

**DEVELOPING EUROPEAN PROFILING GRID (EPG)-BASED
ASSESSMENT SPECIFICATIONS OF ASSESSMENT COMPETENCES
FOR UNDERGRADUATE ENGLISH EDUCATION STUDY PROGRAM**



**A Thesis Submitted in Partial Fulfillment of the Requirements
for the Degree of Master Program of English Language Education**

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ABSTRAK

Fitriani, Dian. 2018. Pengembangan Kerangka Penilaian Berbasis *European Profiling Grid* (EPG) pada Kompetensi Penilaian untuk Program Studi S-1 Pendidikan Bahasa Inggris. Tesis. Jakarta: Program Magister Pendidikan Bahasa Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Jakarta.

Penelitian ini bertujuan untuk mengembangkan kerangka penilaian berbasis *European Profiling Grid* (EPG) pada kompetensi penilaian untuk program studi S-1 Pendidikan Bahasa Inggris. Penelitian ini menggunakan desain dan pengembangan penelitian dalam metode dan desain penelitiannya. Hasil penelitian menggambarkan bahwa silabus milik 5 universitas di Indonesia menyertakan kompetensi penilaian pada semester kelima. Hasil penelitian lainnya menunjukkan bahwa silabus yang digunakan pada program studi Pendidikan Bahasa Inggris di Indonesia telah mencakup fase perkembangan EPG untuk guru berpengalaman. Kemudian, temuan ini digunakan sebagai dasar dalam membuat kerangka penilaian, Sebuah kerangka penilaian dikembangkan dengan menggunakan metode dari Prince George Community College yaitu 1) mendeskripsikan tujuan, 2) menentukan alokasi waktu, 3) berdasarkan temuan, menyusun tujuan yang mencakup kemampuan untuk tingkat guru pemula (fase perkembangan EPG 1.1) hingga tingkat guru berpengalaman (fase perkembangan EPG 2.2), 4) memilih materi uji yang sesuai, 5) menentukan tingkat kognitif untuk kemampuan yang diuji, 6) menentukan jumlah dan tipe penilaian.

Kata Kunci: Kerangka Penilaian, Kompetensi Penilaian, European Profiling Grid

ABSTRACT


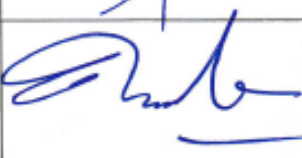



Fitriani, Dian. 2018. Developing European Profiling Grid (EPG)-Based Assessment Specifications of Assessment Competences for Undergraduate English Education Study Program. A Thesis. Jakarta: Master Program of English Education, Faculty of Language and Arts. State University of Jakarta.

This study is aimed to develop EPG-based assessment specifications of assessment competences for undergraduate English Education Study Program. This study uses qualitative design and development research in its research method and design. The findings of the analysis portrays that the syllabi from five universities already included the assessment competences in the fifth semester. The finding also shows that the assessment competences in the existing syllabi are align with the descriptors of EPG development phases for experienced teacher. Then, this finding was used as the foundation in developing the assessment specification of assessment competences. The assessment specifications were developed using the Prince George Community College's method 1) describing the purpose, 2) deciding the time allocation, 3) formulating the objectives based on the findings and cover the assessment competences from the level of novice teachers (EPG development phase 1.1) up to the level of experienced teachers (EPG development phase 2.2), 4) selecting appropriate materials to be assessed, 5) Deciding the cognitive level to be involved in assessing the competences, 6) Deciding the number of items and type of assessment.

Keyword: Assessment specification, assessment competence, European Profiling Grid

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DECLARATION

I declare that this research paper entitled *Developing European Profiling Grid (EPG)-Based Assessment Specifications of Assessment Competences for Undergraduate English Education Study Program* submitted for *Magister* degree is entirely the result of my own work. I am fully aware that I have quoted some statements and ideas from various sources. All quotations are already properly acknowledged.

Jakarta, February 2018

Dian Fitriani

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DEDICATION

To the love of my life, Mom, may we meet again in Jannah...

To my home, my best partner: Abu Hazem and Hazem...

I couldn't thank you enough.

This is for you....

CHAPTER 1

INTRODUCTION

This chapter presents the background of the study, the research questions, the purposes of the study, the scope of the study, and the significance of the study.

1.1 Background of the study

One of the important parts of learning cycle is feedback or assessment. The assessment is needed to evaluate whether learners have met the learning objectives and teachers have imparted the knowledge and skills properly. Assessment in any educational context and at any level is integral to student learning. It involves making considered judgments about what students have learned and understood, and how they are learning.

In higher education, assessment is believed to play key roles in ensuring institution accountability and quality and improving student learning (Ewell, 2009). University lecturers' use of assessment affects the depth and quality of what students learn, their choice of learning strategies, how they manage their study time (Australian National Training Authority, 2002; Brown, Bull and Pendlebury, 1997), and quite significantly, their motivation to continue learning (Boud, 1995; Harlen and Crick, 2003). In fact, according to Anderson (2004) and Hannafinet *al.*

(2003), no factor influences a learning environment as much as assessment.

On the other hand, the misused of students assessment can impact the education process. The consequences can detrimentally and irreversibly affect human lives and school programs. Therefore, the quality of student assessments and their use by educators and teachers has been a great concern since long time ago. All the forms of assessments such as test scores, grades, and informal measurements have been weighted heavily in decisions about students, programs, and policies.

By using appropriate assessment strategies and techniques, teachers can improve their students' learning motivation and show them how well they have learned. The teacher competence in selecting appropriate assessment strategies and techniques do not come by granted. It needs a constant training and a professional development which are the responsibility of an individual teacher. This situation adds more challenges to language teachers and to the national council of education, especially, to develop standards for teacher competence in educational assessment of students.

The need of standards for teacher competence in educational assessment of students has generally been recognized as having an important role in ensuring that teachers are able to assess the students appropriately. Training in student assessment procedures has been shown to be important to teachers (Borg, Worthen, & Valcarce, 1986). However,

many studies on teachers' competences merely focus on the teaching role of teachers in the classroom rather than teachers' competences (Selvi, 2010: 167). In addition, research has consistently revealed, however, that the preparation of teachers at most universities in the area of assessment is either inadequate or totally absent (Noll, 1955; Roeder, 1972,1973; Schafer & Lissitz, 1987, 1988). Furthermore, Kahl, Hofman, and Bryant (2012) concluded that in many pre-service programs, the coverage of assessment literacy in course work and practice is incomplete and superficial, leaving graduates unprepared to effectively meet the demands of today's environment.

In spite of the need for developing standards to guide teachers' professional preparation and in-service training in assessment was recognized as far back as 1912 (Starch & Elliot, 1912), the first standards were not published before 1993. The establishment of standards for teacher competence in educational assessment of students by the American Federation of Teachers has opened a chance for other countries to do the same. A decade later, European Union, worked under its European Commission, started a similar yet more comprehensive project of standards of teacher competence. The result of the project was then called a European Profiling Grid.

The European Profiling Grid is an instrument to describe the fundamental competences of language teachers and presents them in tabular form spanning six phases of developments (Rossner, 2017:97). It

was developed from 2011 to October 2013 by the European Commission and involved nine countries as partners. The nine countries are leading national and international authorities on language education. They are France, United Kingdom, Spain, Germany, Austria, Poland, Italy, Netherlands, and Turkey. The EPG project is also worked under the same supervision as Common European Framework Reference which validated and developed by European Association for Quality Language Services (EAQUALS).

EAQUALS itself is a very significant institution that certifies the quality of foreign language education in Europe. EAQUALS grants accreditation by inspecting areas such as education and training, curriculum development, measurement and assessment, academic management, academic resources, benefits for staff and students, quality of the teaching staff, communication, and corporate infrastructure. In 2006, Brian North and Galya Mateva created the EAQUALS Profiling Grid for Language Teaching professionals which later would be developed as the current EPG.

The EPG is in a form of grid which horizontally consists of six phases of development, which, for convenience purposes, are grouped into three main development phases. The first group is development phase 1.1 and 1.2 which dedicated for novice teachers. The second group (Development phase 2.1 and 2.2) is for experienced teachers. While, the third group (Development phase 3.1 and 3.2) is for expert teachers. These

development phases are to encompass teachers of different experience and degrees of competence. The phases are related to four broad categories of language teachers' professional practice: 1) Training and Qualifications, 2) Key Teaching Competences, 3) Enabling Competences and 4) Professionalism. Vertically, the EPG features thirteen sub categories, which are grouped in the above-mentioned four categories. The first main category (Training and Qualifications) consists of four sub categories, describing a) the level of proficiency of teachers in the 4 target language, b) their education and training, c) assessed teaching practice as well as d) the scope and length of their teaching experience. The second category (Key Teaching Competences) covers four sub categories, which include a) teachers' knowledge and skills in methodology, b) assessment, c) lesson and course planning, and d) interaction management and monitoring. The third category (Enabling Competences) includes three sub categories: a) intercultural competence, b) language awareness and c) the use of digital media. The final category (Professionalism) is dedicated to the two sub categories a) professional conduct and b) administration, including the approach to administrative duties, teamwork and the teacher's commitment to personal professional growth, as well as to the development of the institution.

Assessment competence is one of the subcategories under the key teaching competences covered in the EPG. In this grid, assessment competence is classified into three development phases; novice teacher,

experienced teacher, and expert teachers. Each development phases consists of can-do descriptors which guide teachers to do a self-assessment. If they reflect on the results of self-assessment (as well as on the outcomes of assessment carried out by peers, trainers and managers) teachers are less likely to overestimate or underestimate their capabilities. They become more aware of their specific needs and areas for development (EPG User Guide, p.13).

Although the EPG has been used for four years, the number of research on it is still limited. The latest research was conducted by Bergil and Saricoban in 2016 entitled milestone in English language teacher education: how to use European profiling grid in the assessment of prospective EFL teachers' qualifications. The research focus was the implementation of EPG among the language teachers and to get the in-depth prospective of EFL teachers. The result told that the EPG has significant effects on prospective EFL teachers.

In Indonesia, the studies related the EPG were only done by a group of students from Universitas Negeri Jakarta in 2017. Each students covered different subcategories of the EPG. In the key teaching competence category, only digital media and language awareness subcategories have been studied. Therefore, a need to conduct a study on the assessment competence attracts researcher's interest.

In this study, the EPG is used as the guideline to see how far the English language programs syllabi has covered the teacher competence

of student's assessment. Later on, the final result will be an assessment specification to assess teachers' assessment competence. The interest on the topic is caused by the fact that assessment is a major concern of teaching English language for teachers according to Jabbarifar (2009). Moreover, research has consistently revealed, however, that the preparation of teachers at most universities in the area of assessment is either inadequate or totally absent (Noll, 1955; Roeder, 1972,1973; Schafer & Lissitz, 1987, 1988). Furthermore, in spite of its urgency, assessment specification is inadequately provided in existing syllabi.

1.2 Research Problems

Based on the background above, the following main research question guided this study:

How are EPG-based assessment specifications of assessment competences for undergraduate English education study program in Indonesia?

Meanwhile, the sub-questions of the study are:

1. How are assessment competences in the existing syllabi of undergraduate English study education program in Indonesia ?
2. How do the standard of assessment competences in the existing syllabi and in EPG share similarities and differences?

1.3 Purposes of the study

Based on the research question presented above, the main purpose of the study is:

to develop EPG-based assessment specifications of assessment competences for undergraduate English education study program in Indonesia

The sub purposes of the study are:

1. To identify assessment specifications' assessment competences for undergraduate English education program in Indonesia English education study program.
2. To identify the standard of assessment competences in EPG.
3. To analyze the standard of assessment specifications' assessment competences in the existing syllabi and in EPG share similarities and differences.

1.4 Scope of the study

This study focuses on designing the EPG-based assessment specifications of assessment competences for undergraduate English education study program in Indonesia. The study is conducted to identify assessment competences for undergraduate English education study program in Indonesia, to identify how European Profiling Grid (EPG) covered the standard of assessment competences, and to analyze how

the standard of assessment competences in the existing syllabi and in EPG share similarities and differences.

The data is obtained from five English education study programs in five different universities. The existing syllabi are then analyzed to identify the assessment competence covered and taught in the study programs. After that, the gaps between the features of the existing syllabi and the features of the European Profiling Grid (EPG)-based assessment competences can be identified. The identification result is used to develop an assessment specification of assessment competences.

1.5 Significance of the study

This study is expected to give contribution as the reference for designing assessment specification focuses on the assessment competences and to enrich the reference for EPG as the framework for language teachers. Furthermore, the result of this study also hoped to help the teacher or practitioners who wanted to make the same focus of study.

1.6 Definition of Key Terms

In order to avoid misunderstandings, key terms found throughout this study are defined as follows:

1. EPG, which stands for European Profiling Grid, is an instrument that is used to describe the main competences of language

teachers and presents them in tabular form spanning six phases of development. It will be referred to as the EPG.

2. Development phases of the EPG refer to six sub phases of teachers' development, 1.1, 1.2, 2.1, 2.2, 3.1, and 3.2, which are grouped into three main phases of development (development phase 1.1 and 1.2 are for novice teachers, development phase 2.1 and 2.2 are for experienced teachers, and development phase 3.1 and 3.2 are for expert teachers).
3. Assessment Competences refer to one of four subcategories in key teaching competences in EPG. The other subcategories in key teaching competences are methodology: knowledge and skills, lesson and course planning, and interaction management and monitoring.
4. Assessment specifications refer to a description of assessment requirements and goals, assessment methods, assessment criteria derived from the requirements, and the test cases. Coverage of the requirements by the test cases is documented in a coverage matrix.
5. Syllabi refer to the academic document that communicates course information and defines expectations and responsibilities. The existing syllabi in this study are derived from five language education programs in five different universities.

CHAPTER II

LITERATURE REVIEW

This chapter presents the concept of Assessment Specification, Method in developing assessment specifications, assessment competences, and European Profiling Grid.

2.1 Assessment Specification

The term assessment specification is used interchangeably with other terms such as table of specification, test blue print and test specification (Bloom, Hasting & Madaus, 1971; Mehrens & Lehmann, 1975; Carey, 1988; Gredler, 1999; Gronlund, 2000; Kubiszyn & Borich Ooster, 2003 in Alade and Omoruyi, 2014; Zuelk, Wilson and Yunker, 2004; Akem, 2006). However, the meaning and the purpose of each terms has no differences. Assessment specification can be a guide that assists a teacher or an examiner in the evaluation system (Akem, 2006), a tool which interlinks what is taught and what is tested (Chase, 1999), or a device which enables teachers to design test items representing the relation between instructional objectives and the subject matter treated in the class (Ughmandu, 2000).

The assessment specification is designed to overcome several purposes. According to Chase (1999), a table of specifications can help

teacher in, 1) providing teachers with evidence that a test has a content validity, which means it covers what should be covered, 2) identifying the achievement domains being measured and ensuring that a fair and representative sample of questions appear on the test, for example, more items about topic X and fewer about topic Y because teachers consider X to be more important and students spend more time on X, 3) ensuring the alignment of test items with objectives, for example, important topics might include items that test interpretation, application, prediction, and unimportant topics might be tested only with simpler recognition items, 4) ensuring that content is not overlooked or underemphasized. Besides, the assessment specification is beneficially improving the validity of a teacher's evaluation in relation to a particular assessment (Wolnring and Wilkinson, 2010; Fives and DiDonato-Barnes, 2013).

Assessment specification can be presented in various forms. The most frequently used form is a table (Fives et al, 2013, Gregory, 2006). The table is usually in a form of a two-way or more chart depends on the number of elements to be featured in.

