

<b>Module/ Course Title : Learning Evaluation of Indonesian Language and Literature</b>					
<b>Module /Course code</b> SPI62017	<b>student workload</b> 119 hours	<b>Credits (ECTS)</b> 3/4,5	<b>Semester</b> 4	<b>Frequency</b> Every Year (January)	<b>duration</b> 16 meeting
<b>1</b>	<b>Types of courses</b> Compulsory coursework	<b>contact hours</b> 3 CU x 50 minutes = 150 =2,5 hours per week	<b>independent study</b> 3 CU x 120 minutes = 360 minutes = 6 hours	<b>class size</b> 30	
<b>2</b>	<b>Prerequisites for participation</b> Learning Planning of Indonesian Language and Literature				
<b>3</b>	<p><b>Course Description :</b></p> <p>Evaluation is an activity that cannot be separated in learning activity. Teachers can measure the level of success of students in achieving competencies and learning objectives through the evaluation. The evaluation process is also directly related to the influence of teacher techniques in teaching and student learning environments. In the 2013 Curriculum (for the junior high school level) and <i>Program Sekolah Penggerak</i> curriculum (for the high school level), evaluation is directed at the student learning process as a result of the learning strategies implemented by the teacher. The Ministry of Education and Culture Republic Indonesia has also made a policy on Minimum Competency Assessment (AKM) as a substitute for the National Examination which aims to improve the quality of learning in Indonesia. So, it can compete with other countries in the 21<sup>st</sup> century. In addition, students also assess their own competence and learning process with instruments prepared by the teacher. However, in the era of the Covid-19 pandemic, learning is carried out online as well as the evaluation. For this reason, students as prospective teachers should have the competence to develop and implement learning evaluation tools and recognize ICT as a medium for evaluating and measuring the quality of evaluation instruments. The measurement of the quality of the evaluation instrument is carried out through tests of validity, reliability, discriminating power, and level of difficulty. Thus, the position of students in the class must also be known through the calculation of the Benchmark Reference Assessment and Norm Reference Assessment by using Microsoft Excel. Moreover, through the course Evaluation of Learning Indonesian Language and Literature, students gain knowledge about the basic concepts of learning evaluation. Students are skilled at compiling and testing evaluation tools for Indonesian language learning for SMP/MTS and SMA/MA based on the 2013 Curriculum, both based on tests and non-tests. <i>High Order Thinking Skills (HOTS)</i>, literacy approach, communicative, authentic assessment, character, and assessment principles in 21<sup>st</sup> century learning by utilizing ICT as a learning medium.</p> <p><b>Intended Learning Outcomes (ILO)</b></p> <ol style="list-style-type: none"> <li>1. ILOs 2: Graduates are expected to shows a responsible attitude towards work in the field of Indonesian language and literature education independently</li> <li>2. ILOs 3: Graduates are expected to know the principles of pedagogy and technology within the framework of TPACK (Technological Pedagogical Content Knowledge) for learning Indonesian at high school levels as well as BIPA (Indonesian for Foreign Speakers), Indonesian linguistics, literature and language skills.</li> <li>3. ILOs 5: Graduates are expected to apply critical, evaluative, and innovative thinking in the context of the development or implementation of science and technology in the fields of education, Indonesian language, and literature.</li> <li>4. ILOs 9: Graduates are expected to be able to analyze and apply theories, concepts, approaches in learning Indonesian language and literature and produce new learning designs or models, evaluation designs, innovative and tested learning media for learning Indonesian language and literature and BIPA.</li> </ol> <p><b>Courses Learning Outcomes (CLO)</b></p> <ol style="list-style-type: none"> <li>1. Explaining the basic concepts of learning evaluation, assessment concepts in the 2013 Curriculum, assessment concepts in <i>Program Sekolah Penggerak</i> Curriculum, the concept of Minimum Competency Assessment (AKM), as well as assessment concepts based on HOTS approaches, communicative, literacy, authentic assessment, character approach, and assessment principles in 21<sup>st</sup> century learning.</li> </ol>				

	<ol style="list-style-type: none"> <li>2. Identify the type of evaluation instrument based on the realm of knowledge, attitude, and skill.</li> <li>3. Identify test-type and nontest evaluation instruments with HOTS approaches, communicative, literacy, authentic assessment, character education, and 21st century learning.</li> <li>4. Create test and nontest type evaluation instruments with HOTS approaches, communicative, literacy, authentic assessment, character education, and 21st century learning.</li> <li>5. Get to know and skilled in using these types of ICT as a learning medium in conducting learning evaluations.</li> <li>6. Measure the quality of test instruments based on validity, reliability, different power, and difficulty level by utilizing ICT as a learning medium.</li> <li>7. Measure the quality of non-test instruments based on the validity of the content as well as the completeness of cognitive, affective, and psychomotor aspects by utilizing ICT as a learning medium.</li> <li>8. Apply the principles and processing of assessment results and follow-up (processing raw scores into finished values based on <i>Penilaian Acuan Patokan dan Penilaian Acuan Norma</i> by utilizing Microsoft Excel as well as charging report cards with credit systems and principled packages on e-report cards).</li> </ol>
4	<p><b>Subject aims/ Content(s) (Sub-CPMK)</b></p> <ol style="list-style-type: none"> <li>1. Week 1: Understanding RPS, net-etiquette, and lecture-student's agreement.</li> <li>2. Week 2: Students are able to explain the differences in basic concepts of evaluation, assessment, measurement, and test; assessment concepts in curriculum 2013; assessment concepts in <i>Program Sekolah Penggerak</i> Curriculum, as well as the concept of learning evaluation based on communicative approaches and authentic assessments.</li> <li>3. Week 3: Students are able to explain the concept of assessment in 21st century learning, the basic concept of Minimum Competency Assessment (AKM), as well as the concept of learning evaluation based on HOTS approach, literacy, and character.</li> <li>4. Week 4: Students are able to construct learning models, domains, 21st century skills, character education, literacy, experiential learning, and assessment systems in the 2013 Curriculum and <i>Program Sekolah Penggerak</i> Curriculum.</li> <li>5. Week 5: Students are skilled in compiling non-test instruments for assessment of hot-based attitudes, literacy, communicative approaches, authentic assessments, and characters for junior and high school levels by using ICT as a learning medium.</li> <li>6. Week 6: Quiz</li> <li>7. Week 7: Students are able to identify test instruments for hot-based knowledge and assessment skills, literacy, communicative, and authentic assessment approaches to junior and high school levels by using ICT as a learning medium.</li> <li>8. Week 8: Mid-Term Test</li> <li>9. Week 9—10: Students are skilled in compiling test instruments for assessment of hot-based knowledge and skills, literacy, communicative, and authentic assessment approaches to junior and high school levels by using ICT as a learning medium.</li> <li>10. Week 11: Students are skillfully measure the quality of tests based on validity tests by utilizing ICT as a learning medium.</li> <li>11. Week 12: Students are skilled in measuring test quality based on reliability tests by utilizing ICT as a learning medium.</li> <li>12. Week 13: Students are skilled in measuring test quality based on different power and difficulty level by utilizing ICT as a learning medium.</li> <li>13. Week 14: Students are skilled at converting raw scores into finished scores based on <i>Penilaian Acuan Patokan dan Penilaian Acuan Norma</i> by utilizing Microsoft Excel by utilizing ICT as a learning medium.</li> <li>14. Week 15: Students are skilled in applying the principles and processing of assessment results on <i>Penilaian Acuan Patokan dan Penilaian Acuan Norma</i> by utilizing Microsoft Excel and the continuities (e-report card charging of package system and credits)</li> <li>15. Week 16: Final Examination</li> </ol>
4	<p><b>Teaching methods</b> Lectures, discussion, <i>project based learning</i>.</p>

