

## REFERENCES

- Anderson, L. D. Krathwohl, D. (Eds.). (2001). *a Taxonomy for Learning, Teaching and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*. U.S.: Addison Wesley Longman, Inc.
- Werends, Richard & Kilcher, Ann. (2010). *Teaching for Students Learning: Becoming an Accomplished Teacher*. New York: Routledge. P.132
- Barak, M., Ben-Chaim, D., Zoller, U., 2007. Purposely teaching for the promotion of higher-order thinking skills: a case of critical thinking. *Res. Sci. Educ.* 37, p.353–369.
- Barak, M., Dori, Y.J., 2009. Enhancing higher order thinking skills among in-service science teachers via embedded assessment. *J. Sci. Teach. Educ.* 20, p.459–474.
- Barnett, J.E., Francis, A.L., 2012. Using higher order thinking questions to foster critical thinking: a classroom study. *Educ. Psychol.* 32 (2), p.201–211.
- Benidiktus, Jeinne, Gaguk. (2017). *The Relationship between Higher Order Thinking Skills and Academic Performance of Student in Mathematics Instruction*. Department of Mathematics Education, University of Papua, Manokwari. *International Education Studies*; Vol. 10, No. 11; 2017.
- Beverly, Jhon, Daniel, Terri (2015) *Alignment of Learning Objectives and Assessment in Therapeutics Courses to Foster Higher-Order Thinking*. Morial school of pharmacy. *American Journal of Pharmaceutical Education* 2015: 79 (1) Article 10.

- Brookhart, S.M (2007). Expanding views about formative assessment: A review of the literature. In H. McMilland (Ed), *Formative assessment classroom: Theory into practice* p.43. New York, NY: Teachers Collage Press.
- Cedefop*, (2017). Defining, writing and applying learning outcomes A European handbook. 73-74
- Cohen, L., Manion, L., & Morrison, K. (2007). *Research methods in Education*. New York: Routledge. P.475 [Electronic version]
- Dr. Taghreed Abu-Hamdan, Dr. Fakhri Khader (2015). Alignment of Intended Learning Outcomes with Quellmalz Taxonomy and Assessment Practices in Early Childhood Education Courses University of Petra Amman, Jordan
- Earl, K., Giles, D., 2011. An-other look at assessment: assessment in learning. *Aust. N. Z. J. Teach. Work* 8 (1), 11–20.
- Fauzan (2015). Curriculum Readiness and Program Evaluation in Implementing Indonesian National Qualification Framewrok Curriculum (KKNI). Syarif Hidayatullah Islamic Univeristy of Jakarta Indonesia.
- Fuhrman, S. H. (Ed.) (2001). *From the capitol to the classroom: Standardsbased reform in the States*. Yearbook of the National Society for the Study of Education. Part II. Chicago: The University of Chicago Press.
- Giloi, S., du Toit, P., 2013. Current approaches to the assessment of graphic design in a higher education context. *Int. J. Arts Des. Educ.* 32 (2), p.256–269.
- Government Regulation No.8 of 2012 about National Qualification Framework of Indonesia.

- Janet W. Looney. (2011). Integrating Formative Assessment and Summative Assessment: Progress Toward a Seamless System?. OECD Education Working Papers, no. 58 OECD publishing. P.7
- King, F. J., Goodson, L., & Rohani, F. (2013). *Higher Order Thinking Skills*. Retrieved from <http://www.cala.fsu.edu> p.1
- La Marca, P.M. (2001). Alignment of standards and assessments as an accountability criterion. *Practical Assessment, Research & Evaluation*, P.1.
- Lina D. Kantar. (2013). *Assessment and instruction to promote higher order thinking in nursing students*. American University of Beirut. DOI: 10.1016/j.nedt.2013.08.013
- Moore, B, & Stanly, T. (2010). *Critical thinking and formative assessments*. Larchmount, New York: Eye on Education, Inc. P.1
- Nick Z, Zacharis (2010). Innovative Assessment for Learning Enhancement: Issues and Practices. Technological Education Institute of Piraeus, Greece. *Contemporary Issues in Education Research*. Vol. 3, Number 1. P – 61
- Pogrow, S. (2005). HOTS revisited: A Thinking Development Approach to Reducing the Learning Gap after Grade 3. *Phi Delta Kappan*. P.64-75. <https://doi.org/10.1177/003172170508700111>
- Richard Werends, Ann Kilcher. (2010). Teaching for Students Learning: Becoming an Accomplished Teacher. 132 – 134
- Rumptz, D. (2003). *Theoretical Model of reading ability*. Retrieved from David Rumptz, the travelling Rumptzes.

- S. A. Razmjoo, E. Kazempourfard (2012). On the Representation of Bloom's Revised Taxonomy in Interchange Coursebooks. *The Journal of Teaching Language Skills (JTLS)* 4 (1), spring 2012, Ser. 66/4
- Schraw, Gregory, Robinson, DH. (2011) *Assessment of Higher Order Thinking Skills*. America: Information Age Publishing. P.191
- Shao-Wen Su. (2012). The Various Concept of Curriculum and the Factor Involved in Curricula-making. Department of Language and Teaching and Research. Vol
- Silva, E., 2009. Measuring skills for 21st-century learning. *Phi Delta Kappan*, May p.630–634.
- Stiggins, R.J., 2001. The unfulfilled promise of classroom assessment. *Educ. Meas. Iss. Pract.* 20 (3), p.5–15.
- Sukirman (2018). The Curriculum Evaluation of Islamic Education Study Program of Tarbiyah and Teaching Sciences Faculty of State Islamic University of Raden Fatah Palembang. State Islamic University of Raden Fatah, Palembang, South Sumatera, Indonesia
- Webb NL. Alignment study in language arts, mathematics, science, and social studies of state standards and assessments for four states. Washington, DC: Council of Chief State School Officers, 2002.
- Wehlburg, C.M., 2011. A scholarly approach to assessing learning. *Int. J. Scholarsh. Teach. Learn.* 5 (2), p.1–4.

Wiggins, G. & McTighe, J. (2001). *Understanding by Design (2nd Ed.)*.  
Alexandria, VA: Association for Supervision and Curriculum  
Development.