The elements of assessment specification are chosen based on the needs and teacher's consideration. The assessment specification can be designed based on the topics covered in the programs, the amount of time spent on the topics, textbook chapter topics and the emphasis and space provided in the text (Chase, 1999). Akem (2006) expanded (Chase, 2006) by adding description of assessment requirements and goals, assessment

methods, assessment criteria derived from the requirements, and the test cases. Mostly, the coverage of the requirements by the test cases is documented in a coverage matrix.

2.2 The Method of Developing Assessment Specification

In developing assessment specification, Carey (1999) suggested to consider six major elements intended to develop the table of specifications in order to obtain a comprehensive end of unit examination. The first element is the balance among goals selected for examinations. Goals here means outcome statement that define what the program is trying to accomplish. The terms “balanced” does not mean equivalence among the measure but rather the synchronicity of the goals. The second element is balance among levels of learning which means the assessment can not be done between different levels. The third element is the test format which should be chosen appropriately. Then, the total number of items are also included in the element. Besides, the number of test items for each goals and level of learning. The last element is the enabling skills to be selected from each goal framework. Meanwhile Brown (2002) gives a more simple way in designing the TOS. He proposed only three elements that should be considered by the language teacher; 1) a broad outline of the test; 2) the skills that you want to test; 3) the items that will look like.

In spite of its complexity, the table of specifications is relatively easy to develop. Quijano (2014) tried to simplify the steps as follows; 1) list

down the topics covered for inclusion in the test, 2) determine the objectives to be assessed by the test, 3) specify the number of days/hours spent for teaching a particular topic, 4) determine percentage allocation of the test items for each of the topics covered, 5) determine the number of the items for each topic. This can be done by multiplying the percentage allocation for each topic by the total number of items to be constructed, 6) distribute the numbers to the objectives. The numbers of items allocated for each objective depend on the degree of importance attached by the teacher to it.

Furthermore, Prince George Community College stated in its guidelines for creating assessment descriptions the steps to plan an assessment. They are 1) review the course outcomes, 2) identify embedded assignments to assess the course, 3) select an appropriate format for assignments, 4) select the number of assessments, 5) provide a clear overview of the assignment, 6) indicate when the assignments will be given during the semester, 7) determine the value of the assignments, and 8) save and name the file.

2.3 European Profiling Grid (EPG)

The European Profiling Grid is an instrument to describe the fundamental competences of language teachers and presents them in tabular form spanning six phases of development (Rossner, 2017:97). It was developed from 2011 to October 2013 by the European Commission

and involved nine countries as partners. The nine countries are leading national and international authorities on language education. They are France, United Kingdom, Spain, Germany, Austria, Poland, Italy, Netherlands, and Turkey. The EPG project is also worked under the same supervision as Common European Framework Reference which validated and developed by European Association for Quality Language Services (EAQUALS).

EAQUALS itself is a very significant institution that certifies the quality of foreign language education in Europe. EAQUALS grants accreditation by inspecting areas such as education and training, curriculum development, measurement and assessment, academic management, academic resources, benefits for staff and students, quality of the teaching staff, communication, and corporate infrastructure. In 2006, Brian North and Galya Mateva created the EAQUALS Profiling Grid for Language Teaching professionals which later would be developed as the current EPG.

Several presentations and workshops were held to develop EAQUALS Profiling Grid for Language Teaching Professionals into an EU-wide instrument for teacher development (Rossner, 2017;99). Then, a consortium was formed in France by the Centre International d'Etudes Pedagogiques (CIEP) and consisted of five other main partners' consisting of Instituto Cervantes in Spain, Bulgarian Association for Quality Language Services (OPTIMA) in Bulgaria, Evaluation and Accreditation of

Quality in Language Services (EAQUALS) in UK, the British Council in UK, and Goethe-Institute.V. in Germany. There were also five subsidiary partners followed the consortium; Center für Berufsbezogen Sprachen (CEBS) in Austria, ELS-Bell Education Ltd (ELSBell) in Poland, Università per Stranieri di Siena in Italy, Hogeschool van Amsterdam DOO in the Netherlands, and Sabanci Üniversitesi in Turkey.

The final result of the consortium was the European Profiling Grid (EPG) project which was lasted for two years from 1 October 2011 to 1 October 2013. Stated in the EPG Project (2013: 4), the European Profiling Grid was written in five languages and was field-tested with about 2,000 teachers, mainly from 20 countries in Europe, and 63 managers and 100 trainers from a wide range of contexts in 11 European countries. The purpose of the field-testing was to test the validity of the descriptors in the pilot EPG ensuring that they worked in the five languages and also to identify changes that needed to be made in the final version. The final version of the Grid is available in nine languages (English, French, German, Spanish, Italian, Bulgarian, Dutch, Turkish, and Polish) with a User Guide that provides a clear guidance on how to use the EPG for its various different purposes. In addition, a user-friendly, interactive online version of the Grid (the e-Grid) has also been created to ensure ease of use and it is available in four languages (English, French, German and Spanish). Since the EPG is available in nine languages, it can be used equally successfully by and with teachers of any foreign language.

The EPG project was triggered by the fact that teacher development is primarily bottom up. There was no instrument that describes the competences of language teacher. Teachers develop themselves only based on their own personal career and interests (Mann, 2005). On the other hand, teacher development is an important and useful part. It is a reflection on their professional experiences. Therefore, the EPG project tried to set descriptors covering key aspects of language teaching competences.

Supporting language teachers, whichever language they teach, in their own professional development is the main purpose of the EPG. It is primarily intended to provide language teachers, teacher trainers, mentors and managers with a standardized tool to outline language teachers' current competences and enhancing their professionalism in language education. The EPG can specifically be used to assist teachers' self-assessment of their current language teaching skills and competences. Besides that, the EPG is also beneficial for managers and coordinators to assure the quality of language education. It can be served as an additional tool for staff selection and appraisal. As for mentors and trainers, the EPG can be used to provide support and in-service development opportunities for language teachers. The EPG helps mentors and trainers in identifying development needs and training programs.

Nonetheless, the EPG is not meant to be set of standards or rules to be imposed on language teachers as mentioned in EPG Project (2013:

4) that the EPG should not be used 'as an instrument to direct, impose, restrict, harmonize, reward or penalize teachers'. Rather, its aim is 'to inform, make suggestions, offer advice, share insights, assist in identifying individual strengths and gaps, and offer guidance'. Moreover, according to EPG Project (2013: 12), the EPG is not used to be a checklist for observations, job interviews or performance reviews. It can only serve as an additional reference point for aspects of appointing and assessing staff. Its main aim is to provide a snapshot of the current phases of professional development of teachers in various European countries and help them realize their potentials for growth.

2.3.1 Scope of the EPG

The EPG is an instrument in the form of grid or table that describes the competences of language teachers. It has two axis which one of it is a list of categories of teacher competence and the other is a series of 'phases of development'. The phases of development are ranging from novice teacher to experienced and expert teacher. The descriptors are in each cell of the grid for one area of competence and one phase of development.

Thus, there are four broad categories of language teachers' professional practice; Training and Qualifications, Key Teaching Competences, Enabling Competences and Professionalism. Since this study will focus on the assessment key teaching competences on the

second category of the EPG, the descriptors of the assessment key teaching competences are given as follows.

2.3.2 The Descriptors of the EPG-Based Assessment Key Teaching Competences.

The assessment competence is the second sub category in key teaching competences. As mentioned earlier, it is distinguished between six phases of development which grouped into three main phases, 1.1 and 1.2 (novice teacher), 2.1 and 2.2 (experienced teacher), 3.1 and 3.2 (expert teacher).

Table 2. 1 Descriptors of the EPG-Based Assessment Key Teaching Competences

Key Teaching Competences						
Sub Competence	Development Phase 1.1.	Development Phase 1.2	Development Phase 2.1	Development Phase 2.2	Development Phase 3.1	Development Phase 3.2
Assessment	Can conduct and mark End of unit tests from the course book.	can conduct and mark progress tests (e.g. end of term, end of year) when given the material to do so can conduct oral tests when given the material to do so can prepare and conduct appropriate revision activities	can conduct regular progress tests including an oral component can identify areas for students to work on from the results of tests and assessment tasks can give clear feedback on the strengths and weaknesses identified and set priorities for individual work	can select and conduct regular assessment tasks to verify learners' progress in language and skills areas can use an agreed marking system to identify different types of errors in written work in order to increase learners' language awareness can prepare for and coordinate placement testing	can design materials and tasks for progress assessment (oral and written) can use video recordings of learners' interactions to help them recognize their strengths and weaknesses can apply CEFR criteria reliably to assess learners' proficiency in speaking and writing	can develop assessment tasks for all language skills and language knowledge at any level can apply CEFR criteria reliably to assess learners' proficiency in speaking and writing at all levels and help less experienced colleagues to do so can create valid formal tests to determine whether learners have reached a given CEFR level can run CEFR standardization

The EPG was developed with the view that assessment is a crucial. Consequently, teachers have a great deal of responsibilities in assessment. In the assessment sub category of the EPG, the descriptors are mainly practical and refer to various kinds of assessment which are usually used in language teaching. In addition, the descriptors do not only include assessment activities, but they also cover activities that relate to assessment, such as feedback.

2.4 Assessment Competencies

Assessment in teaching and learning is inseparable. It plays significant role since it determines the success of teaching and learning process. It also influences the development of competence through the variety of tasks which encounter the standards of specific competencies (Devianti, Dantes, and Marhaeni, 2014). In line with this, Dylan William (2014) stated that assessment is the central process in effective instruction. It is simply because students do not learn what teachers teach. Therefore, assessment is needed to evaluate the teaching and learning process.

Language assessment or testing is an important phase in the process of language teaching and learning as it monitors students' educational improvement and evaluate the quality of the systems at school (Fulcher and Davidson: 2007). Smith (2011) defined assessment as a process that teachers should do in order to understand and draw

conclusions about students' learning process, progress and learning outcome. Brown (2004: 4) defined assessment as an ongoing process that encompasses a much wider domain. Whenever a student responds to a question, offers a comment, or tries out a new word or structure, the teacher subconsciously makes an assessment of the student's performance. Haines (2004) shared a similar idea with what Smith (2011) and Brown (2004) stated that assessment consists of process where the achievement and improvement of the learners are measured by the teachers. Another definition of assessment was given by Hanna (2004) that assessment is the process of gathering data. More specifically, assessment is a way instructors gather data about their teaching and their students' learning. Angelo and Cross (1993) also pointed out that assessment is "an interactive process between students and teachers. It informs the teachers how well their students in learning what they are teaching."

The relationship between assessment and learning has been captured recently in general education with the distinctions among assessment for learning, assessment of learning, and assessment as learning. Assessment for learning was defined by Black and Jones (2006) as any assessment for which the first priority in its design and practice is to serve the purpose of promoting pupils' learning. The connection points between learning and assessment for learning are as follows

a. Elicit prior knowledge.

Ongoing interactive questioning and discussion, that is teacher to student, student to teacher, student to peers – that build from simple to complex, that challenge students to elaborate their meanings, that invite students to reformulate, respond to or build upon the response of another in ways that shape their understanding.

b. A focus on transfer.

Black and Jones (2006) stated that pupils need to be challenged by activities that make them think and perform in order to find out what they understand and/or can do.

c. A focus on scaffolding

d. A focus on feedback.

Teachers address what it is that students need to do in order to improve the piece of work. Studies of the impact of feedback on student learning achievement indicate that feedback has the potential to have a significant effect on student learning achievement (Hattie & Timperley, 2007). Hattie and Timperley also noted that the most improvement in student learning takes place when students got information feedback about a task and how to do it more effectively and is clearly related to the learning goals. By contrast, the impact of feedback on learning achievement is low when feedback focussed on “praise, rewards, and punishment”. This finding is against the

behaviourism which believes that punishment and rewards are ways to be included in language learning.

- e. Encouraging self and peer assessment. Teachers develop learners' self awareness by addressing problems and strength of particular pieces of work.

In conclusion, assessment can be understood as a cycle of interrelated processes of conceptualizing, eliciting, judging, and validating. Scarino (2007) made a diagram of assessment cycle which provides a means of understanding assessment itself as a set of interconnected processes. Conceptualizing covers what to assess, eliciting provides the way to assess, judging interprets performance and understanding evidence, while validating ensures that the inferences made about students' performances are fair and justifiable.

2.4.1 Standards for Teacher Competence in Educational Assessment of Students

The development of standards to guide teachers' professional preparation and in-service in assessment has been recognized several decades ago. A prior recognition was started by Starch and Elliot in 1912. However, there was no significant result happened before 1967 in which Samuel in Educational Measurement, and David Goslin wrote Teachers and Testing (Sanders & Vogel, 1993). Later, Rudman, Kelly, Wanous, Mehrens, Clark, and Porter (1980) highlighted the importance of assessment competence for teaching by describing the necessity for

teachers to use a variety of assessment methods in order to make appropriate decisions about student grading, grouping, placement, and instruction. Since then, several researches have been conducted to develop standards for teacher competence in student assessment.

The need of standards for teacher competence in student assessment was triggered by the absence of teachers' preparation in the area of assessment. Research has consistently revealed, however, that the preparation of teachers at most universities in the area of assessment is either inadequate or totally absent (Noll, 1955; Roeder, 1972, 1973; Schafer & Lissitz, 1987, 1988. This is true, in spite of the ability to use information properly when making important student, instructional, or curricular decisions is an integral part of professional teaching practice and research documenting that practicing teachers spend a substantial portion of their time in activities related to student assessment (Stiggins, 1988). In addition, training in student assessment procedures has been shown to be important to teachers (Borg, Worthen, & Valcarce, 1986).

Following the prior researches related to teacher's competences in student assessment, two decades before the EPG Project conducted, American Federation of Teachers had tried to work to develop standards for teacher competence in student assessment. The Standards for teacher competence in educational assessment of students basically has been developed by the American professional education in 1987. The project was completed in 1990 following reviews of earlier drafts by members of

the measurement, teaching, and teacher preparation and certification communities. After that, the Parallel committees of affected associations are encouraged to develop similar statements of qualifications for school administrators, counselors, testing directors, supervisors, and other educators in the near future. The intentions of these statements are to guide the pre-service and in-service preparation of educators, the accreditation of preparation programs, and the future certification of all educators.

A standard is defined here as a principle generally accepted by the professional associations responsible for this document. Assessment is defined as the process of obtaining information that is used to make educational decisions about students, to give feedback to the student about his or her progress, strengths, and weaknesses, to judge instructional effectiveness and curricular adequacy, and to inform policy. The various assessment techniques include, but are not limited to, formal and informal observation, qualitative analysis of pupil performance and products, paper-and-pencil tests, oral questioning, and analysis of student records. The assessment competencies included here are the knowledge and skills critical to a teacher's role as educator. It is understood that there are many competencies beyond assessment competencies which teachers must possess.

By establishing standards for teacher competence in student assessment, the associations subscribe to the view that student

assessment is an essential part of teaching and that good teaching cannot exist without good student assessment. Training to develop the competencies covered in the standards should be an integral part of pre-service preparation. Further, such assessment training should be widely available to practicing teachers through staff development programs at the district and building levels.

According to the American Federation of Teachers (1990), The standards are intended for use as: 1) a guide for teacher educators as they design and approve programs for teacher preparation ,2) a self-assessment guide for teachers in identifying their needs for professional development in student assessment, 3) a guide for workshop instructors as they design professional development experiences for in-service teachers, 4) an impetus for educational measurement specialists and teacher trainers to conceptualize student assessment and teacher training in student assessment more broadly than has been the case in the past.

