

		Universitas Negeri Surabaya Fakultas Bahasa dan Seni Program Studi S1 Pendidikan Bahasa Inggris						Kode Dokumen																																												
RENCANA PEMBELAJARAN SEMESTER																																																				
MATA KULIAH (MK)		KODE		Rumpun MK		BOBOT (sks)		SEMESTER	Tgl Penyusunan																																											
ELT Assessment		8820303009				T=3	P=0	ECTS=4.77	5 6 Desember 2025																																											
OTORISASI		Pengembang RPS			Koordinator RMK			Koordinator Program Studi																																												
								HIMMAWAN ADI NUGROHO																																												
Model Pembelajaran	Case Study																																																			
Capaian Pembelajaran (CP)	CPL-PRODI yang dibebankan pada MK																																																			
	Capaian Pembelajaran Mata Kuliah (CPMK)																																																			
	Matrik CPL - CPMK																																																			
		CPMK																																																		
	Matrik CPMK pada Kemampuan akhir tiap tahapan belajar (Sub-CPMK)																																																			
		<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <th rowspan="2">CPMK</th> <th colspan="17">Minggu Ke</th> </tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th> </tr> </table>																	CPMK	Minggu Ke																	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
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Deskripsi Singkat MK	This course encompasses the knowledge how to assess language components and language skills. It is initiated with the understanding the differences between testing, assessment and teaching. It also provides an opportunity to design tests. The tests are authentic assessment, portfolio assessment, oral language assessment, reading assessment, writing assessment, and content area assessment respectively. At the end of the course, the learners are asked to write indicators of assessing language skills and formative and summative tests of vocabulary.																																																			
Pustaka	Utama :																																																			
	1. Russell, M. K., & Airasian, P. W., & 2012. Classroom assessment: Concepts and applications (Seventh Edition) . New York: McGraw-Hill. 2. Brown, H. D., & Abeywickrama, P. 2010. Language Assessment Principles and Classroom Practices . New York: Pearson education Inc. 3. Douglas, Dan. 2000. Assessing Language for Specific Purposes . UK: Cambridge University Press. 4. Harris, M. & McCann, P. 1994. Assessment: Handbooks for English classroom . New York: MacMillan 5. OMalley, M.J. & Pierce, L.V. 1996. Authentic Assessment for English Learners . White Plain, NY: Addison-Wesley.																																																			
	Pendukung :																																																			
Dosen Pengampu	Ahmad Munir, S.Pd., M.Ed., Ph.D. Nur Chakim, S.Pd., M.Pd. Syafi'ul Anam, Ph.D.																																																			
Mg Ke-	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)	Penilaian		Bantuan Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [Estimasi Waktu]		Materi Pembelajaran [Pustaka]	Bobot Penilaian (%)																																													
		Indikator	Kriteria & Bentuk	Luring (offline)	Daring (online)																																															
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)																																													

1	Possessing knowledge of principle of assessments, testing, measurements and evaluation.	To define measurement, testing, assessment and evaluation To explain the relationship among measurement, testing, assessment, evaluation and teaching To define process-oriented assessment and product-oriented assessment To name different ways for process-oriented assessment and product-oriented assessment	Kriteria: 1.Each task is worth 50. Rank from the smallest coverage to the largest: Measurement, testing, assessment and evaluation. 2.product-oriented is measured by asking students to select, supply, and perform, while process-oriented assessment covers non-language aspects of learning.	Reading and discussion 3 X 50			0%
2	Making authentic assessments in training English as a communicative devices	To identify observable actions or behaviours during process-oriented assessment informally. To elaborate the observable actions or behaviours during process-oriented assessment informally. To practice doing process-oriented assessment informally.	Kriteria: 1.Journal containing all four 100, three 75, two, 50, one 25, not at all 0. 2.Performing all three 100, two, 60, one 30, not at all 0.	lecture and Practice 3 X 50			0%
3	Making authentic assessments in training English as a communicative devices	To identify forms of instruments for process-oriented assessment formally.To elaborate forms of instruments for process-oriented assessmentTo elaborate how to use forms of instruments for process-oriented assessment.To develop observation sheets	Kriteria: Writing about all 8 (100), 7 (80), 6 (70), 5(60), 4(50), 3(40), 2(30), 1(20), 0(0).	Lecture and Practice 3 X 50			0%
4	Making authentic assessments in training English as a communicative devices	To develop portfolio guidesTo develop journalsTo develop interview guidesTo develop self-assessment forms and peer-assessment forms	Kriteria: Developing all 5 (100), 4 (80), 3 (60), 2 (40), 2 (20), 1(10)	Demonstration and Practice 3 X 50			0%