5	<p><b>Assessment methods</b></p> <ol style="list-style-type: none"> <li>Class attendance and participation. This assessment is taken from the attendance and participation of students through questions and answers and discussions starting from 1—15 meetings.</li> <li>Structured tasks. The assessment is taken from student assignments starting 5, 7, 9—15 meetings.</li> <li>Quiz. The quiz is held at the 6<sup>th</sup> meeting in the form of a written test. The test material is taken from the meeting material 2—5.</li> <li>Mid-term test. The Mid-term test is held at the 8<sup>th</sup> meeting in the form of a written test. The test material is taken from meeting materials 2—7.</li> <li>Final Examination. The Final Examination is held at the 16<sup>th</sup> meeting in the form of a presentation. Each group presented test and nontest instruments and quality measurement results that had been made at meetings 5–6 and 9–15.</li> </ol> <p>Assessment summary</p> <table border="1" data-bbox="204 734 1449 1238"> <thead> <tr> <th>Assessment Task</th> <th>Task Type</th> <th>Due</th> <th>Weighting</th> </tr> </thead> <tbody> <tr> <td>Attendance and Class Participation</td> <td></td> <td>Throughout the course</td> <td>10%</td> </tr> <tr> <td>Structured tasks 1</td> <td>Summative</td> <td>Week 5 and 7</td> <td>10%</td> </tr> <tr> <td>Structured tasks 2</td> <td>Summative</td> <td>Week 9—15</td> <td>10%</td> </tr> <tr> <td>Quiz</td> <td>Summative</td> <td>Week 6</td> <td>15%</td> </tr> <tr> <td>Mid-Term Test</td> <td>Summative</td> <td>Week 8</td> <td>25%</td> </tr> <tr> <td>Final Examination</td> <td>Formative</td> <td>Week 16</td> <td>30%</td> </tr> <tr> <td colspan="3" style="text-align: center;"><b>TOTAL</b></td> <td>100%</td> </tr> </tbody> </table>	Assessment Task	Task Type	Due	Weighting	Attendance and Class Participation		Throughout the course	10%	Structured tasks 1	Summative	Week 5 and 7	10%	Structured tasks 2	Summative	Week 9—15	10%	Quiz	Summative	Week 6	15%	Mid-Term Test	Summative	Week 8	25%	Final Examination	Formative	Week 16	30%	<b>TOTAL</b>			100%
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6	<b>This module is used in the following degree programmes as well : Yes</b>																																
7	<b>Responsibility for module / Penganggung jawab Modul :</b> Putri Kumala Dewi, M.Pd.																																
8	<p><b>Other information:</b> Lectures use primary references such as journals, books and learning resources as follows.</p> <ol style="list-style-type: none"> <li>Arifin, Zainal. 2012. <i>Evaluasi Pembelajaran: Prinsip, Teknik, Prosedur</i>. Bandung: PT Remaja Rosdakarya.</li> <li>Brookhart, Susan M. 2010. <i>How to Assess Higher Order Thinking Skills in Your Classroom</i>. USA: ASCD.</li> <li>Butterworth, John, dan Geoff, Thwaites. 2013. <i>Thinking Skills: Critical Thinking and Problem Solving</i>. UK: Cambridge University Press.</li> <li>Djiwandono, Soenardi. 2011. <i>Tes Bahasa: Pegangan bagi Pengajar Bahasa Edisi 2</i>. Jakarta: PT Indeks.</li> <li>Griffin, Patrick, Barry, McGaw, dan Esther, Care. 2021. <i>Assessment and Teaching of 21st Century Skills</i>. New York: Springer.</li> <li>Helmawati. 2019. <i>Pembelajaran dan Penilaian Berbasis HOTS</i>. Bandung: PT Remaja Rosdakarya.</li> <li>Kementerian Pendidikan dan Kebudayaan. 2020. <i>Bank Soal AKM Level 5 dan 6</i>. Jakarta: Kemendikbud.</li> <li>Kementerian Pendidikan dan Kebudayaan. 2020. <i>Tanya Jawab Asesmen Nasional</i>. Jakarta: Pusat Asesmen dan Pembelajaran Kemendikbud.</li> <li>Kementerian Pendidikan dan Kebudayaan. 2020. <i>AKM dan Implikasinya dalam Pembelajaran</i>. Jakarta: Pusat Asesmen dan Pembelajaran Kemendikbud.</li> <li>Kementerian Pendidikan dan Kebudayaan. 2020. <i>Desain Pengembangan Soal AKM</i>. Jakarta: Pusat Asesmen dan Pembelajaran Kemendikbud.</li> </ol>																																

11. Kementerian Pendidikan dan Kebudayaan. 2019. *Buku Pegangan Pembelajaran Berorientasi pada Keterampilan Berpikir Tingkat Tinggi*. Jakarta: Direktorat Jenderal Guru dan Tenaga Kependidikan Kemendikbud.
12. Kementerian Pendidikan dan Kebudayaan. 2019. *Modul Penyusunan Soal Keterampilan Berpikir Tingkat Tinggi Bahasa dan Sastra Indonesia*. Jakarta: Direktorat Jenderal Pendidikan Dasar dan Menengah Kemendikbud.
13. Kementerian Pendidikan dan Kebudayaan. 2017. *Materi Pendukung Literasi Baca Tulis*. Jakarta: Kemendikbud.
14. Kementerian Pendidikan dan Kebudayaan. 2017. *Materi Pendukung Literasi Digital*. Jakarta: Kemendikbud.
15. Kementerian Pendidikan dan Kebudayaan. 2017. *Materi Pendukung Literasi Numerasi*. Jakarta: Kemendikbud.
16. Kementerian Pendidikan dan Kebudayaan. 2017. *Materi Pendukung Literasi Sains*. Jakarta: Kemendikbud.
17. Kementerian Pendidikan dan Kebudayaan. 2017. *Panduan Penilaian oleh Pendidik dan Satuan Pendidikan Sekolah Menengah Atas*. Jakarta: Kemendikbud.
18. Kementerian Pendidikan dan Kebudayaan. 2017. *Modul Penyusunan Soal HOTS (Higher Order Thinking Skill)*. Jakarta: Kemendikbud.
19. Kementerian Pendidikan dan Kebudayaan. 2013. *Bahasa Indonesia Wahana Pengetahuan SMP/MTS Kelas VII*. Jakarta: Kemendikbud.
20. Kementerian Pendidikan dan Kebudayaan. 2013. *Dokumen Kurikulum 2013*. Jakarta: Kemendikbud.
21. Kosasih, Engkos. 2013. *Kreatif Berbahasa Indonesia untuk SMA/MAK Kelas X*. Jakarta: Erlangga.
22. McDonald, Betty. 2016. *Authentic Assessment That Works: A Handbook for Teachers*. Lambert Academic Publishing.
23. Marzano, Robert J., dan John, S. Kendall. 2008. *Designing and Assessing Educational Objectives: Applying the New Taxonomy*. California: Carwin Press.
24. Mulyasa, H.E. 2013. *Pengembangan dan Implementasi Kurikulum 2013*. Bandung: PT Remaja Rosdakarya.
25. Mulyoto. 2013. *Strategi Pembelajaran di Era Kurikulum 2013*. Jakarta: Prestasi Pustaka.
26. Nurgiyantoro, Burhan. 2001. *Penilaian dalam Pengajaran Bahasa dan Sastra Edisi Pertama*. Yogyakarta: PT BPFE.
27. Nurgiyantoro, Burhan. *Penilaian dalam Pengajaran Bahasa dan Sastra Edisi Ketiga*. Yogyakarta: PT BPFE
28. Nurkencana, Wayan, dan P.P.N. Sumartana. 2003. *Evaluasi Pendidikan*. Surabaya: Usaha Nasional.
29. O'Malley, J. Michael, dan Pierce, Lorraine Valdes. 1996. *Authentic Assesment for English Language Learners: Practical Approaches for Teachers*. USA: Addison Wesley Publishing Company.
30. Sutrisno. 2013. *Evaluasi Pembelajaran*. Universitas Negeri Malang: Fakultas Teknik.
31. Wahyuni, Sri, dan Abdul, Syukur Ibrahim. 2012. *Asesmen Pembelajaran Bahasa*. Bandung: Refika Aditama.
32. Weir, Cyril J. 1990. *Communicative Language Testing*. UK: Prentice Hall International.
- 33. Widoyoko, S. Eko Putro. 2013. *Evaluasi Program Pembelajaran: Panduan Praktis bagi Pendidik dan Calon Pendidik*. Yogyakarta: Pustaka Pelajar.**
34. Zhu, Xudong, A., Lin Goodwin, Huajun, Zhang. 2017. *Quality of Teacher Education and Learning: Theory and Practice*. Singapore: Springer.