The standards should be incorporated into future teacher training and certification programs. Teachers who have not had the preparation these standards imply should have the opportunity and support to develop these competencies before the standards enter into the evaluation of these teachers.

2.4.2 The Scope of a Teacher's Professional Role and Responsibilities for Student Assessment

The scope of a teacher's professional role and responsibilities for student assessment may be described in terms of the following activities. These activities imply that teachers need competence in student assessment and sufficient time and resources to complete them in a professional manner.

Table 2. 2 The Scope of a Teacher's Professional Role and Responsibilities for Student Assessment

The Scope of a Teacher's Professional Role and Responsibilities for Student Assessment	
Activities	Competences
Activities Occurring Prior to Instruction	Understanding students' cultural backgrounds, interests, skills, and abilities as they apply across a range of learning domains and/or subject areas Understanding students' motivations and their interests in specific class content Clarifying and articulating the performance outcomes expected of pupils Planning instruction for individuals or groups of students.
Activities Occurring During Instruction	Monitoring pupil progress toward instructional goals Identifying gains and difficulties pupils are experiencing in learning and performing Adjusting instruction Giving contingent, specific, and credible praise and feedback Motivating students to learn; Judging the extent of pupil attainment of instructional outcomes.
Activities Occurring After The Appropriate Instructional Segment (e.g. lesson, class, semester, grade)	Describing the extent to which each pupil has attained both short- and long-term instructional goals Communicating strengths and weaknesses based on assessment results to students, and parents or guardians Recording and reporting assessment results for school-level analysis, evaluation, and decision-making Analyzing assessment information gathered before and during instruction to understand each students' progress to date and to inform future instructional planning Evaluating the effectiveness of instruction Evaluating the effectiveness of the curriculum and materials in use.
Activities Associated With a Teacher's Involvement in School Building and School District Decision-Making	Serving on a school or district committee examining the school's and district's strengths and weaknesses in the development of its students Working on the development or selection of assessment methods for school building or school district use Evaluating school district curriculum Other related activities.
Activities Associated With a Teacher's Involvement in a Wider Community of Educators	Associated assessment methods Participating in reviews of the appropriateness of district, state, or national student goals and associated assessment methods Interpreting the results of state and national student assessment programs.

The standards represent a conceptual framework or scaffolding from which specific skills can be derived. Work to make these standards operational will be needed even after they have been published. It is also expected that experience in the application of these standards should lead to their improvement and further development.

2.5 Theoretical Framework

This subchapter presents the researcher's synthesis of study on how to explain the flow of the study. The literature review of this study is focusing on the concept of the EPG-based assessment specifications of assessment competences and the formulation of assessment specifications.

Assessment in this study is defined as any process where the achievement and improvement of the learners are measured by the teacher. It is also cycle of interrelated processes of conceptualizing, eliciting, judging, and validating. Assessment specification is a description of assessment requirements and goals, assessment methods, assessment criteria derived from the requirements, and the test cases.

In designing assessment specifications, teachers or assessment makers should take into account some important points. They are the goals of the assessment, the need analysis of the assessment, and the construction of the assessment. This study is going to elaborate the

assessment specifications which adopt the standardized language teacher competence in Europe, the European Profiling Grid.

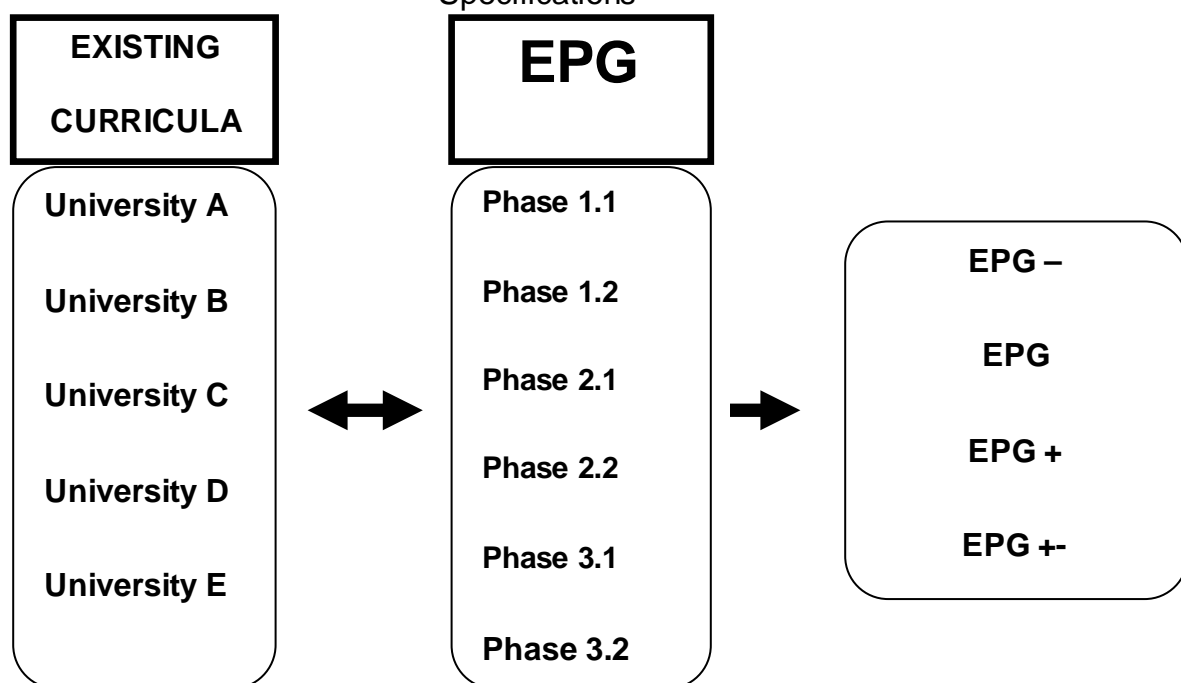
In this study, the European Profiling Grid deserves as the standard to develop the assessment specifications. The EPG is an instrument to describe the fundamental competences of language teachers and presents them in tabular form spanning six phases of development (Rossner, 2017:97). The final result of this study is not the EPG assessment specifications. Rather, the EPG is going to be adopted and adjusted with the educational situation in Indonesia. Therefore, the final result is the EPG-based assessment specifications of assessment competences for undergraduate English Education Study Program.

The figure 2.1 below is describing the conceptual framework of the study. The EPG-based assessment specifications work in the belief that the EPG can be adjusted to the educational situation in Indonesia. Therefore, the first step in the study is conducting a need analysis. The need analysis used five existing syllabi and the EPG document as the data source. Then, the data was analyzed to find similarities and differences of the existing syllabi with the EPG document. The final result was classified into EPG minus, EPG, EPG plus, and EPG plus minus.

The classification of the final result has a benefit in simplifying the findings. The EPG minus means that the exiting syllabi do not cover significantly the EPG descriptors. The EPG means that the existing syllabi share similarities with the EPG descriptors adequately. The EPG plus is

the contradiction of the EPG minus. It means that the learning outcomes of the existing syllabi overlap the EG descriptors. Meanwhile, the EPG plus minus means that some descriptors of EPG development phase are overlapped by the existing syllabi and some others are not.

Figure 2. 1 The Conceptual Framework of The EPG-Based Assessment Specifications



After the analysis of the EPG document and the existing syllabi of English language education study program, the researcher synthesizes the assessment specification. In developing the assessment specification, the researcher integrated the methods proposed by Quijano (2014) and the Prince George Community College. Quijano's method of developing assessment specification has six steps including topic, objective, time allocation, percentage allocation, number of items and distribution of the

numbers. Meanwhile, the Prince George Community College has 7 steps in creating assessment specifications including course outcomes, embedded assignments, assessment format, number of assessment, assessment overview, time of assessment, value of assessment, and assessment file name.

Both of the method by Quijano (2014) and The Prince George College Community has similarities in including objective or course outcome, number of items, and assessment format or type of assessment. Therefore, this study included those elements in the proposed assessment specification. Besides, the researcher also included the EPG development phase as one of the assessment specifications elements since it is on the basis of the EPG. The Bloom's Taxonomy cognitive level is also included in order to promote higher order thinking.

No	Standard Competence	Dev. Phase	Cognitive Level						Type of Assessment	NumberOfItems
			Remeber	Understand	Apply	Analyse	Evaluate	Create		
1		1.1								
2										
3										

Table 2. 3 The Proposed EPG-Based Assessment Specification

CHAPTER III

METHODOLOGY

This chapter presents the methodology that was used in conducting this study. Details on the methodology of this study are research design, data and data source, instrument of the study, data collecting procedures, and data analysis procedure.

3.1. Research Design

Design and Development Research was used as the research design of this study. The Design and Development Research was chosen as it promotes the creation of new knowledge and the validation of existing practice. It also seeks to create generalizable conclusions or statements of law, or producing context-specific knowledge that serves a problem solving function (Richey and Klein, 2005).

The design and development research was first proposed by Brown and Collins in the 1990s. Later on, the DDR procedures are popularly used by many scholars. This methodology is also formerly known as developmental research (Richey, Klein & Nelson, 2004), designed case (Reigeluth & Frick, 1999), design-based research (Reeves, 2006 & Herrington, et. al, 2007), formative research (Nieveen, 2007), and design research (Bannan-Ritland, 2003; Van der Akker, 2007). The employent of design and development research (DDR) methodology as the selected

approach in this study by its pragmatism in testing the theory and validating the practicality. Besides, it is described as a way to establish new procedures, techniques and tools based on specific need analysis (Richey & Kleiny, 2007).

The DDR has been used widely in curriculum research since 1990s. According to Akker (1999), the DDR had been exemplified in a number of doctoral dissertations at the University of Twente, in a variety of curricular contexts, such as: Voogt (1993) and Keursten (1994) in the area of courseware development for various school subjects; Kessels (1993), focusing on design standards in the context of corporate education; van den Berg (1996) and Roes (1997) addressing scenarios for teacher in-service education; Nieveen (1997), exploring the potential of computer support for curriculum developers; Visser (1998) on communication support tools in distance education; and Thijs (1999) on teacher development in developing countries. In addition, a number of researches in the area of learning and instruction, and teacher education and didactics also have been studied using the research method.

In conducting the research, the DDR involves several steps as follows 1) problem identification, 2) identification of tentative products and design principles, 3) tentative products and theories, 4) prototyping and assessment of preliminary products and theories, and 5) problem resolution and advancing theory (Wademan, 2005, cited in Purwanti, 2017). Meanwhile, Peffers, et al (2004, cited in Ellis and Levy, 2010)

proposed the model of conducting DDR including: (a) identify the problem motivating the research; (b) describe the objectives; c) design and develop the artifact; d) subject the artifact to testing; e) evaluate the results of testing; and f) communicate those results.

In the first step, according to Ellis and Levy (2008), the most important thing in conducting the DDR research is identifying a clearly articulated problem. Researcher needs to take into account that not all problems are research worthy and not all research-worthy problems are appropriate for design and development research methods.

According to Hevner et al. (2004), all problems that drive design and developmental research share some salient factors common as follows; 1) environmental factors such as requirements and constraints are poorly identified, 2) an inherent complexity in the problem and possible solutions, 3) a flexibility and potential for change of possible solutions, 4) a solution at least partially dependent on human creativity, 5) and a solution at least partially dependent on collaborative effort. For example, the lack of a tool or product that could potentially alleviate the troublesome situations is one of research worthy problems. In this case, the lack of assessment specification of teachers' competence in educational assessment drives the DDR study.

After one or more research worthy problems have been identified, the next step to be done is identifying the objectives. Ellis and Elvy (2009) gave suggestion in building a research question that addresses the

motivating problem as follows: 1) be clearly related to that problem, and 2) no already have known and/or documented answers. Besides, the research question should establish the framing for study (Richey & Klein, 2007).

The third step in conducting the DDR according to Peffers, et al is designing and developing the artifact. In developing the assessment specification, the researcher integrated the methods proposed by Quijano (2014) and the Prince George Community College. Both of the method by Quijano (2014) and The Prince George College Community has similarities in including objective or course outcome, number of items, and assessment format or type of assessment. Therefore, this study included those elements in the proposed assessment specification. Besides, the researcher also included the EPG development phase as one of the assessment specifications elements since it is on the basis of the EPG. The Bloom's Taxonomy cognitive level is also included in order to promote higher order thinking.

Then, test and evaluate becomes the fourth and the fifth steps of the DDT procedures. It is vital to do the test and evaluation during the design and development phase to ensure that the artifact meets the requirements and developed in the context of the problem described. According to Ellis and Levy (2010), there are three essential considerations for this phase of design and development research as follows: 1) establish the ways in which the product does and does not

meet the functionalities and requirements identified for it, 2) using accepted, literature-supported processes, 3) in order to ensure acceptance of the value of the artifact.

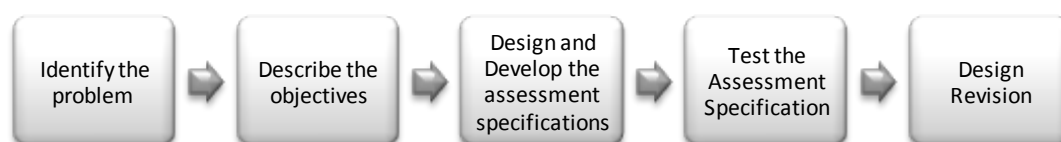
The final step is communicating the results. After following the previous steps and producing a considerable amount of new knowledge, without properly documenting and disseminating such results, neither a contribution to the body of knowledge nor advancement in research are made (Leedy & Ormrod, 2010). The result is usually the answers and supporting evidence to the research questions.

This study adopted the DDR procedure from Peffers, et al. (2004, cited in Ellis and Levy, 2010) which being modified into the suitable ones for answering the problem encapsulated in the research questions. As its systematic yet flexibility, the DDR enables the researcher to improve and modify the procedures. In line with this, Wang and Hannafin (2005) defined the DDR as a systematic but flexible methodology aimed to improve educational practices through iterative analysis, design, development, and implementation, based on collaboration among researchers and practitioners in real-world settings, and leading to contextually-sensitive design principles and theories.

In this study, the researcher will only conduct five steps from the six steps proposed by Peffers et al. The first to the third steps followed the original procedures, while, the fourth and the fifth steps were slightly

modified. Then, a modified step called a design revision was the last step in this study.

Figure 3. 1 The Modified DDR Steps



The modified DDR procedures include five steps as follow:

1. *Identify the Problems* - In this step, the researcher did a library research in order to find out any information about assessment specification, assessment competences and European Profiling Grid. The finding of this step led to an idea that assessment specification is an important tool in providing teachers with evidence that a test has a content validity. Therefore, each course needs to provide assessment specification in its syllabus. However, the preparation of teachers at most universities in the area of assessment is either inadequate or totally absent and EPG covers it in the form of development provided assessment specification. Therefore, the need to develop EPG-based assessment specifications of assessment competences for Undergraduate English Education Study Program emerged.
2. *Describe the Objectives* - The problems identified in the previous step guided the study to develop EPG-Based assessment specification of

assessment competences for Undergraduate English Education Study Program. The objective of the assessment specification is to provide teachers with information about assessing students' assessment competences based on the European Profiling Grid.

3. *Designing and developing the artifact* - In this step, the researcher analyzed the data which are the statements containing assessment competences in the existing syllabi and in the EPG document. The findings of the data analysis were used to develop the EPG-based assessment specifications. Then, a set of EPG-based assessment specification of assessment competences was developed using the method from the Prince George Community College and Quijano. The researcher refers to the methods in selecting the elements to be included in the proposed assessment specifications. The elements included objective or course outcome, number of items, and assessment format or type of assessment. The assessment specifications were designed in a form of table due to its efficiency.
4. *Test the artifact* -The technique of testing the draft of assessment specification was a focus group discussion. The first draft of assessment specification was reviewed by some experts in the education field such as in methodology, curriculum development, and applied linguistics.
5. *Design revision* – the feedbacks obtained from the focus group discussion then gathered to be used in the design revision.

