		Universitas Negeri Surabaya Faculty of Languages and Arts Master's Program in Language and Literature Education	**Document Code**

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Language Learning Assessment	8811102088		**T=2**	**P=0**	**ECTS=4.48**	2	July 18, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	....	....	Dr. Titik Indarti, M.Pd.

Learning model	**Case Studies**

Program Learning Outcomes (PLO)	**PLO study program that is charged to the course**
	Program Objectives (PO)
	PLO-PO Matrix

	P.O

PO Matrix at the end of each learning stage (Sub-PO)

P.O	Week															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

Short Course Description	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.

References	**Main :**

	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 Bareta, 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.

Supporters:	

Supporting lecturer	ASWANDI Ahmad Munir, S.Pd., M.Ed., 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	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%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

Notes

1. **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.

2. **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.
3. **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.
4. **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.
5. **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.
6. **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.
7. **Forms of assessment:** test and non-test.
8. **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.
9. **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.
10. **Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
11. **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%.
12. TM=Face to face, PT=Structured assignments, BM=Independent study.