#### Appendices:


1. Task Guidelines and Rubrics

## Appendix Task Guidelines and Rubrics 1

		<b>UNIVERSITAS BRAWIJAYA</b> <b>FACULTY OF CULTURAL STUDIES</b> <b>DEPARTMENT OF LANGUAGE EDUCATION</b> <b>STUDY PROGRAM OF INDONESIAN LANGUAGE AND LITERATURE</b> <b>EDUCATION</b>			
<b>STUDENT TASK GUIDELINE</b>					
<b>COURSE</b>	<b>Learning Evaluation of Indonesian Language and Literature</b>				
<b>CODE</b>	SPI 62017	<b>ECT</b>	3	<b>SEMESTER</b>	3
<b>LECTURER</b>	Putri Kumala Dewi, M.Pd				
<b>TASK FORM</b>					
Mind map					
<b>COURSE LEARNING OUTCOME</b>					
Explain the differences in basic concepts of evaluation, assessment, measurement, and test; assessment concepts in curriculum 2013; assessment concepts in <i>Program Sekolah Penggerak</i> Curriculum, as well as the concept of learning evaluation based on communicative approaches and authentic assessments					
<b>DESCRIPTION</b>					
Students are given the task of creating a mind-map of the basic concepts of evaluation, assessment, measurement, and tests; assessment concepts in curriculum 2013; assessment concepts in the <i>Program Sekolah Penggerak</i> Curriculum, as well as the concept of learning evaluation based on communicative approaches and authentic assessments.					
<b>METHOD OF COMPLETION</b>					
<ol style="list-style-type: none"> <li>Students create a page concept map using <i>mind map applications, wise mapping, X.Mind, Orbit.Mind, Mindmeister, Draw.io</i>, or similar concept mind-map-making applications.</li> <li>Concept maps are provided with references.</li> <li>The concept map is collected in Google Classroom in PDF or JPEG format as a ticket for the 2<sup>nd</sup> meeting.</li> </ol>					
<b>OUTCOMES</b>					
<ol style="list-style-type: none"> <li>Object : mind map</li> <li>Outcome: students understand the differences in basic concepts of evaluation, assessment, measurement, and tests; assessment concepts in curriculum 2013; assessment concepts in the <i>Program Sekolah Penggerak</i> Curriculum, as well as the concept of learning evaluation based on communicative approaches and authentic assessments.</li> </ol>					
<b>INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING</b>					
ASPECT	DESCRIPTOR	Performance Achievement Score			
		1	2	3	4
Accuracy of concept identification	Do the concepts created by students demonstrate the correct identification of the relevant theory?				
The precision of correlating the relationship between concepts	Can students relate one concept to another?				
Accuracy of explaining the concept	Is the content of the concept map easy to understand?				
Accuracy in formulating new knowledge structures	Does the concept map contain theories that are clearly described so as to form a new knowledge structure?				
Responsibility	Do students create and collect concept maps according to instructions?				

<b>TIMES</b>
Week 2
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<ol style="list-style-type: none"> <li>1. Arifin, Zainal. 2012. <i>Evaluasi Pembelajaran: Prinsip, Teknik, Prosedur</i>. Bandung: PT Remaja Rosdakarya.</li> <li>2. Djiwandono, Soenardi. 2011. <i>Tes Bahasa: Pegangan bagi Pengajar Bahasa Edisi 2</i>. Jakarta: PT Indeks.</li> <li>3. Griffin, Patrick, Barry, McGaw, dan Esther, Care. 2021. <i>Assessment and Teaching of 21st Century Skills</i>. New York: Springer.</li> <li>4. Helmawati. 2019. <i>Pembelajaran dan Penilaian Berbasis HOTS</i>. Bandung: PT Remaja Rosdakarya.</li> <li>5. McDonald, Betty. 2016. <i>Authentic Assessment That Works: A Handbook for Teachers</i>. Lambert Academic Publishing.</li> <li>6. Marzano, Robert J., dan John, S. Kendall. 2008. <i>Designing and Assessing Educational Objectives: Applying the New Taxonomy</i>. California: Carwin Press.</li> <li>7. Nurgiyantoro, Burhan. 2001. <i>Penilaian dalam Pengajaran Bahasa dan Sastra Edisi Pertama</i>. Yogyakarta: PT BPFE.</li> <li>8. Nurgiyantoro, Burhan. <i>Penilaian dalam Pengajaran Bahasa dan Sastra Edisi Ketiga</i>. Yogyakarta: PT BPFE</li> <li>9. Nurkencana, Wayan, dan P.P.N. Sumartana. 2003. <i>Evaluasi Pendidikan</i>. Surabaya: Usaha Nasional.</li> <li>10. O'Malley, J. Michael, dan Pierce, Lorraine Valdes. 1996. <i>Authentic Assesment for English Language Learners: Practical Approaches for Teachers</i>. USA: Addison Wesley Publishing Company.</li> <li>11. Sutrisno. 2013. <i>Evaluasi Pembelajaran</i>. Universitas Negeri Malang: Fakultas Teknik.</li> <li>12. Wahyuni, Sri, dan Abdul, Syukur Ibrahim. 2012. <i>Asesmen Pembelajaran Bahasa</i>. Bandung: Refika Aditama.</li> <li>13. Weir, Cyril J. 1990. <i>Communicative Language Testing</i>. UK: Prentice Hall International.</li> <li>14. Widoyoko, S. Eko Putro. 2013. <i>Evaluasi Program Pembelajaran: Panduan Praktis bagi Pendidik dan Calon Pendidik</i>. Yogyakarta: Pustaka Pelajar.</li> <li>15. Zhu, Xudong, A., Lin Goodwin, Huajun, Zhang. 2017. <i>Quality of Teacher Education and Learning: Theory and Practice</i>. Singapore: Springer.</li> </ol>


## Appendix Task Guidelines and Rubrics 2

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<b>STUDENT TASK GUIDELINE</b>					
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<b>LECTURER</b>	Putri Kumala Dewi, M.Pd				
<b>TASK FORM</b>					
Mind map					
<b>COURSE LEARNING OUTCOME</b>					
Explaining the concept of assessment in 21st century learning, the basic concepts of Minimum Competency Assessment (AKM), and the concept of learning evaluation based on the HOTS approach, literacy, and character					

<b>DESCRIPTION</b>																																												
Students are given the task of making an assessment concept map in 21st century learning, the basic concepts of Minimum Competency Assessment (AKM), and the concept of learning evaluation based on the HOTS approach, literacy, and character.																																												
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<ol style="list-style-type: none"> <li>Brookhart, Susan M. 2010. <i>How to Assess Higher Order Thinking Skills in Your Classroom</i>. USA: ASCD.</li> <li>Butterworth, John, dan Geoff, Thwaites. 2013. <i>Thinking Skills: Critical Thinking and Problem Solving</i>. UK: Cambridge University Press.</li> <li>Djiwandono, Soenardi. 2011. <i>Tes Bahasa: Pegangan bagi Pengajar Bahasa Edisi 2</i>. Jakarta: PT Indeks.</li> <li>Griffin, Patrick, Barry, McGaw, dan Esther, Care. 2021. <i>Assessment and Teaching of 21st Century Skills</i>. New York: Springer.</li> <li>Helmawati. 2019. <i>Pembelajaran dan Penilaian Berbasis HOTS</i>. Bandung: PT Remaja Rosdakarya.</li> <li>Kementerian Pendidikan dan Kebudayaan. 2019. <i>Buku Pegangan Pembelajaran Berorientasi pada Keterampilan Berpikir Tingkat Tinggi</i>. Jakarta: Direktorat Jenderal Guru dan Tenaga Kependidikan Kemendikbud.</li> <li>Kementerian Pendidikan dan Kebudayaan. 2017. <i>Modul Penyusunan Soal HOTS (Higher Order Thinking Skill)</i>. Jakarta: Kemendikbud.</li> <li>McDonald, Betty. 2016. <i>Authentic Assessment That Works: A Handbook for Teachers</i>. Lambert Academic Publishing.</li> <li>Nurgiyantoro, Burhan. 2001. <i>Penilaian dalam Pengajaran Bahasa dan Sastra Edisi Pertama</i>. Yogyakarta: PT BPF.</li> <li>Nurgiyantoro, Burhan. <i>Penilaian dalam Pengajaran Bahasa dan Sastra Edisi Ketiga</i>. Yogyakarta: PT BPF.</li> <li>O'Malley, J. Michael, dan Pierce, Lorraine Valdes. 1996. <i>Authentic Assesment for English Language</i></li> </ol>																																												

- Learners: Practical Approaches for Teachers*. USA: Addison Wesley Publishing Company.
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### Appendix Task Guidelines and Rubrics 3

