing in group, presenting group work results | Criterion  Group work and presentation | 5% |
| 13 | Able to Practice Analisis of Test Validity, Analysis of Test Reliability, Analysis of test difficulty level, Analysis of test discriminating power, and Analysis of distractor effectiveness | Test Validity, Analysis of Test Reliability, Analysis of test difficulty level, Analysis of test discriminating power, and Analysis of distractor effectiveness  Tools for analysis | Lecturing;  Giving exercises, group work | 150 menit | Listening to explanation, asking questions, analyzing in group, presenting group work results | Criterion  Group work and presentation | 5% |
| 14 | Able to explain concepts of portfolio, the functions, how to plan, how to do | Concepts of portfolio, the functions, how to plan, how to assess portfolio  Examples of portfolio | Lecturing;  Giving exercises, group work | 150 menit | Listening to explanation, asking questions, analyzing in group, presenting group work results | Criterion  Group work and presentation | 3% |
| 15 | Able to explain what maximum score, minimum score, mean, mode, median, standar deviasi, z-score are;  and able to get them based on the students’ score | Nature of learning gain  Meaning of skor maksimum, skor minimum, mean, mode, median, standar deviasi, z-score | Lecturing;  Giving exercises, group work | 100 menit | Listening to explanation, asking questions, analyzing in group, presenting group work results | Criterion  Group work and presentation | 3% |
| 16 | FINAL TEST |  |  |  |  |  | 20% |

Dosen PJ,



Prof. Dr. Cucu Sutarsyah, M.A

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