3.2. Data, Data Source and Instrument

Table 3. 1 Data, Data Source and Instrument

DDR Steps	Data	Data Sources	Instrument
1	Statements containing Assessment Competences in the existing syllabi	Existing syllabi of five undergraduate English education programs and EPG documents	Table of analysis of assessment competences
2 & 3	Statement containing assessment competences in the existing syllabi and EPG descriptors of assessment competences	The result of analysis existing syllabi of five undergraduate English education programs in Indonesia and EPG document	
4 & 5	Selected assessment competences of the existing syllabi and EPG descriptors of development phase 1.1-2.2		

3.3. Data Collecting Procedure

To collect the data, the researcher conducted some steps as follow:

1. The first step was doing library research to find out and explore theories and journal articles about assessment specifications, assessment competences and European Profiling Grid.
2. Analyzing the EPG descriptors of assessment competences.
3. Collecting the existing syllabi from five undergraduate English education programs in Indonesia.
4. Selecting the statements of learning outcomes containing the assessment competences in the existing syllabi.

3.4. Data Analysis Procedure

In analyzing the data, the researcher conducted several steps as follows:

1. Formulating a table of analysis of the assessment competences in the Existing syllabi. The table of analysis featured the course name, the learning outcomes, and the EPG development phases.

Table 3. 2 The Table Analysis of Assessment Competences

Course (s)	Learning outcome (s)	Development Phase																
		1		1.2		2.1			2.2				3.1				3.2	
		Descriptor1	Descriptor1	Descriptor2	Descriptor3	Descriptor1	Descriptor2	Descriptor3	Descriptor1	Descriptor2	Descriptor3	Descriptor4	Descriptor1	Descriptor2	Descriptor3	Descriptor4	Descriptor1	Descriptor2

2. In answering the first sub-question, the table was used to identify the assessment competences in the existing syllabi of the Undergraduate English Education Study Program in each university. The course column is filled with the name of the course(s) that teach assessment competences. To identify the courses, the researcher analyzed the whole existing syllabi thoroughly. The following column is filled with the learning outcomes of the identified courses. However, not all the learning outcomes were put in the column. The learning outcomes were limited to the statements that were in line with the EPG assessment competences descriptors.

3. In answering the second sub-question, the researcher also used the same table of analysis. In this step, the researcher continued the step in answering the first question by putting a check (√) sign on the column of one of the descriptors of the development phase if a learning outcome is in line to that descriptor. Otherwise, the column is kept in blank if the learning outcome is not aligned with any of descriptors.
4. The findings of the analysis were used to determine the development of the assessment specification. The learning outcomes found and the EPG development phases covered as well as the required teacher's competences (according to the Ministry of Education of Indonesia) become the consideration to formulate learning objectives to be assessed and included in the table of specifications. In this case, the first step of developing assessment specification begun.
5. Then, the following step was developing the assessment specification using the integrated method of Quijano and the Prince George Community College. The researcher listed down the assessment objectives, the development phase, the cognitive level, the type of assessment and the number of items.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter aims at presenting the results of data analysis of European Profiling Grid (EPG)-based Assessment Competences in the curricula of English education study programs and the design of EPG-Based assessment specifications of assessment competences for Undergraduate English Education Study Program. Moreover, in this chapter, the three research questions are answered. The first two research questions are answered by analyzing the data taken from the EPG documents and existing curricula collected from five different English education study programs. After that, the result of the data analysis was used to develop the EPG-Based assessment specifications of assessment competences for Undergraduate English Education Study Program.

The findings and discussion are divided into four subchapter based on the research questions. The first subchapter is the findings of the assessment competence in the existing syllabi. The second subchapter is a detailed discussion about the similarities and differences shared in the EPG document and the existing syllabi. The third sub-chapter is the extent of the EPG-based assessment specification in the existing syllabi. The last subchapter is the development of the EPG-Based assessment specification of assessment competences for undergraduate English education study program.

The data of this study derived from two main data sources, the EPG document and the existing syllabi of English education study programs. The EPG document is easily found in the internet search engine. It can be accessed and downloaded freely in the EPG project website. Meanwhile, the existing syllabi of English education study programs come from five universities in Indonesia. The universities selection is based on whether they have English education study program and limited to Java area.

The components of the syllabi in a university may be different from one to another. However, all the syllabi should possess clearly stated learning objectives and learning outcomes to be analyzed in this study. The entire learning outcomes from all the courses are analyzed to find either they teach about assessment competence. Then, the selected learning outcomes are analyzed by using the EPG document as the instrument. The result is in the form of similarities and differences shared in the existing syllabi and the EPG document. Then, the last step of this study is the development of EPG-Based assessment specifications of assessment competences for Undergraduate English Education Study Program.

4.1 The Assessment Competences in the Existing Syllabi of Undergraduate English Study Program

This sub-chapter aims to answer the first sub-research question “How are assessment competences in the existing syllabi of Undergraduate English Education Study Program?.” This sub-chapter presents the findings and discussion of the assessment competences in the existing of five universities in Java area. The findings are presented in a table that stated any skill and/or knowledge related to assessment competences in its learning outcomes.

The English Education Study Programs in Indonesia normally has at least 46-58 courses for undergraduate program. The courses consist of general courses, the basic course of education, the core courses of language education, and the elective course. The general courses teach Bahasa Indonesia, *Kewarganegaraan*, *Pendidikan Agama*, and *Estetika*. Meanwhile, the basic courses of education teach *Psikologi Pendidikan*, *Profesi Pendidikan*, and *Dasar-dasar Filsafat*. The core courses of language education explore the practice of teaching from both an applied and theoretical perspective such as English Phonetic and Phonology, Basic Speaking, Basic Listening, etc. The last, the elective courses are courses that can be chosen by students as the supplement to increase their skills.

Assessment competence is a compulsory course in English Education Study Programs. In spite of the different course name, the course learning

outcomes are related to the teaching of assessment competence. One university may have more than one course covering assessment competence. The assessment competence, usually, is taught in the basic course of education. Some universities have a special course to teach assessment competence called English Language Assessment, while, the others put assessment competence in Language testing or implicitly put in English for young learners. The detailed explanation of assessment competence in each university existing syllabi are as follow.

4.1.1 UNIVERSITY A

University A has 58 courses taught in English Education study programs. The courses consist of general courses, main courses, and elective courses. From those syllabi, only two courses represent assessment competence in its learning outcomes. The courses are English Language Assessment taught in 5th semester and English for Young Learners taught in 7th semester.

The English Language Assessment course is one of the main courses in University A. It has 13 learning outcomes as follows 1) Students are able to identify the course outline and the class regulations and Language assessment and evaluation: an overview, 2) Students are able to identify types of data collection method, 3) Students are able to evaluate the qualities of data: validity, reliability, practicality, washback, 4) Students are able to create testing methods and formats, 5) Students are

able to Create assessment for listening and speaking skills, 6) Students are able to create assessment for reading and writing skills, 7) Students are able to create assessment for grammar and vocabulary achievement, 8) Students are able to evaluate and develop tests, 9) Students are able to create non test methods, 10) Students are able to Create standardization of tests, 11) Students are able to Conduct research in English language Assessment and Evaluation, 12) Students are able to Conduct research in English language Assessment and Evaluation, 13) Students are able to evaluate and develop result of assessment and activities.

The English for Young Learners is also the main course in University taught in the 7th semester. It has 8 learning outcomes as follows: 1) Students are able to explain the course outline and the class regulations, 2) Students are able to explain the basic concepts of child language acquisition, differentiate the concept of language acquisition and learning, 3) Students are able to teach English words and pronunciation, 4) Students are able to explain English tenses, demonstrate how to teach the concept of tenses to children, 5) Students are able to manage and evaluate young learners' classroom, 6) Students are able to identify and apply a variety of media that in teaching process EYL, 7) Students are able to create lesson plan for teaching EYL using a variety of media in accordance with the purpose of learning, 8) Students are able to create assessment tools for TEFL in accordance with the purpose of learning.

Table 4. 1 The Assessment Competences in University A

Courses	Semester	Learning Outcomes
English Language Assessment	5 th	<ul style="list-style-type: none"> • Students are able to identify the course outline and the class regulations and Language assessment and evaluation: an overview • Students are able to Identify types of data collection method • Students are able to evaluate the qualities of data: validity, reliability, practically, washback • Students are able to create testing methods and formats • Students are able to Create assessment for listening and speaking skills • Students are able to create assessment for reading and writing skills • Students are able to create assessment for grammar and vocabulary achievement • Students are able to evaluate and develop tests • Students are able to create non test methods • Students are able to Create standardization of tests • Students are able to Conduct research in English language Assessment and Evaluation • Students are able to Conduct research in English language Assessment and Evaluation • Students are able to evaluate and develop result of assessment and activities
English for Young Learners	7 th	<ul style="list-style-type: none"> • Students are able to explain the course outline and the class regulations • Students are able to explain the basic concepts of child language acquisition, differentiate the concept of language acquisition and learning. • Students are able to teach English words and pronunciation. • Students are able to explain English tenses, demonstrate how to teach the concept of tenses to children. • Students are able to manage and evaluate young learners' classroom • Students are able to identify and apply a variety of media that in teaching process EYL. • Students are able to create lesson plan for teaching EYL using a variety of media in accordance with the purpose of learning. • Students are able to create assessment tools for TEFC in accordance with the purpose of learning

4.1.2 UNIVERSITY B

Unlike University A, University B only has one course, from its 58 courses, represented assessment competence. The course is language testing that is given in the sixth semester. It has 11 learning outcomes as follows; the students will be able to: 1) understand basic concept of English test and evaluation, 2) understand approaches of English test, 3)

understand types of English test, 4) understand types of test items, 5) understand criteria of a good test, 6) understand how to conduct test of grammar and vocabulary , 7) understand how to conduct test of oral production, 8) understand how to conduct test of reading comprehension, 9) understand how to conduct writing test, 10) understand how to conduct an evaluation without a test (an interview and a questionnaire), 11) understand how to conduct an evaluation without a test (a portfolio, a journal and an observation)

Table 4. 2 The Assessment Competences in University B

Courses	Semester	Learning Outcomes
Language Testing 1	6 th	At the end of the semester, the students will be able to: <ul style="list-style-type: none"> • understand basic concept of English test and evaluation • understand approaches of English test • understand types of English test • understand types of test items • understand criteria of a good test • understand how to conduct test of grammar and vocabulary • understand how to conduct test of oral production • understand how to conduct test of reading comprehension • understand how to conduct writing test • understand how to conduct an evaluation without a test (an interview and a questionnaire) • understand how to conduct an evaluation without a test (a portfolio, a journal and an observation)

4.1.3 UNIVERSITY C

University C has 58 courses that are divided into general courses, main courses, and elective courses. Assessment competence is included in one course, English Language Assessment taught in the fifth semester. The English Language Assessment has 4 learning outcomes as follows: After completing the course, students are expected to have the ability to:

1) Define classroom-based assessment and differentiate it from evaluation and testing activities, 2) Demonstrate an understanding of the rationale, purposes, and strategies for conducting classroom based assessment and how to interpret and make use of information obtained from classroom based assessment activities, 3) Critically evaluate classroom based assessment tools used in EFL Education Programs, 4) Develop a set of classroom assessment tool for use with a specific EFL education programs.

Table 4. 3 The Assessment Competences in University C

Courses	Semester	Learning Outcomes
English Language Assessment	5 th	After completing the course, students are expected to have the ability to: <ul style="list-style-type: none"> • Define classroom-based assessment and differentiate it from evaluation and testing activities • Demonstrate an understanding of the rationale, purposes, and strategies for conducting classroom based assessment and how to interpret and make use of information obtained from classroom based assessment activities. • Critically evaluate classroom based assessment tools used in EFL Education Programs. • Develop a set of classroom assessment tool for use with a specific EFL education programs.

4.1.4 UNIVERSITY D

Unlike the previous universities, University has 66 courses divided into general courses, main courses, and elective courses. However, only one course covered assessment competence. The course is Evaluation on ELT delivered in the fifth semester.

The evaluation on ELT is taught in the fifth semester. This course has 13 learning outcomes as follows: 1) *Mahasiswa dapat memahami pengertian penilaian, konsep-konsep penilaian dan isu-isu dalam*

asesmen, 2) Mahasiswa dapat memahami prinsip-prinsip penilaian bahasa, 3) Mahasiswa dapat memahami proses merancang tes bahasa di kelas, 4) Mahasiswa dapat memahami proses merancang tes bahasa di kelas, 5) Mahasiswa dapat memahami penilaian alternative, 6) Mahasiswa dapat memahami penilaian alternative, 7) Mahasiswa dapat memahami penyusunan penilaian listening, 8) Mahasiswa dapat memahami penyusunan penilaian speaking, 9) Mahasiswa dapat memahami penyusunan penilaian reading, 10) Mahasiswa dapat memahami penyusunan penilaian writing, 11) Mahasiswa dapat memahami penilaian Grammar dan Vocabulary, 12) Mahasiswa dapat memahami grading dan evaluasi siswa, 13) Mahasiswa mampu memahami tentang isu-isu terkini penilaian Bahasa Inggris di Indonesia.

Table 4. 4 The Assessment Competences in University D

Courses	Semester	Learning Outcomes
Evaluation on ELI	5th	<ul style="list-style-type: none"> • Mahasiswa dapat memahami pengertian penilaian, konsep-konsep penilaian dan isu-isu dalam asesmen • Mahasiswa dapat memahami prinsip-prinsip penilaian bahasa • Mahasiswa dapat memahami proses merancang tes bahasa di kelas • Mahasiswa dapat memahami proses merancang tes bahasa di kelas • Mahasiswa dapat memahami penilaian alternative • Mahasiswa dapat memahami penyusunan penilaian listening • Mahasiswa dapat memahami penyusunan penilaian speaking • Mahasiswa dapat memahami penyusunan penilaian reading • Mahasiswa dapat memahami penyusunan penilaian writing • Mahasiswa dapat memahami penilaian Grammar dan Vocabulary • Mahasiswa dapat memahami grading dan evaluasi siswa • Mahasiswa mampu memahami tentang isu-isu terkini penilaian Bahasa

		Inggris di Indonesia
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4.1.5 UNIVERSITY E

The last university, university E, has 65 courses that consist of general courses, main courses, and elective courses. However, assessment competence is only represented in one course, language testing. This course is taught in the fifth semester. Language testing has 6 learning outcomes as follows; 1) Students are able to plan English language tests, 2) Students are able to construct good test items (both subjective and objective test items) to test language skills and components, 3) Students are able to construct alternative assessments, 4) Students are able to interpret test scores, 5) Students are able to analyze the validity and reliability of a test, 6) Students are able to conduct item analysis.

Table 4. 5 The Assessment Competences in University E

Courses	Semester	Learning Outcomes
Language Testing	5 th	<ul style="list-style-type: none"> • Students are able to plan English language tests • Students are able to construct good test items (both subjective and objective test items) to test language skills and components. • Stents are able to construct alternative assessments • Students are able to interpret test scores • Students are able to analyze the validity and reliability of a test. • Students are able to conduct item analysis.

4.2 The Similarities and Differences of the Existing Syllabi and the EPG Document.

This sub-chapter aims to answer the second sub-research question “How do the standard of assessment competences in the existing syllabi and the EPG document?”. The following are the similarities and differences of the assessment competences found in the existing syllabi and the EPG document. The findings are presented in a two-way table consists of the EPG development phases. Moreover, the detailed explanation about the findings in each university is presented as follow.