		<b>UNIVERSITAS BRAWIJAYA</b> <b>FACULTY OF CULTURAL STUDIES</b> <b>DEPARTMENT OF LANGUAGE EDUCATION</b> <b>STUDY PROGRAM OF INDONESIAN LANGUAGE AND LITERATURE</b> <b>EDUCATION</b>			
<b>STUDENT TASK GUIDELINE</b>					
<b>COURSE</b>	<b>Learning Evaluation of Indonesian Language and Literature</b>				
<b>CODE</b>	SPI 62017	<b>ECT</b>	3	<b>SEMESTER</b>	3
<b>LECTURER</b>	Putri Kumala Dewi, M.Pd				
<b>TASK FORM</b>					
Mind map					
<b>COURSE LEARNING OUTCOME</b>					
Constructing learning models, domains, 21st century skills, character education, literacy, learning experiences, and assessment systems in the 2013 Curriculum and <i>Program Sekolah Penggerak</i> Curriculum.					
<b>DESCRIPTION</b>					
Students are given the task of making concept maps of learning models, domains, 21st century skills, character education, literacy, learning experiences, and assessment systems in the 2013 Curriculum and <i>Program Sekolah Penggerak</i> Curriculum.					
<b>METHOD OF COMPLETION</b>					
<ol style="list-style-type: none"> <li>Students create a page concept map using <i>mind map applications, wise mapping, X.Mind, Orbit.Mind, Mindmeister, Draw.io</i>, or similar concept mind-map-making applications.</li> <li>Concept maps are provided with references.</li> <li>The concept map is collected in Google Classroom in PDF or JPEG format as a ticket for the 4<sup>th</sup> meeting.</li> </ol>					
<b>OUTCOMES</b>					
<ol style="list-style-type: none"> <li>Object : mind map</li> <li>Outcome: students construct learning models, domains, 21st century skills, character education, literacy, learning experiences, and assessment systems in the 2013 Curriculum and <i>Program Sekolah Penggerak</i> Curriculum.</li> </ol>					
<b>INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING</b>					
<b>ASPECT</b>	<b>DESCRIPTOR</b>	<b>Skor Pencapaian Kinerja</b>			
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Concept identification accuracy	Do the concepts created by students demonstrate the correct identification of the relevant theory?				
The accuracy of correlating between concepts	Can students relate a concept to another?				
Accuracy of explaining the concept	Is the content of the concept map easy to understand?				
The accuracy of formulating new knowledge structures	Does the concept map contain theories that are clearly described so as to form a new knowledge structure?				



Responsibility	Do students create and collect concept maps according to instructions?				
<b>TIMES</b>					
Week 4					
<b>OTHERS : -</b>					
<b>REFERENCES</b>					
<ol style="list-style-type: none"> <li>1. Brookhart, Susan M. 2010. <i>How to Assess Higher Order Thinking Skills in Your Classroom</i>. USA: ASCD.</li> <li>2. Butterworth, John, dan Geoff, Thwaites. 2013. <i>Thinking Skills: Critical Thinking and Problem Solving</i>. UK: Cambridge University Press.</li> <li>3. Griffin, Patrick, Barry, McGaw, dan Esther, Care. 2021. <i>Assessment and Teaching of 21st Century Skills</i>. New York: Springer.</li> <li>4. Helmawati. 2019. <i>Pembelajaran dan Penilaian Berbasis HOTS</i>. Bandung: PT Remaja Rosdakarya.</li> <li>5. Kementerian Pendidikan dan Kebudayaan. 2019. <i>Buku Pegangan Pembelajaran Berorientasi pada Keterampilan Berpikir Tingkat Tinggi</i>. Jakarta: Direktorat Jenderal Guru dan Tenaga Kependidikan Kemendikbud.</li> <li>6. Kementerian Pendidikan dan Kebudayaan. 2019. <i>Modul Penyusunan Soal Keterampilan Berpikir Tingkat Tinggi Bahasa dan Sastra Indonesia</i>. Jakarta: Direktorat Jenderal Pendidikan Dasar dan Menengah Kemendikbud.</li> <li>7. Kementerian Pendidikan dan Kebudayaan. 2017. <i>Materi Pendukung Literasi Baca Tulis</i>. Jakarta: Kemendikbud.</li> <li>8. Kementerian Pendidikan dan Kebudayaan. 2017. <i>Materi Pendukung Literasi Digital</i>. Jakarta: Kemendikbud.</li> <li>9. Kementerian Pendidikan dan Kebudayaan. 2017. <i>Materi Pendukung Literasi Numerasi</i>. Jakarta: Kemendikbud.</li> <li>10. Kementerian Pendidikan dan Kebudayaan. 2017. <i>Materi Pendukung Literasi Sains</i>. Jakarta: Kemendikbud.</li> <li>11. Kementerian Pendidikan dan Kebudayaan. 2017. <i>Modul Penyusunan Soal HOTS (Higher Order Thinking Skill)</i>. Jakarta: Kemendikbud.</li> <li>12. Kementerian Pendidikan dan Kebudayaan. 2013. <i>Bahasa Indonesia Wahana Pengetahuan SMP/MTS Kelas VII</i>. Jakarta: Kemendikbud.</li> <li>13. McDonald, Betty. 2016. <i>Authentic Assessment That Works: A Handbook for Teachers</i>. Lambert Academic Publishing.</li> <li>14. Marzano, Robert J., dan John, S. Kendall. 2008. <i>Designing and Assessing Educational Objectives: Applying the New Taxonomy</i>. California: Carwin Press.</li> <li>15. Mulyasa, H.E. 2013. <i>Pengembangan dan Implementasi Kurikulum 2013</i>. Bandung: PT Remaja Rosdakarya.</li> <li>16. Mulyoto. 2013. <i>Strategi Pembelajaran di Era Kurikulum 2013</i>. Jakarta: Prestasi Pustaka.</li> <li>17. Nurkencana, Wayan, dan P.P.N. Sumartana. 2003. <i>Evaluasi Pendidikan</i>. Surabaya: Usaha Nasional.</li> <li>18. O'Malley, J. Michael, dan Pierce, Lorraine Valdes. 1996. <i>Authentic Assesment for English Language Learners: Practical Approaches for Teachers</i>. USA: Addison Wesley Publishing Company.</li> <li>19. Wahyuni, Sri, dan Abdul, Syukur Ibrahim. 2012. <i>Asesmen Pembelajaran Bahasa</i>. Bandung: Refika Aditama.</li> <li>20. Weir, Cyril J. 1990. <i>Communicative Language Testing</i>. UK: Prentice Hall International.</li> <li>21. Zhu, Xudong, A., Lin Goodwin, Huajun, Zhang. 2017. <i>Quality of Teacher Education and Learning: Theory and Practice</i>. Singapore: Springer.</li> </ol>					

## Appendix Task Guidelines and Rubrics 4

		<b>UNIVERSITAS BRAWIJAYA</b> <b>FACULTY OF CULTURAL STUDIES</b> <b>DEPARTMENT OF LANGUAGE EDUCATION</b> <b>STUDY PROGRAM OF INDONESIAN LANGUAGE AND LITERATURE</b> <b>EDUCATION</b>			
<b>STUDENT TASK GUIDELINE</b>					
<b>COURSE</b>	<b>Learning Evaluation of Indonesian Language and Literature</b>				
<b>CODE</b>	SPI 62017	<b>ECT</b>	3	<b>SEMESTER</b>	4
<b>LECTURER</b>	Putri Kumala Dewi, M.Pd				
<b>TASK FORM</b>					
Develop non-test instruments for HOTS-based attitude assessment, literacy, communicative, authentic, and character assessment approaches for junior high and high school levels using ICT as a learning medium					
<b>COURSE LEARNING OUTCOME</b>					
Skilled in compiling non-test instruments for HOTS-based attitude assessment, literacy, communicative, authentic assessment, and character approaches for junior high and high school levels using ICT as a learning medium					
<b>DESCRIPTION</b>					
Students prepare non-test instruments for HOTS-based attitude assessment, literacy, communicative, authentic assessment, and character approaches for junior high and high school levels using ICT as a learning medium in a teamwork.					
<b>METHOD OF COMPLETION</b>					
<ol style="list-style-type: none"> <li>Classes are divided into 2 topic groups, namely the 2013 Curriculum and <i>Program Sekolah Penggerak</i> Curriculum.</li> <li>Each large group is further divided into small groups consisting of 3 students.</li> <li>Each small group consisting of 3 people prepares a non-test instrument for HOTS-based attitude assessment, literacy, communicative, authentic assessment, and character approaches for Junior High School and Senior High School levels using ICT as a learning medium.</li> <li>Non-test instruments are collected in Microsoft Word format in Google Classroom at meeting 5.</li> </ol>					
<b>OUTCOMES</b>					
<ol style="list-style-type: none"> <li>Object : Non-test Instrument</li> <li>Outcome: Students are skilled in preparing non-test instruments for HOTS-based attitude assessment, literacy, communicative, authentic assessment, and character approaches for junior high and high school levels using ICT as a learning medium.</li> </ol>					
<b>INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING</b>					
ASPECT	DESCRIPTOR	Skor Pencapaian Kinerja			
		1	2	3	4
Conformity with basic competence	Are the aspects of assessment in non-test instruments in accordance with basic competencies?				
Appropriateness of approach	Was the non-test instrument developed with the HOTS approach, literacy, communicative, authentic assessment, and character education?				
Compatibility with format	Was the nontest instrument developed using the specified format?				