5	Deciding on the appropriate scoring rubrics in assessing language skills.	To elaborate measurement levels (nominal, ordinal, interval, and ratio scales). To interpret results of process-oriented assessment formally.	Kriteria: 1.explaining accurately all the four levels and their interpretations accurately (score 100) 2.explaining accurately some of the four levels and their interpretations accurately (score 80) 3.explaining accurately few of the four levels and their interpretations accurately (score 60) 4.explaining inaccurately (score 50)	Lecture 3 X 50			0%
6	Making use of the knowledge of language components to assess language skills.	· TO mention Various methods for assessing listening · TO explain Various methods for assessing listening	Kriteria: 1.Explaining all the methods accurately (100) 2.Explaining some of the methods accurately (80) 3.Explaining some of the methods inaccurately (60)	Lecture and presentation 3 X 50			0%
7	All from meetings 1-6	All from meetings 1-6	Kriteria: to be presented in the Mid Test document	UTS 3 X 50			0%
8	ditto meeting 6	TO mention Various methods for assessing Speaking TO explain Various methods for assessing Speaking	Kriteria: see rubrics for meeting 6	lecture and presentation 3 X 50			0%
9	ditto meeting 6	TO mention Various methods for assessing Reading TO explain Various methods for assessing Reading	Kriteria: ditto meeting 6 & 7	ditto meeting 6 & 7 3 X 50			0%
10	ditto meeting 9	TO mention Various methods for assessing Writing TO explain Various methods for assessing Writing	Kriteria: ditto meetings 8-9	ditto meetings 8-9 3 X 50			0%

11	Deciding on the appropriate scoring rubrics in assessing language skills.	To explain product oriented assessment instruments for L,S,R,W namely: short answer test, unstructured response test, completion, T/F, matching, MC, and essay form. To explain strength and weakness of developing assessment instruments for L,S,R,W. To develop assessment blue print for L,S,R,W. To develop rubric for L,S,R,W assessment.	Kriteria: each form of short answer test, unstructured response test, completion, T/F, matching, MC, and essay form based on the basic competency in Curriculum 2013 will be assessed for its validity	Lecture and presentation Performance 3 X 50			0%
12	Making authentic assessments in training English as a communicative devices	To develop assessment instruments for L,S,R,W.	Kriteria: ditto meeting 11	ditto meeting 11 3 X 50			0%
13	ditto meeting 12	to explain - essay form- assessment for L,S,R,W. To explain strength and weakness of essay form assessment for L,S,R,W. to develop assessment blue print- essay form- for L,S,R,W. to develop assessment rubric for L,S,R,W. TO develop product oriented assessment instruments - essay form- for L,S,R,W.	Kriteria: ditto meeting 12	Lecture and presentation and performance 3 X 50			0%
14	ditto meeting 13	ditto meeting 13	Kriteria: ditto meeting 13	ditto meeting 13 3 X 50			0%
15	Making authentic assessments in training English as a communicative devices	To decide which "key words" in the basic competencies in the SMP and SMA English syllabi which lead to process-oriented assessment To decide which "key words" in the basic competencies in the SMP and SMA English syllabi which lead to product-oriented assessment To develop process-oriented assessment for the basic competencies in the SMP and SMA To interpret scores using criterion reference To score using rubric	Kriteria: ditto meeting 14	Practice 3 X 50			0%
16							0%

Rekap Persentase Evaluasi : Case Study

No	Evaluasi	Persentase
		0%

Catatan

1. **Capaian Pembelajaran Lulusan Prodi (CPL - Prodi)** adalah kemampuan yang dimiliki oleh setiap lulusan prodi yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodinya yang diperoleh melalui proses pembelajaran.
2. **CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-Prodi) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampilan umum, ketrampilan khusus dan pengetahuan.
3. **CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
4. **Sub-CPMK Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
5. **Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
6. **Kreteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kreteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kreteria dapat berupa kuantitatif ataupun kualitatif.
7. **Bentuk penilaian:** tes dan non-tes.
8. **Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
9. **Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
10. **Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
11. **Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
12. TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.