4.2.1 UNIVERSITY A

University A has two courses, English Language Assessment given in the fifth semester and English for Young Learners offered in the seventh semester as an elective course, which include assessment sub category of the EPG-based Key Teaching Competences. Development phase 3.2 descriptor 1 for expert teachers, which reads ‘can develop assessment tasks for all language skills and language knowledge at any level’, is represented in the English Language Assessment course because the descriptor is in line with some of the course learning outcomes, which are ‘students are able to create assessment for listening and speaking skills’, and ‘students are able to create assessment for reading and writing skills’. Development phase 3.2 descriptor 1 can also be found in English for Young Learners course whose one of its learning outcomes, ‘students are able to create assessment tools for TEFC (Teaching English for Children)

in accordance with the purpose of learning' is also in line with development phase 3.2 descriptor 1, which is 'can develop assessment tasks for all language skills and language knowledge at any level'.

Table 4.6 The Assessment Competence EPG Development Phase in University A

Course	Development Phase																	
	1.1	1.2			2.1			2.2			3.1			3.2				
	Descriptor 1	Descriptor 1	Descriptor 2	Descriptor 3	Descriptor 1	Descriptor 2	Descriptor 3	Descriptor 1	Descriptor 2	Descriptor 3	Descriptor 1	Descriptor 2	Descriptor 3	Descriptor 1	Descriptor 2	Descriptor 3	Descriptor 4	
English Language Assessment														X				
English for Young Learners														X				

4.2.1 UNIVERSITY B

University B has one course, Language Testing 1 that includes assessment sub category of the EPG-based Key Teaching Competences. Development phase 2.1 descriptor 1 for experienced teachers, which reads 'can conduct regular progress tests including an oral component', is represented in the Language Testing 1 course because the descriptor is in line with the course learning outcomes, which are 'at the end of the semester, the students will be able to understand how to conduct test of grammar and vocabulary', 'the students will be able to understand how to

conduct test of oral production’, ‘the students will be able to understand how to conduct test of reading comprehension’, and ‘the students will be able to understand how to conduct writing test’.

Table 4. 7 The Assessment Competence EPG Development Phase in University B

Course	Development Phase																	
	1.1	1.2			2.1			2.2			3.1			3.2				
	Descriptor 1	Descriptor 1	Descriptor 2	Descriptor 3	Descriptor 1	Descriptor 2	Descriptor 3	Descriptor 1	Descriptor 2	Descriptor 3	Descriptor 1	Descriptor 2	Descriptor 3	Descriptor 1	Descriptor 2	Descriptor 3	Descriptor 4	
Language Testing 1					X													

4.2.2 UNIVERSITY C

University C has one course, English Language Assessment that includes assessment sub category of the EPG-based Key Teaching Competences. Development phase 2.2 descriptor 1 for experienced teachers, which reads ‘is well acquainted with language learning theories and methods, learning styles and learning strategies’ is represented in the English Language Assessment course because the descriptor is in line with one of the course learning outcomes, which ‘after completing the course, students are expected to have the ability to critically evaluate classroom-based assessment tools used in EFL Education Programs’.

Table 4. 8 The Assessment Competence EPG Development Phase in University C

Course	Development Phase																
	1.1	1.2			2.1			2.2			3.1			3.2			
	Descriptor 1	Descriptor 1	Descriptor 2	Descriptor 3	Descriptor 1	Descriptor 2	Descriptor 3	Descriptor 1	Descriptor 2	Descriptor 3	Descriptor 1	Descriptor 2	Descriptor 3	Descriptor 1	Descriptor 2	Descriptor 3	Descriptor 4
English Language Assessment								X									

4.2.3 UNIVERSITY D

One learning outcome in English Language Assessment course that is 'at the end of the course, the students will be able to make rationale of scoring, grading, and giving feedback in a test' includes in the development phase 2.1 descriptor 1 for experienced teachers in the assessment sub category, which is 'can conduct regular progress tests including an oral component'.

4.3 The Extent of the EPG-Based Assessment Competences in the Syllabi of English Education Study Programs.

This subchapter is establishing the extent of the EPG-based Assessment Competences in the syllabi of English Education Study Programs. It is dedicated to show the range of development phases in assessment competence of each university. The table below will represent the findings.

Table 4. 11 Range of Assessment Development Phases

University	Range of Assessment Competence Development Phase
University A	3.2
University B	2.1
University C	2.2
University D	2.1
University E	2.1

Table 4.12 shows that university B, university D, and University E have the same result; they cover the EPG development phase 2.1 while University A covers the development phase 3.2 and university C covers development phase 2.2. It means that 60 % of the sample provides assessment competence of experienced teacher in their learning outcomes. Meanwhile, the other universities have higher level of development phase. However, the findings do not mean that the existing syllabi in Indonesia have already covered the EPG descriptors adequately.

The table 4.13 below gives the answers why the existing syllabi of English education study programs do not cover the EPG descriptors adequately. Each EPG development phases of assessment competence have more than one descriptor. However, the existing syllabi only cover one descriptor from the 17 descriptors of EPG assessment competences. It means that only 5,9% of the learning outcomes in the existing syllabi share similarity with the EPG documents.

Table 4. 12 The Percentage of Assessment Competence Development Phases

Universities	Development Phase						Total	Classification
	1.1	1.2	2.1	2.2	3.1	3.2		
University A	0	0	0	0	0	5,9 %	5,9%	EPG+-
University B	0	0	5,9 %	0	0	0	5,9%	EPG+-
University C	0	0	0	5,9%	0	0	5,9%	EPG+-
University D	0	0	5,9 %	0	0	0	5,9%	EPG+-
University E	0	0	5,9 %	0	0	0	5,9%	EPG+-

From EPG perspective, the existing syllabi in the five universities are classified as EPG+-. It means that the syllabi cover some EPG development phases of assessment competences while some others are not mentioned on the EPG descriptors. This finding, then, were used as a foundation in developing EPG-based assessment specifications of assessment competences for Undergraduate English Education Study Program.

4.4 The Design of the EPG-Based Assessment Specifications of Assessment Competence

This sub-chapter presents the answer of the main research question “How are EPG-Based assessment specifications of assessment competences for Undergraduate English Education Study Program?”. The final product of this study is presented in this sub-chapter. The product is in a form of a table which consists of the elements presenting information about the assessments.

The analysis of the table 4.13 shows that each university only covers one development phase. The percentage of each finding is 5,9% which means that only one of 17 Assessment Competences’ descriptors of the EPG covered in the existing syllabi. Then, from the findings, the researcher made a conclusion that the English education study programs syllabi in Indonesia are still in the EPG minus. These findings, then, guides the researcher to develop the EPG-Based assessment specifications of assessment competences that appropriate for educational situation in Indonesia.

From the findings, the researcher found that most of the existing syllabi only covered the development phase 2.1 of the EPG assessment competence for experienced teachers. It means that the undergraduate students of English education study programs have been prepared to have skills for beginner experienced teacher. However, they are not allowed yet to teach as a professional teacher. In line with this, the *Permendikbud* no.

87, year 2013 about Pendidikan Profesi Guru (PPG) Prajabatan stated that started from 2014 the undergraduate students of Education Faculty automatically are not permitted to teach professionally. Therefore, the researcher is going to develop the EPG-based assessment specifications of assessment competences until the development phase 2.2 for experienced teacher. The development phase 3.1 and 3.2 are left out since they are dedicated for expert or professional teachers.

In developing the EPG-based assessment specifications of assessment competence for undergraduate English Education study program, the researcher refers to several theories related to the development of assessment specification. The first theory is Carrey's five elements of assessment specifications. The five elements are outcome statements, the cognitive level, test format, the total number of items, and the selected skill. In line with Carrey, Quijano also put outcome statement in the assessment specification. However, he used the term objectives instead of outcome statement. Besides that, he also put time allocation, percentage allocation, and number of items.

The features of the assessment specification in this study are assessment competence, cognitive level, type of assessment, number of items, and time allocation. The assessment competence covers the descriptors of each development phase based on the EPG and the objective to be assessed. The cognitive level is derived from the bloom taxonomy. The cognitive level is needed to promote the higher order

thinking. The type of assessment defines the method will be used. Meanwhile number of items and time allocation are estimation of the allocated number and time for each standard competence.

4.4.1. The Standard Competences

The objective or standard competence is the essential actions or outcomes which are demonstrable and assessable. The standard competence can be elaborated regarding the type of assessment. In general, the objective may provide the performance criteria, the performance evidence, and the knowledge evidence. The performance criteria and performance evidence are used for the assessment by observation. The performance criteria are the required performance in relevant tasks, roles and skills to demonstrate achievement of the element. The performance evidence specifies the skills to be demonstrated and the frequency or volume of the product or process. However, this study provides both the performance criteria and evidence in the standard competence. On the other hand, the knowledge evidence is related to the written test or assessment by questions. The standard competence for the written test specifies what the individual must know in order to perform the work task described and the type and depth of knowledge required to meet the demands of the unit of competency.

The EPG-based assessment specifications of assessment competences' standard competences are formulated from the learning

outcomes in the existing syllabi and the 10 descriptors of the EPG assessment competences document. The EPG assessment competences descriptors are obtained from the development phase 1.1 to the development phase 2.2. The selection was based on the need analysis and the adjustment to the local context. In total, the standard competences in the proposed assessment specifications are 17 can do competences.

The standard competences for development phase 1.1 cover 4 objectives. The first objective is 'students are able to define classroom based assessment and differentiate it from evaluation and testing activities'. The second objective reads 'students are able to exemplify five types of language testing'. The third objective states 'students are able to explain the principle of language assessment'. The fourth and the last objective is obtained from the descriptor in the EPG which reads 'students are able to mark end of unit tests from the course book'.

The standard competences for development phase 1.2 have five objectives. The first objective assesses students' ability in explaining the five basic types of oral test. The second objective reads 'students are able to conduct and mark progress test when given the material to do so'. The third objective is 'students are able to critically evaluate classroom-based assessment tools used in EFL education Programs. The fourth objective states 'students are able to conduct oral tests when give the material to do so'. The last objective in development phase 2.2 is 'students are able to prepare and conduct appropriate revision activities'.

The next development phase (2.1) is designed to prepare the students to experience teaching activities. Therefore, the standard competences in this phase are focusing in real life teaching situation. The standard competence for this phase has four objectives. The first objective assesses the students' ability in conducting regular progress tests including an oral component. The second objective assesses students' ability in identifying areas for students to work on from the results of tests and assessment tasks. The third and the fourth objectives representatively assess the students' ability in giving feedback of assessment.

The last development phase (2.2) of this assessment specification has four objectives. The first objective reads 'students are able to select and conduct regular assessment tasks to verify learners' progress in language and skills areas'. The second objective states 'students are able to use an agreed marking system to identify different types of errors in written working order to increase learners' language awareness'. The third objective is 'students are able to develop work assessment using structures rubric and agreed marking system'. The last objective is 'students are able to prepare for and coordinate placement testing.'

4.4.2. The Development Phase

Since the proposed assessment specification of assessment competence is on the basis of the EPG, the development phase is required to be featured in. The development phase is used to classify the

standard competence into certain levels and to ensure that the standard competence meets the requirements for experienced teacher.

In the EPG-based assessment specification of assessment competence, the development phase is still on its original form by using numbering format (1.1, 1.2, 2.1, 2.2). However, unlike its original document, the development phase of the proposed assessment specification has only four phases. The limitation is due to the adjustment of the EPG to the Indonesian context. According to *Permendikbud* no. 87, year 2013 about Pendidikan Profesi Guru (PPG) Prajabatan, the undergraduate students of Education Faculty automatically are not permitted to teach professionally. Therefore, the researcher only developed the EPG-based assessment specifications of assessment competences until the development phase 2.2 for experienced teacher. The development phase 3.1 and 3.2 are left out since they are dedicated for expert or professional teachers.

4.4.3. Material

The material is the topic or subtopic of which is going to be assessed. By defining the material, teachers can easily relate the assessment to the course syllabus. In this study, the material is chosen from the existing syllabi.

4.4.4. The Cognitive Level

The cognitive level is derived from the 6 level of Bloom's Taxonomy. This framework suggests teachers to focus on higher order thinking. Undergraduate students are expected to think in higher level such as analysis, evaluation, and creation. The level is represented by the assessment methods used and the type of questions. For example, the direct observation method suggests the students to perform in real time workplace or by doing a role play or teaching simulation. The other method triggered higher order thinking is case study. By solving case study, students learn how to think analytically and critically.

4.4.5. The Type of Assessment

The types of assessment used in this assessment specification are varied from written test (essay and case study) to direct observation (performance). The written test can be in a form of essay, case study, and questions. The various type of written test can support the higher order thinking. Assessment by questioning can be used to assess knowledge and understanding as well as reasoning, planning, analyzing, and evaluating.

The suitable types of written test for this assessment specification are a case study and an examination. A case study usually is in the form of a piece of text or an electronic recording that concerns a realistic situation. The content usually is a description of an event, then followed by

a series of instructions which prompt students to analyze the situation, identify key issues, draw conclusions and make decisions or suggest courses of action. The use of case study is to provide opportunities for exercising problem-solving and decision-making skills. Hence, students can demonstrate skills for information-gathering, analysis and time management.

Meanwhile, the examination is used to sample a domain of knowledge and skills. For this study, this type of assessment is beneficial to assess whether the students are able to define the theories related to assessment and the scientific terms of assessment. It can also be used to know whether the students have a correct understanding about the assessment. At last, the examination can be used to assess whether the students can retain, integrate, and consolidate the knowledge and skills gained in individual.

On the other hand, assessment by observation may support authentic assessment. Authentic assessment chosen as it tries to reflect the complexity of the real world and provides more valid data about student competency, by letting the students solve realistic problems (Darling- Hammond & Snyder, 2000). According to Kane, Crooks, & Cohen (1999), performance assessment and authentic assessment are the most natural ways to assess competency. By doing performance assessment, students are assessed while actually performing directly. In addition, by

conducting performance assessment, students are expected to develop the same competencies that are being aimed for in the assessment.

4.4.6. The Number of Items

Number of items is relatively important to be featured in assessment specifications. According to Carrey (1998), Quijano (2014), the total number of items must be sufficient to ensure that the assessment covers the syllabus adequately. In line with this, Prince George's Community College's guidelines for creating assessment description suggested teachers to review the course outcomes to determine the number of items that should be used to assess all the outcomes sufficiently. However, there is no required limit on the number of items.

4.4.7. The Time Allocation

The last feature of the assessment specification is time allocation. The time allocation must be well-allocated to allow sufficient time for the average students to work out an answer, complete the questions and to check the answer. However, all the features (the objectives, type of assessment, number of items and time allocation) must be tied into one another.