Instrument equipment	Do students prepare 7 types of non-test instruments consisting of observation guidelines, attitude/self-assessment scales, incidental notes, checklists, assessment sheets between students, journal sheets, and portfolios?				
Skills in using ICT media	Are students skilled in making nontest instruments by choosing the appropriate ICT platform, including Google Form, Zoho forms, Slido, Mentimeter, Tricider, Survey Monkey, Answer Garden, and Poll Junkey?				
Honesty	Do students do their own work, do not cheat, do not plagiarize?				
Dicipline	Do students submit assignments on time?				

#### TIMES

Week 5

**OTHERS : -**


#### REFERENCES

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2. Butterworth, John, dan Geoff, Thwaites. 2013. *Thinking Skills: Critical Thinking and Problem Solving*. UK: Cambridge University Press.
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17. Nurgiyantoro, Burhan. 2001. *Penilaian dalam Pengajaran Bahasa dan Sastra Edisi Pertama*. Yogyakarta: PT BPFE.
18. Nurgiyantoro, Burhan. *Penilaian dalam Pengajaran Bahasa dan Sastra Edisi Ketiga*. Yogyakarta: PT

BPFE


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21. Weir, Cyril J. 1990. *Communicative Language Testing*. UK: Prentice Hall International.

## Appendix Task Guidelines and Rubrics 5

	<b>UNIVERSITAS BRAWIJAYA</b> <b>FACULTY OF CULTURAL STUDIES</b> <b>DEPARTMENT OF LANGUAGE EDUCATION</b> <b>STUDY PROGRAM OF INDONESIAN LANGUAGE AND LITERATURE</b> <b>EDUCATION</b>				
<b>STUDENT TASK GUIDELINE</b>					
<b>COURSE</b>	<b>Learning Evaluation of Indonesian Language and Literature</b>				
<b>CODE</b>	SPI 62017	<b>ECT</b>	3	<b>SEMESTER</b>	4
<b>LECTURER</b>	Putri Kumala Dewi, M.Pd				
<b>TASK FORM</b>					
Quiz					
<b>COURSE LEARNING OUTCOME</b>					
Understand the 2 <sup>nd</sup> – 5 <sup>th</sup> meeting materials					
<b>DESCRIPTION</b>					
Students attend written quiz. Quiz materials are taken from the 2 <sup>nd</sup> – 5 <sup>th</sup> meetings.					
<b>METHOD OF COMPLETION</b>					
<ol style="list-style-type: none"><li>1. Students take quizzes in the form of individual written tests.</li><li>2. The questions are multiple-choice questions with the total of 35 items.</li><li>3. The quiz is conducted using the Socrative platform.</li><li>4. The working time to do the quiz is 90 minutes.</li></ol>					
<b>OUTCOMES</b>					
<ol style="list-style-type: none"><li>a. Object: written test</li><li>b. Outcome: students understand the 2<sup>nd</sup> – 5<sup>th</sup> meeting materials</li></ol>					
<b>INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING</b>					
<ol style="list-style-type: none"><li>a. The quiz score for multiple choice questions are obtained from the number of correct answers x 1.33.</li><li>b. The quiz scores for essay questions are obtained from the number of correct answers x 8.57</li></ol>					
<b>TIMES</b>					
Week 6					
<b>OTHERS : -</b>					
<b>REFERENCES</b>					
<ol style="list-style-type: none"><li>1. Arifin, Zainal. 2012. <i>Evaluasi Pembelajaran: Prinsip, Teknik, Prosedur</i>. Bandung: PT Remaja Rosdakarya.</li><li>2. Brookhart, Susan M. 2010. <i>How to Assess Higher Order Thinking Skills in Your Classroom</i>. USA: ASCD.</li><li>3. Butterworth, John, dan Geoff, Thwaites. 2013. <i>Thinking Skills: Critical Thinking and Problem Solving</i>. UK: Cambridge University Press.</li></ol>					

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19. Nurgiyantoro, Burhan. *Penilaian dalam Pengajaran Bahasa dan Sastra Edisi Ketiga*. Yogyakarta: PT BPF E.
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## Appendix Task Guidelines and Rubrics 6

		<b>UNIVERSITAS BRAWIJAYA</b> <b>FACULTY OF CULTURAL STUDIES</b> <b>DEPARTMENT OF LANGUAGE EDUCATION</b> <b>STUDY PROGRAM OF INDONESIAN LANGUAGE AND LITERATURE</b> <b>EDUCATION</b>			
<b>STUDENT TASK GUIDELINE</b>					
<b>COURSE</b>	<b>Learning Evaluation of Indonesian Language and Literature</b>				
<b>CODE</b>	SPI 62017	<b>ECT</b>	3	<b>SEMESTER</b>	4
<b>LECTURER</b>	Putri Kumala Dewi, M.Pd				
<b>TASK FORM</b>					
Table of Results Identification of knowledge and skills assessment					
<b>COURSE LEARNING OUTCOME</b>					
Able to identify test instruments for HOTS-based knowledge and skill assessments, literacy, communicative approaches, and authentic assessments for SMP and SMA levels using ICT as a learning medium.					
<b>DESCRIPTION</b>					
Students identify test instruments for HOTS-based knowledge and skill assessments, literacy, communicative approaches, and authentic assessments for junior and senior high school levels using ICT as a learning medium in a teamwork.					
<b>METHOD OF COMPLETION</b>					
<ol style="list-style-type: none"> <li>1. Each student gathers with the group that has been formed at the meeting 5.</li> <li>2. Each group identifies test instruments for HOTS-based knowledge and skills assessment, literacy, communicative approaches, and authentic assessments for junior and senior high school levels using ICT as a learning medium.</li> <li>3. The identification results are made in tabular form in Microsoft Excel with components consisting of basic competencies/learning objectives, types of domains, types of tests, types of ICT.</li> <li>4. The results are collected through Google Classroom at meeting 7.</li> </ol>					
<b>OUTCOMES</b>					
<ol style="list-style-type: none"> <li>a. Object: table of identification results of knowledge and skills assessment</li> <li>b. Outcome: students are skilled at identifying test instruments for HOTS-based knowledge and skill assessments, literacy, communicative approaches, and authentic assessments for Junior High School and Senior High School levels using ICT as a learning medium.</li> </ol>					
<b>INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING</b>					
ASPECT	DESCRIPTOR	Performance Achievement Score			
		1	2	3	4
The suitability of the type of test domain with basic competencies	Are students able to classify the types of test domains (knowledge or skills) in each basic competency?				
The suitability of the type of test instrument with the realm and basic competence	Are students able to classify the types of tests (written, oral, or performance) in each domain and basic competency?				
The suitability of the type of test instrument with the approach	Has the test instrument been classified according to the HOTS approach, literacy, communicative, authentic assessment, and character education?				

Skills in choosing ICT media according to the type of test instrument	Are skilled students choosing an ICT platform that suits the type of test instrument, including Socrative, Proprofs, Typeform, Peardeck, Exam.net, Testmoz, Edubox, Quillionz, Quizziz, Rubistar, and Class Maker?				
Honesty	Do students work on their own assignments, do not cheat, do not plagiarize?				
Discipline	Are students submitting assignments on time?				

#### TIMES


Week 7

**OTHERS : -**

#### REFERENCES

1. Butterworth, John, dan Geoff, Thwaites. 2013. *Thinking Skills: Critical Thinking and Problem Solving*. UK: Cambridge University Press.
2. Djiwandono, Soenardi. 2011. *Tes Bahasa: Pegangan bagi Pengajar Bahasa Edisi 2*. Jakarta: PT Indeks.
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10. Kementerian Pendidikan dan Kebudayaan. 2017. *Panduan Penilaian oleh Pendidik dan Satuan Pendidikan Sekolah Menengah Atas*. Jakarta: Kemendikbud.
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18. Nurgiyantoro, Burhan. *Penilaian dalam Pengajaran Bahasa dan Sastra Edisi Ketiga*. Yogyakarta: PT BPFE
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21. Weir, Cyril J. 1990. *Communicative Language Testing*. UK: Prentice Hall International.

