# Module Descriptions

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| Module Designation | Learning Evaluation<br>*Evaluasi Belajar dan Pembelajaran* |
| Course Code | 8420502292 |
| Semester/Term | 3rd semester |
| Person responsible for the module | Dr. Raharjo, M.Si.<br>Prof. Dr. Endang Susantini, M.Pd.<br>Dr. Sifak Indana, M.Pd.<br>Dr. Ulfi Faizah, S.Pd., M.Si.<br>Dr. Muji Sri Prastiwi, S.Pd., M.Pd.<br>Dr. Adi Maladona, M.Pd. |
| Language | Bahasa Indonesia (Indonesian language) |
| Relation to curriculum | Compulsory course |
| Teaching methods | Lecture |
| Workload | Contact hours:<br>2 x 50 minutes lectures, 2 x 60 minutes structured activity, and<br>2 x 60 minutes individual activity per week, 14 weeks per semester<br>79.33 total hours per semester ~ 3.18 ECTS** |
| Credit Point | 2 CUs |
| Required and recommended prerequisites for joining the module | - |
| Module Objectives/intended learning outcomes | After taking this course, students will be able to:<br>1. Developing instruments to access learning processes and learning outcomes in the affective, cognitive, and psychomotor domains, including literacy and HOTs (higher-order thinking skills), as well as being able to prepare instructions or assessment guidelines.<br>2. Demonstrating critical thinking skills in selecting approaches, methods, and techniques or assessment strategies according to the indicators or competencies being measured.<br>3. Competent in managing and analysing various assessment results to conduct evaluations and formulate feedback, including for students with special needs. |

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<tr><td></td><td>4. Utilizing various learning resources, research results, media, and ICT to develop assessments.</td></tr>
<tr><td>Content</td><td>A study on the understanding, objectives, functions, and principles of assessment, the taxonomy of cognitive, affective, and psychomotor learning outcomes, including literacy and HoTs, various approaches, methods, and assessment strategies/techniques, forms of instruments, rubrics/guidelines for evaluation, analysis and interpretation of assessment results, as well as their utilization in the field of education.</td></tr>
<tr><td>Examination forms</td><td>Written exam</td></tr>
<tr><td>Study and examination requirements and forms of examination</td><td>Study Requirement<br><br>Attendance: students must attend at least 75% of the lectures to be eligible for the final examination.<br><br>Study examination<br><br>The final grade (NA) is calculated based on the following ratio:<br><br>
<table>
<tr><td>Assessment Components</td><td>Percentage of contribution</td></tr>
<tr><td>Participation</td><td>20%</td></tr>
<tr><td>Assignment</td><td>30%</td></tr>
<tr><td>Mid-semester test</td><td>20%</td></tr>
<tr><td>Final semester test</td><td>30%</td></tr>
</table>
<br>Grade conversion of 0-100 scale into 0-4 scale is set as below:
<table>
<tr><td>Letter</td><td>Number</td><td>Grade Interval</td></tr>
<tr><td>A</td><td>4,00</td><td>85 ≤ A ≤ 100</td></tr>
<tr><td>A-</td><td>3,75</td><td>80 ≤ A- < 85</td></tr>
<tr><td>B+</td><td>3,50</td><td>75 ≤ B+ < 80</td></tr>
<tr><td>B</td><td>3,00</td><td>70 ≤ B < 75</td></tr>
<tr><td>B-</td><td>2,75</td><td>65 ≤ B- < 70</td></tr>
<tr><td>C+</td><td>2,50</td><td>60 ≤ C+ < 65</td></tr>
<tr><td>C</td><td>2,00</td><td>55 ≤ C < 60</td></tr>
<tr><td>D</td><td>1,00</td><td>40 ≤ D < 55</td></tr>
<tr><td>E</td><td>0,00</td><td>0 ≤ E < 40</td></tr>
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</td></tr>
<tr><td>Reading List</td><td>Oosterhof, A. (2003). Developing and Using Classroom Assessments. New Jersey: Merrill Prentice Hall.</td></tr>
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