No	Standard Competence	Dev. Phase	Material	Cognitive Level						Type of Assessment	Number of Items	Time Allocation (in minutes)
				Re	Und	Appl	Anal	Eval	Cre			
1	Students are able to define classroom based assessment and differentiate it from evaluation and testing activities.	1.1	Assessment concept and issues		v					Written test	1	10
2	Students are able to exemplify five types of language testing.		Five types of language testing		v						1	10
3	Students are able to explain the principle of language assessment.		Principle of language assessment		v						1	10
4	Students are mark end of unit tests from the course book					v				Performance	1	5
5	Students are able to explain five basic types of oral test.	1.2	Five types of oral test		v					Written test	1	10
6	Students are able to conduct and mark progress tests (e.g. end of term, end of year) when given the material to do so.		Classroom-based assessment			v				Performance	1	5
7	Students are able to critically evaluate classroom-based assessment tools used in EFL Education Programs.		Classroom-based assessment					v		Written test	1	30
8	Students are able to conduct oral tests when given the material to do so		Assessing speaking						v	Performance	1	5
9	Students are able to prepare and conduct appropriate revision activities		Alternatives in assessment						v	Written test	1	30
10	Students are able to conduct regular progress tests including an oral component.	2.1	Assessing speaking						v	Performance	1	10
11	Students are able to identify areas for students to work on from the results of		Student evaluation				v			Written test	1	30

	tests and assessment tasks.											
12	Students are able to design rational scoring, grading, and feedback of assessment.							V	Written test	1	30	
13	Students are able to give clear feedback on the strengths and weaknesses identified and set priorities for individual work					v			Written test	1	30	
14	Students are able to select and conduct regular assessment tasks to verify learners' progress in language and skills areas`.	2.2						v	Performance	1	10	
15	Students are able to use an agreed marking system to identify different types of errors in written working order to increase learners 'language awareness.						v		Performance	1	10	
16	Students are able to develop work assessment using structured rubric and agreed marking system.							v	Written test	1	30	
17	Students are able to prepare for and coordinate placement testing								v	Performance	1	30

CHAPTER V

CONCLUSION AND RECOMMENDATION

5.1 Conclusion

Since it was established in 2013, EPG has been adapted and adopted in various countries to assist language teacher developmental process. It is not meant to limit teacher competency. In fact, it assists to complete what has not yet been covered by the existing standards of language teacher competency. Moreover, the existence of EPG enables language teachers to be aware with their own professional development. However, this may not mean to take EPG for granted.

The EPG may need to have a prior adjustment before it is applied in the language teaching activities. Therefore, need analysis is relatively important in order to identify whether the EPG-based assessment specification is needed. The need analysis can be done by scanning the existing set of syllabi applied in the local educational institution. The findings found that EPG does not cover the entire items in the existing syllabi. Thus, the needs to develop EPG-based assessment specification may emerge. The next step, it enables to add, to re-new or to re-establish the assessment specifications based in EPG.

This study found that the existing syllabi share a significant gap with the EPG document. This fact answers both research question number one and research question number two. The findings of the study on the

developing assessment specifications on the basis of EPG assessment competences can be concluded as follows.

For the first research question, it can be concluded that university A has one specially designed to teach assessment competences and one course implicitly has assessment competence in its learning outcomes. The first course name is English language assessment which delivered in the fifth semester. This course has 13 learning outcomes mentioned in the course syllabus. Meanwhile, the second course is English for young learners taught in the seventh semester. University B has one course teaching assessment competences as well as University C, University D, and University E. All the courses in these different universities are taught in the fifth semester. They are all specially designed to teach language assessment competence.

For the second research questions, it can be concluded that the EPG-based assessment competences are not well covered in the existing syllabi of University A, B, C, D, and E. This result is called EPG minus which mean the existing syllabi is under the EPG in terms of covering assessment competences. Besides that, the existing syllabi in each university only covered one development phase of EPG assessment competences. Most of the development phase covered is the development phase 2.1 for experienced teacher. It means that the undergraduate students of English education study program are only prepared to have a prior skill for teaching not for teaching professionally.

5.2 Limitations and Recommendations

Conducting research which the main data is existing syllabi of local particular educational institution needs researcher's great effort and wide networking. Collecting them within limited time was not an easy task. Since existing syllabi considered as a confidential document, some universities did not allow the researcher to have the documents. Therefore, the researcher would like to suggest the other researchers who are interested in the developing EPG-based curriculum to spend longer time in collecting the data and expand the area of data sources.

Besides, the researcher is glad to suggest several recommendations upon conducting this study. Firstly, in spite of the small number of research on EPG, it is a helpful tool for language teachers to maintain their professional development. Therefore, the establishment of standardized curriculum based on the EPG is most-welcomed. Curriculum policy makers, coordinators, lecturers, and any stakeholders who are in charge of education development needs to be more informed about the EPG.

There are a number of opportunities to involve EPG to develop the qualifications of language teachers. One of the opportunities is to adapt EPG in the program of teacher trainer or pre-service teacher programs where student teachers are specially prepared to teach professionally. In conclusion, the idea of adapting EPG into the set of instructions, curriculum, courses, syllabuses and evaluation is a worth trying.

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APPENDIX 1

THE EUROPEAN PROFILING GRID

 THE EUROPEAN PROFILING GRID TRAINING AND QUALIFICATIONS						
	DEVELOPMENT PHASE 1		DEVELOPMENT PHASE 2		DEVELOPMENT PHASE 3	
	1.1	1.2	2.1	2.2	3.1	3.2
Language proficiency	<ul style="list-style-type: none"> is studying the target language at tertiary level has achieved B1 proficiency in the target language 	<ul style="list-style-type: none"> is studying the target language at tertiary level has achieved B2 proficiency in the target language 	<ul style="list-style-type: none"> has gained a B2 examination certificate in the target language and has oral competence at C1 level 	<ul style="list-style-type: none"> has gained a C1 examination certificate in the target language, or: has a degree in the target language and proven proficiency at C1 level 	<ul style="list-style-type: none"> has gained a C2 examination certificate, or: has a degree in the target language and proven proficiency at C2 level 	<ul style="list-style-type: none"> has a language degree or C2 examination certificate plus a natural command of the target language, or: has native speaker competence in the target language
Education & Training	<ul style="list-style-type: none"> is undertaking preliminary training as a language teacher at a teacher training college, university or a private institution offering a recognised language teaching qualification 	<ul style="list-style-type: none"> has completed part of her/his initial training in language awareness and methodology, enabling her/him to begin teaching the target language, but has not yet gained a qualification 	<ul style="list-style-type: none"> has gained an initial qualification after successfully completing a minimum of 60 hours of documented structured training in teaching the target language, which included supervised teaching practice or: has completed a number of courses or modules of her/his degree in the target language and/or language teaching pedagogy without yet gaining the degree 	<ul style="list-style-type: none"> has a degree in the target language with a language pedagogy component involving supervised teaching practice, or: has an internationally recognised (minimum 120 hour) certificate in teaching the target language 	<ul style="list-style-type: none"> has a degree or degree module in teaching the target language involving supervised teaching practice, or: has an internationally recognised (minimum 120 hour) certificate in teaching the target language and also: has participated in at least 100 hours of further structured in-service training 	<ul style="list-style-type: none"> has completed a master's degree or degree module in language pedagogy or applied linguistics, involving supervised teaching practice if this was not part of earlier training, or: has a post graduate or professional diploma in language teaching (min. 200 hours course length) has had additional training in specialist areas (e.g. teaching the language for specific purposes, testing, teacher training)
Assessed Teaching	<ul style="list-style-type: none"> is gaining experience by teaching parts of lessons and sharing experience with a colleague who is providing feedback 	<ul style="list-style-type: none"> has had experience of being supervised, observed and positively assessed while teaching individual lessons has had experience of running teaching activities with small groups of students or fellow trainees ('micro-teaching') 	<ul style="list-style-type: none"> in initial training, has had a total of at least 2 hours of successful documented, assessed teaching practice at at least two levels in real teaching has been observed and had positive documented feedback on 3 hours of lessons 	<ul style="list-style-type: none"> in training, has had a total of at least 6 hours of successful documented, assessed teaching practice at at least two levels in real teaching has been observed and had positive documented feedback on 6 hours of lessons at three or more levels 	<ul style="list-style-type: none"> has been observed and assessed for at least 10 hours during teaching practice and real teaching at various levels and with different types of learner, and has received positive documented feedback on this 	<ul style="list-style-type: none"> has been observed and assessed for at least 14 hours during teaching practice and real teaching, and has received documented feedback on this has been assessed as a mentor or observer of less experienced teachers
Teaching Experience	<ul style="list-style-type: none"> has taught some lessons or parts of lessons at one or two levels, 	<ul style="list-style-type: none"> has own class(es) but only experience at one or two levels 	<ul style="list-style-type: none"> has between 200 and 800 hours, documented unassisted teaching experience has taught classes at several levels 	<ul style="list-style-type: none"> has between 800 and 2,400 hours, documented teaching experience: at various levels in more than one teaching and learning context 	<ul style="list-style-type: none"> has between 2,400 and 4,000 hours of documented teaching experience, including: at all levels except C2 in several different teaching and learning contexts 	<ul style="list-style-type: none"> has at least 6,000 hours, documented teaching has taught in many different teaching and learning contexts has experience of mentoring/training other teachers

KEY TEACHING COMPETENCES						
Development phase	1.1	1.2	2.1	2.2	3.1	3.2
Methodology: knowledge and skills	<ul style="list-style-type: none"> is learning about different language learning theories and methods when observing more experienced teachers, can understand why they have chosen the techniques and materials they are using 	<ul style="list-style-type: none"> has basic understanding of different language learning theories and methods can select new techniques and materials, with advice from colleagues can identify techniques and materials for different teaching and learning contexts 	<ul style="list-style-type: none"> is familiar with language learning theories and methods is familiar with techniques and materials for two or more levels can evaluate from a practical perspective the suitability of techniques and materials for different teaching contexts can take into account the needs of particular groups when choosing which methods and techniques to use 	<ul style="list-style-type: none"> is well acquainted with language learning theories and methods, learning styles and learning strategies can identify the theoretical principles behind teaching techniques and materials can use appropriately a variety of teaching techniques and activities 	<ul style="list-style-type: none"> can provide theoretical justification for the teaching approach being used and for a very wide range of techniques and materials can use a very wide range of teaching techniques, activities and materials 	<ul style="list-style-type: none"> has a detailed knowledge of theories of language teaching and learning and shares it with colleagues can follow up observation of colleagues with practical, methodologically sound feedback to develop their range of teaching techniques can select and create appropriate tasks and materials for any level for use by colleagues
Assessment	<ul style="list-style-type: none"> can conduct and mark end of unit tests from the course book 	<ul style="list-style-type: none"> can conduct and mark progress tests (e.g. end of term, end of year) when given the material to do so can conduct oral tests when given the material to do so can prepare and conduct appropriate revision activities 	<ul style="list-style-type: none"> can conduct regular progress tests including an oral component, can identify areas for students to work on from the results of tests and assessment tasks can give clear feedback on the strengths and weaknesses identified and set priorities for individual work 	<ul style="list-style-type: none"> can select and conduct regular assessment tasks to verify learners' progress in language and skills areas can use an agreed marking system to identify different types of errors in written work in order to increase learners' language awareness can prepare for and coordinate placement testing 	<ul style="list-style-type: none"> can design materials and tasks for progress assessment (oral and written) can use video recordings of learners' interactions to help them recognise their strengths and weaknesses can apply CEFR criteria reliably to assess learners' proficiency in speaking and writing 	<ul style="list-style-type: none"> can develop assessment tasks for all language skills and language knowledge at any level can apply CEFR criteria reliably to assess learners' proficiency in speaking and writing at all levels and help less experienced colleagues to do so. can create valid formal tests to determine whether learners have reached a given CEFR level. can run CEFR standardisation
Lesson and course planning	<ul style="list-style-type: none"> can link a series of activities in a lesson plan, when given materials to do so 	<ul style="list-style-type: none"> can find activities to supplement those in the textbook can ensure coherence between lessons by taking account of the outcomes of previous lessons in planning the next can adjust lesson plans as instructed to take account of learning success and difficulties 	<ul style="list-style-type: none"> can use a syllabus and specified materials to prepare lesson plans that are balanced and meet the needs of the group can plan phases and timing of lessons with different objectives can compare learners' needs and refer to these in planning main and supplementary objectives for lessons 	<ul style="list-style-type: none"> can plan a course or part of a course taking account of the syllabus, the needs of different students and the available materials can design tasks to exploit the linguistic and communicative potential of materials can design tasks to meet individual needs as well as course objectives 	<ul style="list-style-type: none"> can conduct a thorough needs analysis and use it to develop a detailed and balanced course plan that includes recycling and revision can design different tasks based on the same source material for use with learners at different levels can use analysis of learner difficulties in order to decide on action points for upcoming lessons 	<ul style="list-style-type: none"> can design specialised courses for different contexts that integrate communicative and linguistic content appropriate to the specialism can guide colleagues in assessing and taking account of differing individual needs in planning courses and preparing lessons can take responsibility for reviewing the curriculum and syllabuses for different courses
Interaction management and monitoring	<ul style="list-style-type: none"> can give clear instructions and organise an activity, with guidance. 	<ul style="list-style-type: none"> can manage teacher-class interaction can alternate between teaching the whole class and pair or group practice giving clear instructions can involve learners in pair and group work based on activities in a course book 	<ul style="list-style-type: none"> can set up and manage pair and group work efficiently and can bring the class back together can monitor individual and group activities can provide clear feedback 	<ul style="list-style-type: none"> can set up a varied and balanced sequence of class, group and pair work in order to meet the lesson objectives can organize task-based learning can monitor learner performance effectively can provide/ elicit clear feedback 	<ul style="list-style-type: none"> can set up task-based learning in which groups carry out different activities at the same time can monitor individual and group performances accurately & thoroughly can provide/ elicit individual feedback in various ways can use the monitoring and feedback in designing further activities 	<ul style="list-style-type: none"> can set up, monitor and provide support to groups and individuals at different levels in the same classroom working on different tasks can use a wide range of techniques to provide/ elicit feedback

ENABLING COMPETENCES						
Development phase	1.1	1.2	2.1	2.2	3.1	3.2
Intercultural competence	<ul style="list-style-type: none"> understands that the relationship between language and culture is an important factor in language teaching and learning 	<ul style="list-style-type: none"> is learning about the relevance of cultural issues in teaching can introduce learners to relevant differences in cultural behaviour and traditions can create an atmosphere of tolerance and understanding in classes where there is social and cultural diversity 	<ul style="list-style-type: none"> understands and is able to take account of relevant stereotypical views can use own awareness to expand students' knowledge of relevant cultural behaviour, e.g. politeness, body language etc. can recognize the importance of avoiding intercultural problems in the classroom and promotes inclusivity and mutual respect 	<ul style="list-style-type: none"> can help learners to analyse stereotypical views and prejudices can integrate into lessons key areas of difference in intercultural behaviour (e.g., politeness, body language, etc.) can select materials that are well matched to the cultural horizon of learners and yet extends this further using activities appropriate to the group 	<ul style="list-style-type: none"> can use web searches, projects and presentations to expand own and learners understanding and appreciation of intercultural issues can develop learners' ability to analyse and discuss social and cultural similarities and differences can anticipate and manage effectively areas of intercultural sensitivity 	<ul style="list-style-type: none"> can use her/his extensive knowledge of intercultural issues when this is appropriate to assist less experienced colleagues can develop colleagues' ability to deal with cultural issues, suggesting techniques to defuse disagreements and critical incidents if they arise can create activities, tasks and materials for own and colleagues' use and CAN seek feedback on these
Language awareness	<ul style="list-style-type: none"> can use dictionaries and grammar books etc as reference sources can answer simple questions about language that are frequently asked at levels she/he is teaching 	<ul style="list-style-type: none"> can give correct models of language form and usage adapted to the level of the learners at lower levels can give answers to language queries that are not necessarily complete but that are appropriate for lower level learners 	<ul style="list-style-type: none"> can give correct models of language form and usage appropriate for the level concerned, except at advanced levels (C1-2) can give answers to questions about the target language appropriate for the level concerned, except at advanced levels (C1-2) 	<ul style="list-style-type: none"> can give correct models of language form and usage, for all levels up except at C2 on almost all occasions can recognize and understand the language problem that a learner is having can give answers to questions about the target language that are appropriate for the level concerned except at C2 	<ul style="list-style-type: none"> can select and give correct models of language form and usage on almost all occasions at all levels can answer almost all language queries fully and accurately and give clear explanations, can use a range of techniques to guide learners in working out answers to their own language queries and correcting their errors 	<ul style="list-style-type: none"> can always give full, accurate answers to queries from students about different aspects of language and usage can explain subtle differences of form, meaning and usage at C1 and C2 levels
Digital Media	<ul style="list-style-type: none"> can use word-processing software to write a worksheet, following standard conventions can search for potential teaching material on the internet can download resources from websites 	<ul style="list-style-type: none"> can create lessons with downloaded texts, pictures, graphics, etc. can organize computer files in logically ordered folders 	<ul style="list-style-type: none"> can use software for handling images, DVDs, and sound files can use any standard Windows/Mac software, including media players can recommend appropriate online materials to students and colleagues can use a data projector for lessons involving the internet, a DVD etc 	<ul style="list-style-type: none"> can set and supervise on-line work for learners can use software for handling images, DVDs, and sound files 	<ul style="list-style-type: none"> can train students to select and use on-line exercises appropriate to their individual needs can edit and adapt sound and video files can show colleagues how to use new software and hardware can coordinate project work with digital media (using, for example, a camera, the internet, social networks) can troubleshoot most problems with classroom digital equipment 	<ul style="list-style-type: none"> can train students to use any available classroom digital equipment (IWB incl.), their mobiles, tablets etc. profitably for language learning can show colleagues how to exploit the teaching potential of available digital equipment and internet-based resources can design blended learning modules using a learning management system e.g. Moodle