## Appendix Task Guidelines and Rubrics 7


	<p><b>UNIVERSITAS BRAWIJAYA</b>  <b>FACULTY OF CULTURAL STUDIES</b>  <b>DEPARTMENT OF LANGUAGE EDUCATION</b>  <b>STUDY PROGRAM OF INDONESIAN LANGUAGE AND LITERATURE</b>  <b>EDUCATION</b></p>			
<b>STUDENT TASK GUIDELINE</b>				
<b>COURSE</b>	<b>Learning Evaluation of Indonesian Language and Literature</b>			
<b>CODE</b>	SPI 62017	<b>ECT</b>	3	<b>SEMESTER</b> 4
<b>LECTURER</b>	Putri Kumala Dewi, M.Pd			
<b>TASK FORM</b>				
Mid Term Test				
<b>COURSE LEARNING OUTCOME</b>				
The students understand the 2 <sup>nd</sup> – 7 <sup>th</sup> meeting materials.				
<b>DESCRIPTION</b>				
Students attend the written mid-term test. The material is taken from the 2 <sup>nd</sup> – 7 <sup>th</sup> meeting materials.				
<b>METHOD OF COMPLETION</b>				
<ol style="list-style-type: none"> <li>1. Students do the mid-term test in the form of an individual written test.</li> <li>2. Multiple choice questions with 30 questions and 7 essays.</li> <li>3. The mid term test is carried out using the Socrative platform.</li> <li>4. The working time to do the mid-term test is 90 minutes.</li> </ol>				
<b>OUTCOMES</b>				
<ol style="list-style-type: none"> <li>a. Object : written test</li> <li>b. Outcome: the students understand the 2<sup>nd</sup> – 7<sup>th</sup> meeting materials.</li> </ol>				
<b>INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING</b>				
<ol style="list-style-type: none"> <li>a. The mid-term score for multiple choice questions are obtained from the number of correct answers x 1.33.</li> <li>b. The mid-term for essay questions are obtained from the number of correct answers x 8.57</li> </ol>				
<b>TIMES</b>				
Week 8				
<b>OTHERS : -</b>				
<b>REFERENCES</b>				
<ol style="list-style-type: none"> <li>1. Arifin, Zainal. 2012. <i>Evaluasi Pembelajaran: Prinsip, Teknik, Prosedur</i>. Bandung: PT Remaja Rosdakarya.</li> <li>2. Brookhart, Susan M. 2010. <i>How to Assess Higher Order Thinking Skills in Your Classroom</i>. USA: ASCD.</li> <li>3. Butterworth, John, dan Geoff, Thwaites. 2013. <i>Thinking Skills: Critical Thinking and Problem Solving</i>. UK: Cambridge University Press.</li> <li>4. Djiwandono, Soenardi. 2011. <i>Tes Bahasa: Pegangan bagi Pengajar Bahasa Edisi 2</i>. Jakarta: PT Indeks.</li> <li>5. Griffin, Patrick, Barry, McGaw, dan Esther, Care. 2021. <i>Assessment and Teaching of 21st Century Skills</i>. New York: Springer.</li> <li>6. Helmawati. 2019. <i>Pembelajaran dan Penilaian Berbasis HOTS</i>. Bandung: PT Remaja Rosdakarya.</li> <li>7. Kementerian Pendidikan dan Kebudayaan. 2020. <i>Tanya Jawab Asesmen Nasional</i>. Jakarta: Pusat Asesmen dan Pembelajaran Kemendikbud.</li> <li>8. Kementerian Pendidikan dan Kebudayaan. 2020. <i>AKM dan Implikasinya dalam Pembelajaran</i>.</li> </ol>				



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15. Kementerian Pendidikan dan Kebudayaan. 2017. *Panduan Penilaian oleh Pendidik dan Satuan Pendidikan Sekolah Menengah Atas*. Jakarta: Kemendikbud.
16. Kementerian Pendidikan dan Kebudayaan. 2017. *Modul Penyusunan Soal HOTS (Higher Order Thinking Skill)*. Jakarta: Kemendikbud.
17. Kementerian Pendidikan dan Kebudayaan. 2013. *Bahasa Indonesia Wahana Pengetahuan SMP/MTS Kelas VII*. Jakarta: Kemendikbud.
18. Kementerian Pendidikan dan Kebudayaan. 2013. *Dokumen Kurikulum 2013*. Jakarta: Kemendikbud.
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20. McDonald, Betty. 2016. *Authentic Assessment That Works: A Handbook for Teachers*. Lambert Academic Publishing.
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30. Weir, Cyril J. 1990. *Communicative Language Testing*. UK: Prentice Hall International.
31. Widoyoko, S. Eko Putro. 2013. *Evaluasi Program Pembelajaran: Panduan Praktis bagi Pendidik dan Calon Pendidik*. Yogyakarta: Pustaka Pelajar.
32. Zhu, Xudong, A., Lin Goodwin, Huajun, Zhang. 2017. *Quality of Teacher Education and Learning: Theory and Practice*. Singapore: Springer

## Appendix Task Guidelines and Rubrics 8

		<b>UNIVERSITAS BRAWIJAYA</b> <b>FACULTY OF CULTURAL STUDIES</b> <b>DEPARTMENT OF LANGUAGE EDUCATION</b> <b>STUDY PROGRAM OF INDONESIAN LANGUAGE AND LITERATURE</b> <b>EDUCATION</b>			
<b>STUDENT TASK GUIDELINE</b>					
<b>COURSE</b>	<b>Learning Evaluation of Indonesian Language and Literature</b>				
<b>CODE</b>	SPI 62017	<b>ECT</b>	3	<b>SEMESTER</b>	4
<b>LECTURER</b>	Putri Kumala Dewi, M.Pd				
<b>TASK FORM</b>					
Test instruments for HOTS-based knowledge and skills assessment, literacy, communicative, and authentic assessment approaches for junior and senior high school levels					
<b>COURSE LEARNING OUTCOME</b>					
Able to compile test instruments for HOTS-based knowledge and skill assessments, literacy, communicative approaches, and authentic assessments for junior high and high school levels using ICT as a learning medium.					
<b>DESCRIPTION</b>					
Students develop test instruments for HOTS-based knowledge and skill assessments, literacy, communicative approaches, and authentic assessments for junior high and high school levels using ICT as a learning medium in a teamwork.					
<b>METHOD OF COMPLETION</b>					
<ol style="list-style-type: none"> <li>Each student gathers with the group that has been formed at the meeting 5.</li> <li>Each group prepares test instruments for HOTS-based knowledge and skills assessment, literacy, communicative approaches, and authentic assessments for junior high and high school levels using ICT as a learning medium.</li> <li>The question links are collected through Google Classroom at 9-10 meetings.</li> </ol>					
<b>OUTCOMES</b>					
<ol style="list-style-type: none"> <li>Object : instrumen tes</li> <li>Outcome: students are skilled to develop test instruments for HOTS-based knowledge and skill assessments, literacy, communicative approaches, and authentic assessments for junior high and high school levels using ICT as a learning medium.</li> </ol>					
<b>INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING</b>					
ASPECT	DESCRIPTOR	Performance Achievement Score			
		1	2	3	4
The suitability of the type of test domain with basic competencies	Are students able to classify the types of test domains (knowledge or skills) in each basic competency?				
The suitability of the type of test instrument with the realm and basic competence	Are students able to classify the types of tests (written, oral, or performance) in each domain and basic competency?				
The suitability of the type of test instrument with the approach	Has the test instrument been classified according to the HOTS approach, literacy, communicative, authentic assessment, and character education?				

Skills in choosing ICT media according to the type of test instrument	Are skilled students choosing an ICT platform that suits the type of test instrument, including Socrative, Proprofs, Typeform, Peardeck, Exam.net, Testmoz, Edubox, Quillionz, Quizziz, Rubistar, and Class Maker?				
Honesty	Do students work on their own assignments, do not cheat, do not plagiarize?				
Discipline	Are students submitting assignments on time?				

#### TIMES

Week 9—10

**OTHERS : -**


#### REFERENCES

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9. Kementerian Pendidikan dan Kebudayaan. 2019. *Buku Pegangan Pembelajaran Berorientasi pada Keterampilan Berpikir Tingkat Tinggi*. Jakarta: Direktorat Jenderal Guru dan Tenaga Kependidikan Kemendikbud.
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11. Kementerian Pendidikan dan Kebudayaan. 2017. *Materi Pendukung Literasi Baca Tulis*. Jakarta: Kemendikbud.
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14. Kementerian Pendidikan dan Kebudayaan. 2017. *Materi Pendukung Literasi Sains*. Jakarta: Kemendikbud.
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17. Kementerian Pendidikan dan Kebudayaan. 2013. *Bahasa Indonesia Wahana Pengetahuan SMP/MTS Kelas VII*. Jakarta: Kemendikbud.
18. Kementerian Pendidikan dan Kebudayaan. 2013. *Dokumen Kurikulum 2013*. Jakarta: Kemendikbud.
19. Kosasih, Engkos. 2013. *Kreatif Berbahasa Indonesia untuk SMA/MAK Kelas X*. Jakarta: Erlangga.
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## Appendix Task Guidelines and Rubrics 9

	<b>UNIVERSITAS BRAWIJAYA</b> <b>FACULTY OF CULTURAL STUDIES</b> <b>DEPARTMENT OF LANGUAGE EDUCATION</b> <b>STUDY PROGRAM OF INDONESIAN LANGUAGE AND LITERATURE</b> <b>EDUCATION</b>				
<b>STUDENT TASK GUIDELINE</b>					
<b>COURSE</b>	<b>Learning Evaluation of Indonesian Language and Literature</b>				
<b>CODE</b>	SPI 62017	<b>ECT</b>	3	<b>SEMESTER</b> 4	
<b>LECTURER</b>	Putri Kumala Dewi, M.Pd				
<b>TASK FORM</b>					
Measuring the quality of the test instrument with the validity test					
<b>COURSE LEARNING OUTCOME</b>					
Skilled in measuring test quality based on validity testing by utilizing ICT as a learning medium					
<b>DESCRIPTION</b>					
Students measure the quality of the test based on the validity test by using ICT as a medium in a teamwork.					
<b>METHOD OF COMPLETION</b>					
<ol style="list-style-type: none"> <li>1. Each student gathers with the group that has been formed at the meeting 5.</li> <li>2. Each group measures the quality of the test based on the validity test using SPSS.</li> <li>3. The work results are collected through Google Classroom at meeting 11.</li> </ol>					
<b>OUTCOMES</b>					
<ol style="list-style-type: none"> <li>a. Object : Validity test result</li> <li>b. Outcome: Students are skilled to measure the quality of the test based on the validity test by utilizing SPSS.</li> </ol>					
<b>INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING</b>					
<b>ASPECT</b>	<b>DESCRIPTOR</b>	<b>Performance Achievement Score</b>			
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Validity calculation accuracy	Can students measure test quality by calculating validity correctly?				

Completeness of the calculation of the validity of the objective and subjective tests according to the type of content and construct validity	Are students able to measure the overall quality of objective and subjective tests according to the types of validity (content and construct validity)?				
Skills to calculate validity with SPSS	Are students skilled in using SPSS to calculate the validity of the test instrument?				
Honesty	Do students work on their own assignments, do not cheat, do not plagiarize?				
Dicipline	Are students submitting assignments on time?				

#### TIMES


Week 11

**OTHERS : -**

#### REFERENCES

1. Djiwandono, Soenardi. 2011. *Tes Bahasa: Pegangan bagi Pengajar Bahasa Edisi 2*. Jakarta: PT Indeks.
2. Nurgiyantoro, Burhan. 2001. *Penilaian dalam Pengajaran Bahasa dan Sastra Edisi Pertama*. Yogyakarta: PT BPFE.
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### Appendix Task Guidelines and Rubrics 10

	<b>UNIVERSITAS BRAWIJAYA</b> <b>FACULTY OF CULTURAL STUDIES</b> <b>DEPARTMENT OF LANGUAGE EDUCATION</b> <b>STUDY PROGRAM OF INDONESIAN LANGUAGE AND LITERATURE</b> <b>EDUCATION</b>				
<b>STUDENT TASK GUIDELINE</b>					
<b>COURSE</b>	<b>Learning Evaluation of Indonesian Language and Literature</b>				
<b>CODE</b>	SPI 62017	<b>ECT</b>	3	<b>SEMESTER</b>	4
<b>LECTURER</b>	Putri Kumala Dewi, M.Pd				
<b>TASK FORM</b>					
Measuring the quality of the test instrument with a reliability test					
<b>COURSE LEARNING OUTCOME</b>					
Skilled in measuring test quality based on reliability testing by utilizing ICT as a medium					
<b>DESCRIPTION</b>					
Students measure the quality of the test based on the reliability test by using ICT as a medium in a teamwork.					
<b>METHOD OF COMPLETION</b>					
<ol style="list-style-type: none"> <li>1. Each student gathers with the group that has been formed at the meeting 5.</li> <li>2. Each group measures the quality of the test based on the reliability test using SPSS.</li> </ol>					

3. The work results are collected through Google Classroom at meeting 12.

### OUTCOMES

- a. Object: reliability test results
- b. Outcome: skilled students measure the quality of the test based on the reliability test using SPSS.

### INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING

ASPECT	DESCRIPTOR	Skor Pencapaian Kinerja			
		1	2	3	4
Reliability calculation accuracy	Are students able to measure the quality of the test by calculating the reliability correctly?				
Completeness of calculation of objective and subjective test reliability test	Are students able to measure all the quality of objective and subjective tests according to the reliability test formula for objective and subjective test questions?				
Skills in calculating reliability with SPSS	Are the students skilled in using SPSS to calculate the reliability of the test instrument?				
Honesty	Do students work on their own assignments, do not cheat, do not plagiarize?				
Dicipline	Are students submitting assignments on time?				

### TIMES


Week 12

### OTHERS : -

### REFERENCES

1. Djiwandono, Soenardi. 2011. *Tes Bahasa: Pegangan bagi Pengajar Bahasa Edisi 2*. Jakarta: PT Indeks.
2. Nurgiyantoro, Burhan. 2001. *Penilaian dalam Pengajaran Bahasa dan Sastra Edisi Pertama*. Yogyakarta: PT BPFE.
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4. O'Malley, J. Michael, dan Pierce, Lorraine Valdes. 1996. *Authentic Assesment for English Language Learners: Practical Approches for Teachers*. USA: Addision Wesley Publishing Company.

### Appendix Task Guidelines and Rubrics 11

	<b>UNIVERSITAS BRAWIJAYA</b> <b>FACULTY OF CULTURAL STUDIES</b> <b>DEPARTMENT OF LANGUAGE EDUCATION</b> <b>STUDY PROGRAM OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION</b>				
<b>STUDENT TASK GUIDELINE</b>					
<b>COURSE</b>	<b>Learning Evaluation of Indonesian Language and Literature</b>				
<b>CODE</b>	SPI 62017	<b>ECT</b>	3	<b>SEMESTER</b>	4
<b>LECTURER</b>	Putri Kumala Dewi, M.Pd				
<b>TASK FORM</b>					
Measuring the quality of test instrument by testing the differentiating power and the level of difficulty of items					

<b>COURSE LEARNING OUTCOME</b>							
Skilled in measuring the quality of the test based on the discriminatory power test and the level of difficulty of items using Microsoft Excel							
<b>DESCRIPTION</b>							
Students measure the quality of the test based on the differentiability test and the level of difficulty of the test items with Microsoft Excel in a teamwork.							
<b>METHOD OF COMPLETION</b>							
<ol style="list-style-type: none"> <li>1. Each student gathers with the group that has been formed at the meeting 5.</li> <li>2. Each group measures the quality of the test based on the differentiability test and the level of difficulty of the test items using Microsoft Excel.</li> <li>3. The work results are collected through Google Classroom at meeting 13.</li> </ol>							
<b>OUTCOMES</b>							
<ol style="list-style-type: none"> <li>a. Object: the results of the difference power test and the level of difficulty of the test items</li> <li>b. Outcome: students are skilled in measuring the quality of the test based on the differentiability test and the level of difficulty of the test items with Microsoft Excel.</li> </ol>							
<b>INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING</b>							
<b>ASPECT</b>		<b>DESCRIPTOR</b>		<b>Skor Pencapaian Kinerja</b>			
				<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Reliability calculation accuracy		Are students able to measure the quality of the test by calculating the reliability correctly?					
Completeness of calculation of objective and subjective test reliability test		Are students able to measure all the quality of objective and subjective tests according to the reliability test formula for objective and subjective test questions?					
Skills in calculating reliability with SPSS		Are the students skilled in using SPSS to calculate the reliability of the test instrument?					
Honesty		Do students work on their own assignments, do not cheat, do not plagiarize?					
Dicipline		Are students submitting assignments on time?					
<b>TIMES</b>							
Week 13							
<b>OTHERS : -</b>							
<b>REFERENCES</b>							
<ol style="list-style-type: none"> <li>1. Djiwandono, Soenardi. 2011. <i>Tes Bahasa: Pegangan bagi Pengajar Bahasa Edisi 2</i>. Jakarta: PT Indeks.</li> <li>2. Nurgiyantoro, Burhan. 2001. <i>Penilaian dalam Pengajaran Bahasa dan Sastra Edisi Pertama</i>. Yogyakarta: PT BPFE.</li> <li>3. Nurgiyantoro, Burhan. <i>Penilaian dalam Pengajaran Bahasa dan Sastra Edisi Ketiga</i>. Yogyakarta: PT BPFE</li> <li>4. O'Malley, J. Michael, dan Pierce, Lorraine Valdes. 1996. <i>Authentic Assesment for English Language Learners: Practical Approaches for Teachers</i>. USA: Addison Wesley Publishing Company.</li> </ol>							