PROFESSIONALISM						
Development phase	1.1	1.2	2.1	2.2	3.1	3.2
Professional conduct	<ul style="list-style-type: none"> seeks feedback on her/his teaching practice and other work seeks advice from colleagues and handbooks 	<ul style="list-style-type: none"> acts in accordance with the mission and regulations of the institution. liaises with other teachers about students and lesson preparation acts on 'trainers' feedback after lesson observation 	<ul style="list-style-type: none"> welcomes opportunities to share class teaching (team-teach) with colleagues at one or two levels acts on feedback from colleagues who observe her/his teaching contributes to the institution's development and good management and reacts positively to changes and challenges in the institution 	<ul style="list-style-type: none"> welcomes opportunities to be observed by managers and colleagues and receive feedback on teaching prepares for and participates actively in professional development activities actively participates in the development of the institution and its educational and administrative systems 	<ul style="list-style-type: none"> acts as mentor to less experienced colleagues leads training sessions with support from a colleague or when given material to use observes colleagues and provides useful feedback when the opportunity arises, takes responsibility for certain projects related to the development of the institution 	<ul style="list-style-type: none"> creates training modules for less experienced teachers runs teacher development programmes observes and assesses colleagues who are teaching at all levels organises opportunities for colleagues to observe one another
Administration	<ul style="list-style-type: none"> completes routine tasks like taking the attendance register, giving out/collecting/returning materials 	<ul style="list-style-type: none"> delivers required plans and records of lessons correctly completed and on time marks homework and tests efficiently 	<ul style="list-style-type: none"> handles marking and report writing efficiently keeps clear, well-organised records of lessons hands in documents and feedback by time requested 	<ul style="list-style-type: none"> handles administrative tasks around the job efficiently anticipates regular but less frequent tasks and completes them in good time deals with students' issues, enquiries, feedback appropriately 	<ul style="list-style-type: none"> coordinates administrative tasks with others; collates information, reports, opinions, etc. if asked to do so takes responsibility for certain administrative tasks such as organising teachers' meetings, gathering, analysing and reporting on end of course feedback etc. 	<ul style="list-style-type: none"> acts as course coordinator if asked to do so liaises with enrolment dept / finance dept / sponsors / parents etc. as necessary contributes actively to the design or review of administrative systems

APPENDIX 2

THE EXISTING SYLLABUS OF UNIVERSITY A

COURSE PROGRAM OF ACADEMIC SESSION 2015/2016 ENGLISH EDUCATION DEPARTMENT					
Subject		: English Language Assessment		Subject Code : PSB 644	
Prerequisite		: TEFL Methodology, Curriculum and Syllabus, and Learning Material Development and Development		Credit : 3 SKS	
Time Allocation		: 14 meetings x 150 minutes			
Learning Objectives		: After completing this course, students are expected to be able to:			
		1. Analyze procedures, and aspects in evaluating learning-teaching goals			
		2. Measure the validity and reability of tools used learning tecahing process.			
		3. Create testing formats and method to determine student's mastery and level			
Week	Learning Outcomes	Topic/Subtopic	Classroom Activities & Media	References	Indicators for Scoring
1	Students are able to identify the course outline and the class regulations and Language assessment and	1. CCourse outline 2. Class regulations	Students are given Course Outline, then Identify learning topics assignment, assessment system, and	Course Outline	Students' comprehension to reexplain the course outline and the

	evaluation: an overview		<p>references.</p> <p>Discussion and question-answer session</p> <p>Media : class, computer, LCD and <i>whiteboard</i></p>		regulations of the class
2	Students are able to identify types of data collection method	Types of data collection methods	<p>Students identify and classify types of data collection method</p> <p>Presentation, question-answer session and lecturing</p> <p>Media : class, computer, LCD and <i>whiteboard</i></p>	<p>Briggs, M. Angela. A. Cynthia, M. Peter, S. (2008). <i>Assessment for Learning and Teaching in Primary Schools</i>. UK: Learning Matters Ltd.</p> <p>Callies. M and Sandra Gotz. (2015). <i>Learner Corpora in Language Testing and Testing</i>. Netherlands: John Benjamin Publishing Co.</p> <p>-Briggs, Marry.et al. (2009). <i>Assessment for Learning and Teaching in Primary Schools</i>. Second Edition. UK: Learning Matters Ltd.</p> <p>-Weigle, S. C. (2009). <i>Assessing Writing</i>. Cambridge: Cambridge University Press.</p>	Students' comprehension to classify types of data collection method
3	Students are able to evaluate the qualities of data: validity, reliability, practically, washback	Qualities of data	<p>Students measure and judge the qualities of data: validity, reliability, practically, washback</p> <p>Presentation, question-answer session and lecturing</p> <p>Media : class, computer, LCD and <i>whiteboard</i></p>		Students' understanding and accuracy to evaluate the quality of data.

4	Students are able to create testing methods and formats	Testing methods and formats	Students design testing method format Presentation, question-answer session and lecturing Media : class, computer, <i>LCD</i> and <i>whiteboard</i>		Students' performance to design testing methods and formats
5	Students are able to create assessment for listening and speaking skills	Assessing listening and speaking skills	Students design assessment for listening and speaking skills Presentation, question-answer session and lecturing Media : class, computer, <i>LCD</i> and <i>whiteboard</i>		Students' performance to design assessment for listening and speaking skills
6	Students are able to create assessment for reading and writing skills	Assessing reading and writing skills	Students design assessment for reading and writing skills Presentation, question-answer session and lecturing Media : class, computer, <i>LCD</i> and <i>whiteboard</i>		Students' performance to design assessment for reading and writing skills
7	Students are able to create	Assessing grammar and	Students design assessment		Students' performance

	assessment for grammar and vocabulary achievement	vocabulary achievement	for grammar and vocabulary achievement Presentation, question-answer session and lecturing Media : class, computer, LCD and whiteboard		to design assessment for grammar and vocabulary achievement
8	Mid-Term Test				
9	Students are able to evaluate and develop tests	Designing and developing test	Students evaluate, develop test Presentation, question-answer session and lecturing Media : class, computer, LCD and whiteboard	Briggs, M. Angela. A. Cynthia, M. Peter, S. (2008). <i>Assessment for Learning and Teaching in Primary Schools</i> . UK: Learning Matters Ltd. Callies. M and Sandra Gotz. (2015). <i>Learner Corpora in Language Testing and Testing</i> . Netherlands: John Benjamin Publishing Co. -Briggs, Marry.et al. (2009). <i>Assessment for Learning and Teaching in Primary Schools</i> . Second Edition. UK: Learning Matters Ltd. -Weigle, S. C. (2009). <i>Assessing Writing</i> . Cambridge: Cambridge University Press.	Students' competency, accuracy, and performance to evaluate and develop a test
10	Students are able to create non test methods	Designing and developing non test methods	Students design non test Presentation, question-answer session and lecturing Media : class, computer, LCD and whiteboard		Students' performance to design non test
11	Students are able to create	Creating	Students develop a		Students' performance

	standardization of tests	standardization methods tests	standardization of tests Presentation, question-answer session and lecturing Media : class, computer, <i>LCD</i> and <i>whiteboard</i>		to develop standardization of tests
12-13	Students are able to conduct research in English language Assessment and Evaluation	Research in English language assessment and evaluation	Students conduct a research in English language Assessment and Evaluation Presentation, question-answer session and lecturing		Students' performance to conduct a research in English language Assessment and Evaluation
14	Students are able to conduct research in English language assessment and evaluation	Designing continuous assessment program	Students conduct a research to design continuous assessment program Presentation, question-answer session and lecturing Media : class, computer, <i>LCD</i> and <i>whiteboard</i>		Students' performance to conduct continuous assessment program
15	Students are able to evaluate and develop result of assessment and activities	Evaluating and developing results of language activities and	Students evaluate and develop a result of language activities and evaluation		Students' competency and performance to judge and interpret a

		evaluation	Presentation, question-answer session and lecturing Media : class, computer, <i>LCD</i> and <i>whiteboard</i>		result of language activities and evaluation
16	UJIAN AKHIR SEMESTER				

COURSE PROGRAM OF ACADEMIC SESSION 2015/2016 ENGLISH EDUCATION DEPARTMENT					
Subject		: English For Young Learners		Subject Code : PSB-699	
Prerequisite		: -		Credit : 2 Credits	
Time Allocation		: 14 meetings x 100 minutes			
Learning Objectives		: After completing this course, students are expected to be able to:			
		1) identify the basic principles of teaching English to Young Learners. 2) comprehend the practice of teaching English to Young Learners in Indonesia. 3) plan and teach EYL classes			
Week	Learning Outcomes	Topic/Subtopic	Classroom Activities & Media	References	Indicators for Assessment
1	Students are able to explain the course outline and the class regulations	1. Course outline 2. Class regulations	Presentation. Discussion and lecturing Media : class, computer, LCD and whiteboard	Course Outline	Students elaborate the course outline and the regulations of the class
2	Students are able to explain the basic concepts of child language acquisition, differentiate the concept of language acquisition and learning.	<ul style="list-style-type: none"> • Basic concepts of EYL • Language acquisition and language learning. 	Students identify and describe basic concept of children's language acquisition Presentation, discussion and lecturing	1. Jayne Moon, <i>Children Learning English</i> . MacMillan. 2010. 2. Kasihani, <i>English for Young Learners</i> . Bumi Aksara. 2007 3. Scott, Wendy A & Lisbeth H Treybeg, <i>Teaching English to Children</i> . Longman. 2010.	Students' comprehension to explain basic concept of children's language acquisition and distinguish between language acquisition and language learning.

			Media : multimedia class, computer, <i>LCD</i> and <i>whiteboard</i>		
3-4	Students are able to teach English words and pronunciation	<ul style="list-style-type: none"> • English word class. • English pronunciation of vowels and consonants. • Teaching English vocabulary and pronunciation. 	<p>Students perform to teach English words and pronunciation</p> <p>Teaching demonstration, discussion and lecturing</p> <p>Media : multimedia class, computer, <i>LCD</i> and <i>whiteboard</i></p>	<ol style="list-style-type: none"> 1. Jayne Moon, <i>Children Learning English</i>. MacMillan. 2010. 2. Kasihani, <i>English for Young Learners</i>. Bumi Aksara. 2007 3. Scott, Wendy A & Lisbeth H Treybeg, <i>Teaching English to Children</i>. Longman. 2010. 	Students' performance to teach English vocabulary and pronunciation.
5	Students are able to explain English tenses, demonstrate how to teach the concept of tenses to children.	Basic English	<p>Students explain basic English and apply it in teaching process</p> <p>Teaching demonstration, discussion and lecturing</p> <p>Media : multimedia class, computer, <i>LCD</i> and <i>whiteboard</i>.</p>	<ol style="list-style-type: none"> 1. Jayne Moon, <i>Children Learning English</i>. MacMillan. 2010. 2. Kasihani, <i>English for Young Learners</i>. Bumi Aksara. 2007 3. Scott, Wendy A & Lisbeth H Treybeg, <i>Teaching English to Children</i>. Longman. 2010. 	Students' comprehension and performance to analyze basic English and apply it in teaching process
6-7	Students are able to manage and evaluate young learners' classroom	Management and evaluation for young learners' classroom	<p>Students perform to manage and evaluate young learners' classroom</p> <p>Teaching evaluation,</p>	<ol style="list-style-type: none"> 1. Jayne Moon, <i>Children Learning English</i>. MacMillan. 2010. 2. Kasihani, <i>English for Young Learners</i>. Bumi Aksara. 2007 3. Scott, Wendy A & Lisbeth H Treybeg, <i>Teaching</i> 	Students' performance and comprehension to manage and evaluate young learners' classroom

			discussion, and lecturing Media : multimedia class, computer, <i>LCD</i> and <i>whiteboard</i>	<i>English to Children</i> . Longman. 2010.	
8	MID-TERM TEST				
9-13	Students are able to identify and apply a variety of media that in teaching process EYL	Teaching media (online/offline)	Students determine and carry out appropriate teaching media in a teaching process Teaching demonstration, discussion and lecturing Media : multimedia class, computer, <i>LCD</i> and <i>whiteboard</i> .	1. Jayne Moon, <i>Children Learning English</i> . MacMillan. 2010. 2. Kasihani, <i>English for Young Learners</i> . Bumi Aksara. 2007 3. Scott, Wendy A & Lisbeth H Treybeg, <i>Teaching English to Children</i> . Longman. 2010.	Students' competence and performance to apply appropriate teaching media in a teaching process
14.	Students are able to create lesson plan for teaching EYL using a variety of media in accordance with the purpose of learning.	Lesson planning	Students design a lesson plan to be used in teaching process Lesson plan designing, discussion and lecturing Media : multimedia class, computer, <i>LCD</i> and <i>whiteboard</i>	1. Jayne Moon, <i>Children Learning English</i> . MacMillan. 2010. 2. Kasihani, <i>English for Young Learners</i> . Bumi Aksara. 2007 3. Scott, Wendy A & Lisbeth H Treybeg, <i>Teaching English to Children</i> . Longman. 2010.	Students' performance to produce lesson plan
15	Students are able to create	Assessment for young-	Student design appropriate	1. Jayne Moon, <i>Children Learning English</i> .	Students competency

	assessment tools for TEFC in accordance with the purpose of learning.	learner students	<p>and apply appropriate assessment being used in classroom</p> <p>Creating assessment, discussion, and lecturing</p> <p>Media : multimedia class, computer, LCD and whiteboard</p>	<p>MacMillan. 2010.</p> <p>2. Kasihani, <i>English for Young Learners</i>. Bumi Aksara. 2007</p> <p>3. Scott, Wendy A & Lisbeth H Treybeg, <i>Teaching English to Children</i>. Longman. 2010.</p>	and accuracy to design and apply appropriate assessment in classroom
UJIAN AKHIR SEMESTER					

APPENDIX 3

THE EXISTING SYLLABUS OF UNIVERSITY B

COURSE NAME	INDICATORS/OUTCOMES/OBJECTIVES
Language Testing	<p>At the end of the semester, the students will be able to:</p> <ul style="list-style-type: none"> • understand basic concept of English test and evaluation • understand approaches of English test • understand types of English test • understand types of test items • understand criteria of a good test • understand how to conduct test of grammar and vocabulary • understand how to conduct test of oral production • understand how to conduct test of reading comprehension • understand how to conduct writing test • understand how to conduct an evaluation without a test (an interview and a questionnaire) • understand how to conduct an evaluation without a test (a portfolio, a journal and an observation)

APPENDIX 4

THE EXISTING SYLLABUS OF UNIVERSITY C

COURSE NAME	Credit	INDICATORS/OUTCOMES/OBJECTIVES
English Language Assessment	3	<p>At the end of the semester, the students will be able to:</p> <ul style="list-style-type: none"> • understand basic concept of English test and evaluation • understand approaches of English test • understand types of English test • understand types of test items • understand criteria of a good test • understand how to conduct test of grammar and vocabulary • understand how to conduct test of oral production • understand how to conduct test of reading comprehension • understand how to conduct writing test • understand how to conduct an evaluation without a test (an interview and a questionnaire) • understand how to conduct an evaluation without a test (a portfolio, a journal and an observation)

APPENDIX 5

THE EXISTING SYLLABI OF UNIVERSITY D

SILABUS MATA KULIAH

Jurusan	:	PendidikanBahasaInggris
Kode Mata Kuliah	:	MKB 411
Nama Mata Kuliah	:	Evaluation on ELT
Jumlah SKS	:	3 SKS
Semester	:	V
Mata Kuliah Prasyarat	:	English Learning Strategy (ELS)

Standar Kompetensi : Mahasiswa mampu mengevaluasi hasil belajar peserta didik pada mata pelajaran bahasa Inggris dengan memperhatikan prinsip-prinsip penilaian bahasa dihubungkan dengan isu yang ada.