## Appendix Task Guidelines and Rubrics 12

		<b>UNIVERSITAS BRAWIJAYA</b> <b>FACULTY OF CULTURAL STUDIES</b> <b>DEPARTMENT OF LANGUAGE EDUCATION</b> <b>STUDY PROGRAM OF INDONESIAN LANGUAGE AND LITERATURE</b> <b>EDUCATION</b>			
<b>STUDENT TASK GUIDELINE</b>					
<b>COURSE</b>	<b>Learning Evaluation of Indonesian Language and Literature</b>				
<b>CODE</b>	SPI 62017	<b>ECT</b>	3	<b>SEMESTER</b>	4
<b>LECTURER</b>	Putri Kumala Dewi, M.Pd				
<b>TASK FORM</b>					
Converts raw scores to finished scores based on <i>Penilaian Acuan Patokan dan Penilaian Acuan Norma</i> by utilizing Microsoft Excel					
<b>COURSE LEARNING OUTCOME</b>					
Skilled in converting raw scores into finished scores based on <i>Penilaian Acuan Patokan dan Penilaian Acuan Norma</i> by utilizing Microsoft Excel					
<b>DESCRIPTION</b>					
Students are skilled in converting raw scores into finished scores based on <i>Penilaian Acuan Patokan dan Penilaian Acuan Norma</i> by utilizing Microsoft Excel in a teamwork					
<b>METHOD OF COMPLETION</b>					
<ol style="list-style-type: none"> <li>Each student gathers with the group that has been formed at the meeting 5.</li> <li>Each group converting raw scores into finished scores based on <i>Penilaian Acuan Patokan dan Penilaian Acuan Norma</i> by utilizing Microsoft Excel</li> <li>The work results are collected through Google Classroom at meeting 14.</li> </ol>					
<b>OUTCOMES</b>					
<ol style="list-style-type: none"> <li>Object : the work result of changing the raw score to the finished score based on <i>Penilaian Acuan Patokan dan Penilaian Acuan Norma</i>.</li> <li>Outcome: Students are skilled in converting raw scores into finished scores based on <i>Penilaian Acuan Patokan dan Penilaian Acuan Norma</i></li> </ol>					
<b>INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING</b>					
ASPECT	DESCRIPTOR	Performance Achievement Score			
		1	2	3	4
Accuracy converts raw scores to finished scores based on <i>Penilaian Acuan Patokan dan Penilaian Acuan Norma</i>	Can students convert raw scores into final grades based on <i>Penilaian Acuan Patokan dan Penilaian Acuan Norma</i> correctly?				
Calculation equipment <i>Penilaian Acuan Patokan dan Penilaian Acuan Norma</i>	Can students convert all raw scores into final grades based on <i>Penilaian Acuan Patokan dan Penilaian Acuan Norma</i> completely?				
Honesty	Do students work on their own assignments, do not cheat, do not plagiarize?				



Dicipline	Are students submitting assignments on time?				
<b>TIMES</b>					
Week 14					
<b>OTHERS : -</b>					
<b>REFERENCES</b>					
1. Djiwandono, Soenardi. 2011. <i>Tes Bahasa: Pegangan bagi Pengajar Bahasa Edisi 2</i> . Jakarta: PT Indeks.					
2. Nurgiyantoro, Burhan. 2001. <i>Penilaian dalam Pengajaran Bahasa dan Sastra Edisi Pertama</i> . Yogyakarta: PT BPFE.					
3. Nurgiyantoro, Burhan. <i>Penilaian dalam Pengajaran Bahasa dan Sastra Edisi Ketiga</i> . Yogyakarta: PT BPFE					
4. O'Malley, J. Michael, dan Pierce, Lorraine Valdes. 1996. <i>Authentic Assesment for English Language Learners: Practical Approaches for Teachers</i> . USA: Addison Wesley Publishing Company.					

### Appendix Task Guidelines and Rubrics 13

		<b>UNIVERSITAS BRAWIJAYA</b> <b>FACULTY OF CULTURAL STUDIES</b> <b>DEPARTMENT OF LANGUAGE EDUCATION</b> <b>STUDY PROGRAM OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION</b>			
<b>STUDENT TASK GUIDELINE</b>					
<b>COURSE</b>	<b>Learning Evaluation of Indonesian Language and Literature</b>				
<b>CODE</b>	SPI 62017	<b>ECT</b>	3	<b>SEMESTER</b>	4
<b>LECTURER</b>	Putri Kumala Dewi, M.Pd				
<b>TASK FORM</b>					
<ol style="list-style-type: none"> <li>Follow up on the calculation results of <i>Penilaian Acuan Kriteria dan Penilaian Acuan Norma</i> to give the feedback</li> <li>Fill out the e-report card by using the credits system</li> </ol>					
<b>COURSE LEARNING OUTCOME</b>					
Skilled in applying principles and processing assessment results ( <i>Penilaian Acuan Kriteria dan Penilaian Acuan Patokan</i> ) and follow up (fill out the e-report card by using the credits system)					
<b>DESCRIPTION</b>					
Students are skilled in applying principles and processing assessment results based on <i>Penilaian Acuan Kriteria dan Penilaian Acuan Patokan</i> and follow up to fill out the e-report card by using the credits system in a teamwork					
<b>METHOD OF COMPLETION</b>					
<ol style="list-style-type: none"> <li>Each student gathers with the group that has been formed at the meeting 5.</li> <li>Each group converting raw scores into finished scores based on <i>Penilaian Acuan Patokan dan Penilaian Acuan Norma</i> by to give the feedback.</li> <li>Each group fill out the e-report card by using the credits system</li> <li>The work results are collected through Google Classroom at meeting 15.</li> </ol>					
<b>OUTCOMES</b>					
<ol style="list-style-type: none"> <li>Object : remedial and enrichment data, e-report card by using the credits system</li> <li>Outcome: students are skilled to follow up the calculation results of <i>Penilaian Acuan Kriteria dan Penilaian Acuan Norma</i> to give the feedback and fill out the e-report card by using the credits system</li> </ol>					

## INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING

ASPECT	DESCRIPTOR	Performance Achievement Score			
		1	2	3	4
Accuracy of following up on the results of the calculation <i>Penilaian Acuan Kriteria dan Penilaian Acuan Norma</i> to give the remedial or enrichment	Are the students able to following up on the result of the calculation <i>Penilaian Acuan Kriteria dan Penilaian Acuan Norma</i> to give the remedial or enrichment correctly?				
Accuracy in filling out report cards with the package system	Are students able to fill out e-reports with the package system correctly?				
Accuracy in filling out report cards with the credits system	Are students able to fill out e-reports with the credit system correctly?				
Honesty	Do students work on their own assignments, do not cheat, do not plagiarize?				
Dicipline	Are students submitting assignments on time?				

### TIMES


Week 15

OTHERS : -

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## Appendix Task Guidelines and Rubrics 14

	<b>UNIVERSITAS BRAWIJAYA</b> <b>FACULTY OF CULTURAL STUDIES</b> <b>DEPARTMENT OF LANGUAGE EDUCATION</b> <b>STUDY PROGRAM OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION</b>				
<b>STUDENT TASK GUIDELINE</b>					
<b>COURSE</b>	<b>Learning Evaluation of Indonesian Language and Literature</b>				
<b>CODE</b>	SPI 62017	<b>ECT</b>	3	<b>SEMESTER</b>	4
<b>LECTURER</b>	Putri Kumala Dewi, M.Pd				
<b>TASK FORM</b>					
Final Test					

<b>COURSE LEARNING OUTCOME</b>																																																			
Skilled in presenting test and non-test instruments as well as quality test results																																																			
<b>DESCRIPTION</b>																																																			
Students presented the test and non-test instruments as well as the quality test results in a teamwork																																																			
<b>METHOD OF COMPLETION</b>																																																			
1. Each group presented the test and non-test instruments as well as the quality test results. 2. Other groups provide feedback.																																																			
<b>OUTCOMES</b>																																																			
a. Object : Oral Presentation b. Outcome: Students are skilled in presenting test and non-test instruments as well as quality test results																																																			
<b>INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING</b>																																																			
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