Kompetensi Dasar	Indikator	Pengalaman Pembelajaran	Materi Ajar	Waktu	Alat/Bahan/Sumber Belajar	Penilaian
Mahasiswa dapat memahami pengertian penilaian, konsep-konsep penilaian dan isi-isi dalam asesmen	<p>Mahasiswa dapat menjelaskan perbedaan antara asesmen dan tes serta konsep dan istilah asesmen lainnya.</p> <p>Mahasiswa dapat menjelaskan lima tipe tes bahasa</p> <p>Mahasiswa mampu membuat contoh dari lima tipe tes bahasa</p> <p>Mahasiswa mampu mengaplikasikan lima tipe tes bahasa sesuai dengan tujuan dan konteksnya</p> <p>Mahasiswa dapat menyikapi/menghargai sejarah dan tren penelitian penilaian bahasa yang dilakukan para peneliti saat ini.</p> <p>Mahasiswa dapat menguasai isu utama penelitian bahasa saat ini yang sedang dilakukan</p>	<p>Mahasiswa mendengarkan penjelasan dosen</p> <p>Mahasiswa bertanya tentang materi</p>	<p><i>Assessment Concepts and Issues</i></p>	3 X 50 menit	<p>Alat: Laptop, In focus</p> <p>Sumber Belajar: Buku Pegangan, internet, <i>hand out</i></p>	Tanya jawab, penugasan
Mahasiswa dapat memahami prinsip-prinsip penilaian bahasa	Mahasiswa dapat menjelaskan prinsip-prinsip penilaian bahasa	Mahasiswa mendengarkan penjelasan dosen tentang materi	<i>Principles of</i>	3 X 50	Alat: Laptop, In focus	Tanya jawab

	<p>Mahasiswa mampu membuat contoh yang mendukung dan melemahkan masing-masing prinsip penilaian bahasa</p> <p>Mahasiswa mampu menganalisis pentingnya variabel dari masing-masing prinsip tergantung pada konsep dan tujuan penilaian</p> <p>Mahasiswa mampu menerapkan prinsip penilaian bahasa dalam instrument penilaian kelas</p>	Mahasiswa berdiskusi tentang materi yang diajarkan	<i>Language Assessment</i>	menit	Sumber Belajar: Buku pegangan, internet, hand out	Penugasan
Mahasiswa dapat memahami proses merancang tes bahasa di kelas	<p>Mahasiswa dapat menjelaskan beberapa pertanyaan kritis sebelum menyusun tes bahasa</p> <p>Mahasiswa mampu menganalisis tujuan tes yang diberikan</p> <p>Mahasiswa mampu menyatakan secara eksplisit tujuan tes yang diberikan</p>	<p>Mahasiswa mendengarkan penjelasan dosen tentang materi</p> <p>Mahasiswa berdiskusi tentang materi yang diajarkan</p>	<i>Designing Classroom Language Tests</i>	3 X 50 menit	<p>Alat: Laptop, In focus</p> <p>Sumber Belajar: Buku pegangan, internet, hand out</p>	Tanya jawab Penugasan
Mahasiswa dapat memahami proses merancang tes bahasa di kelas	<p>Mahasiswa mampu membuat test specifications terhadap tes yang diberikan</p> <p>Mahasiswa mampu merancang variasi butir soal terhadap tes yang diberikan</p> <p>Mahasiswa mampu menyusun administrasi tes</p>	<p>Mahasiswa mendengarkan penjelasan dosen tentang materi</p> <p>Mahasiswa berdiskusi tentang materi yang diajarkan</p>	<i>Designing Classroom Language Tests</i>	3 X 50 menit	<p>Alat: Laptop, In focus</p> <p>Sumber Belajar: Buku pegangan, internet, hand out</p>	Tanya jawab Penugasan

	Mahasiswa mampu merancang <i>grasional scoring</i> , <i>grading</i> , dan <i>feedback</i> tes					
Mahasiswa dapat memahami penilaian alternative	<p>Mahasiswa dapat memahami model penilaian formal dan informal</p> <p>Mahasiswa dapat mempertimbangkan pro dan kontra penilaian alternative terhadap terpenuhinya lima prinsip penilaian bahasa</p> <p>Mahasiswa dapat menguji cara mengatasi dilemma memaksimalkan <i>practicality</i> dan <i>washback</i> positif dalam penilaian kelas</p>	<p>Mahasiswa mendengarkan penjelasan dosen tentang materi</p> <p>Mahasiswa berdiskusi tentang materi yang diajarkan</p>	Alternatives in Assessment	3 X 50 menit	<p>Alat: Laptop, In focus</p> <p>Sumber Belajar: Buku pegangan, internet, hand out</p>	Tanya jawab Penugasan
Mahasiswa dapat memahami penilaian alternative	<p>Mengembangkan penilaian unjuk kerja dengan rubric terstruktur dan prosedur pemberian skor</p> <p>Menganalisis keuntungan dan kekurangan menggunakan portofolio, jurnal, konferensi, interview, observasi dan penilaian diri sendiri dan teman sejawat di kelas</p>	<p>Mahasiswa mendengarkan penjelasan dosen tentang materi</p> <p>Mahasiswa berdiskusi tentang materi yang diajarkan</p>	Alternatives in Assessment	3 X 50 menit	<p>Alat: Laptop, In focus</p> <p>Sumber Belajar: Buku pegangan, internet, hand out</p>	Tanya jawab Penugasan
UTS						
Mahasiswa dapat memahami penyusunan penilaian listening	<p>Mahasiswa mampu merasionalkan penilaian listening sama baiknya dengan sebuah skill yang terintegrasi dengan skill lainnya</p> <p>Mahasiswa mampu merancang penilaian listening</p>	<p>Mahasiswa mempresentasikan materi</p> <p>Mahasiswa berdiskusi tentang materi yang dipresentasikan</p>	Assessing Listening	3 X 50 menit	<p>Alat: Laptop, In focus</p> <p>Sumber Belajar: Buku pegangan, internet, hand out</p>	Tanya jawab Penugasan

		Mahasiswa mendengarkan penjelasan dosen tentang materi				
Mahasiswa dapat memahami penyusunan penilaian speaking	Mahasiswa mampu menjelaskan 5 tipe dasar speaking Mahasiswa mampu merancang penilaian speaking berdasarkan 5 tipe dasar speaking	Mahasiswa mempresentasikan materi Mahasiswa berdiskusi tentang materi yang dipresentasikan Mahasiswa mendengarkan penjelasan dosen tentang materi	Assesing Speaking	3 X 50 menit	Alat: Laptop, In focus Sumber Belajar: Buku pegangan, internet, makalah, hand out	Tanya jawab Penugasan
Mahasiswa dapat memahami penyusunan penilaian reading	Mahasiswa mampu menjelaskan 5 tipe dasar reading Mahasiswa mampu merancang penilaian reading berdasarkan 5 tipe dasar reading	Mahasiswa mempresentasikan materi Mahasiswa berdiskusi tentang materi yang dipresentasikan Mahasiswa mendengarkan penjelasan dosen tentang materi	Assesing Reading	3 X 50 menit	Alat: Laptop, In focus Sumber Belajar: Buku pegangan, internet, makalah, hand out	Tanya jawab Penugasan
Mahasiswa dapat memahami penyusunan penilaian writing	Mahasiswa mampu menjelaskan 5 tipe writing Mahasiswa mampu merancang penilaian writing berdasarkan 5 tipe writing	Mahasiswa mempresentasikan materi Mahasiswa berdiskusi tentang materi yang dipresentasikan Mahasiswa mendengarkan penjelasan dosen tentang materi	Assesing Writing	3 X 50 menit	Alat: Laptop, In focus Sumber Belajar: Buku pegangan, internet, makalah, hand out	Tanya jawab Penugasan

Mahasiswa dapat memahami penilaian Grammar dan Vocabulary	<p>Mahasiswa mampu menganalisa komponen kemampuan leksikal</p> <p>Mahasiswa mampu mengembangkan asesmen yang fokus pada bentuk bahasa yang diidentifikasi</p> <p>Mahasiswa mampu merancang asesmen yang menargetkan satu atau beberapa mode performance.</p>	<p>Mahasiswa berdiskusi tentang materi yang dipresentasikan</p> <p>Mahasiswa mendengarkan penjelasan dosen tentang materi</p>	Assessing Grammar and Vocabulary	3 X 50 menit	<p>Alat: Laptop, In focus</p> <p>Sumber Belajar: Buku pegangan, internet, makalah, hand out</p>	Tanya jawab Penugasan
Mahasiswa dapat memahami grading dan evaluasi siswa	<p>Mahasiswa mampu menjelaskan filosofi grading</p> <p>Mahasiswa mampu menjelaskan tentang institutional expectations and constraints</p> <p>Mahasiswa mampu menyebutkan alternative dalam memberikan letter grading</p> <p>Mahasiswa mampu memberikan grading dan evaluasi berdasarkan prinsip grading dan evaluasi</p>	<p>Mahasiswa mempresentasikan materi</p> <p>Mahasiswa berdiskusi tentang materi yang dipresentasikan</p> <p>Mahasiswa mendengarkan penjelasan dosen tentang materi</p>	Grading and Student Evaluation	3 X 50 menit	<p>Alat: Laptop, In focus</p> <p>Sumber Belajar: Buku pegangan, internet, makalah, hand out</p>	Tanya jawab Penugasan
Mahasiswa mampu memahami tentang isu-isu terkini penilaian bahasa Inggris di Indonesia	<p>Mahasiswa mampu menyebutkan isu-isu terkini di Indonesia.</p> <p>Mahasiswa mampu membandingkan factor-faktor yang menyebabkan perbedaan isu di Indonesia dengan Negara lain.</p>	<p>Mahasiswa mempresentasikan materi</p> <p>Mahasiswa berdiskusi tentang materi yang dipresentasikan</p> <p>Mahasiswa mendengarkan penjelasan dosen tentang materi</p>	English Language Assessment Current Issues in Indonesia	3 X 50 menit	<p>Alat: Laptop, In focus</p> <p>Sumber Belajar: Buku pegangan, internet, makalah, hand out dan media cetak lainnya</p>	Tanya jawab Penugasan

APPENDIX 6

THE EXISTING SYLLABUS OF UNIVERSITY E

Course	: Language Testing
Course Code/Credits	: EGL307/4
Prerequisites	: TEFL, CMD, Micro Teaching, Language Skills Courses.

Course Description

The course provides the students with the concepts and skills of planning a test, constructing good tests, interpreting the scores, determining the characteristics of a good test, and conducting test item analysis and use its result to improve the test.

Standard of Competence:

The ability to construct good language tests and evaluate the existing language tests

Learning Outcomes:

The students are able to:

1. plan English language tests
2. construct good test items (both subjective and objective test items) to test language skills and components
3. construct alternative assessments
4. interpret test scores
5. analyze the validity and reliability of a test
6. conduct item analysis

Course Contents

1. Approaches to language testing
2. Function and types of tests and test items
3. Characteristics of a good test: validity, reliability, usability
4. English language test planning and development (covering English language components and skills)
5. Alternative assessment used in KTSP
6. Interpretation of test scores using both the criterion-referenced and norm-referenced interpretation
7. Item analysis

APPENDIX 7

THE TABLE ANALYSIS OF ASSESSMENT COMPETENCES IN UNIVERSITY A

Course	Learning Outcomes	Development Phase																				
		1.1	1.2			2.1			2.2			3.1			3.2							
		Descriptor 1	Descriptor 1	Descriptor 2	Descriptor 3	Descriptor 1	Descriptor 2	Descriptor 3	Descriptor 1	Descriptor 2	Descriptor 3	Descriptor 1	Descriptor 2	Descriptor 3	Descriptor 1	Descriptor 2	Descriptor 3	Descriptor 4				
English Language Assessment	Students are able to create assessment for listening and speaking skills'																	X				
	students are able to create assessment for reading and writing skills'																		X			

English for Young Learners	'students are able to create assessment tools for TEFC (Teaching English for Children)in accordance with the purpose of learning'														X			
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English Language Assessment	'after completing the course, students are expected to have the ability to critically evaluate classroom-based assessment tools used in EFL Education Programs'								x									
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Evaluation on ELT	the students will be able to make rationaleof scoring, grading, and giving feedback in a test'					x												
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APPENDIX 11

THE TABLE ANALYSIS OF ASSESSMENT COMPETENCES IN UNIVERSITY E

Course	Learning Outcomes	Development Phase																
		1.1	1.2			2.1			2.2			3.1			3.2			
		Descriptor 1	Descriptor 1	Descriptor 2	Descriptor 3	Descriptor 1	Descriptor 2	Descriptor 3	Descriptor 1	Descriptor 2	Descriptor 3	Descriptor 1	Descriptor 2	Descriptor 3	Descriptor 1	Descriptor 2	Descriptor 3	Descriptor 4
Language Testing	students are able to conduct English language tests'					x												

CURRICULUM VITAE

Dian Fitriani lahir di Jakarta pada 15 April 1991. Pada tahun 2013, penulis menyelesaikan pendidikan Strata 1 (S1) di Fakultas Ilmu Keperawatan, Universitas Indonesia. Kemudian, pada tahun 2015 penulis menempuh pendidikan Strata 2 di Program Magister Pendidikan Bahasa dan Seni, Fakultas Bahasa dan Seni di Universitas Negeri Jakarta dan menyelesaikannya di tahun 2018.

Sejak masih berstatus mahasiswa, penulis telah memulai karir sebagai guru bahasa Inggris di lembaga bimbingan belajar dan aktif mengajar Bahasa Inggris percakapan untuk kelas karyawan. Penulis pernah menjabat sebagai koordinator di sebuah lembaga Bahasa Inggris di Kawasan Niaga Citra Gran, Cibubur. Penulis dapat dihubungi melalui surat elektronik di dian.fitriani91@gmail.com

