

**Appendix 1: The Indicators of ICT Competences**

Code	The Indicators of ICT Competences	Sources	Unesco's Approach		
			TL	KD	KC
<b>TL1</b>	Use the search engines in computer devices.	(UNESCO, 2011)	v		
<b>TL2</b>	Identify the use of the Internet and the World Wide Web		v		
<b>TL3</b>	Recognize how a browser works to access a website.		v		
<b>TL4</b>	Implement the several ICT resources for online reading.		V		
<b>TL6</b>	Use ICT resources to enhance their productivity. <input type="checkbox"/> Digital classroom platforms <input type="checkbox"/> Websites <input type="checkbox"/> Social Sites		V		
<b>TL7</b>	Demonstrate the use of common hardware in supporting teaching learning activity, such as: <input type="checkbox"/> Laptop <input type="checkbox"/> Projector <input type="checkbox"/> LCD TV <input type="checkbox"/> DVD player <input type="checkbox"/> Speaker		V		
<b>TL8</b>	Use presentation software and digital resources to support instruction, such as: <input type="checkbox"/> PPT <input type="checkbox"/> Prezi <input type="checkbox"/> Canva <input type="checkbox"/> Keynote		v		
<b>TL9</b>	Recognize the basic function of graphics software and use the software package to create a simple graphic display, such as: <input type="checkbox"/> PPT <input type="checkbox"/> Keynote <input type="checkbox"/> Inkspace <input type="checkbox"/> pixlr		v		
<b>TL 10</b>	Create an email account and use it for a sustained series of email correspondence.		v		

<b>TL11</b>	Demonstrate the basic tasks and use word processors, such as: <input type="checkbox"/> microsoft office <input type="checkbox"/> WPS <input type="checkbox"/> text entry <input type="checkbox"/> editing text <input type="checkbox"/> formatting text <input type="checkbox"/> printing		v		
<b>TL12</b>	Use common communication and collaboration technologies <input type="checkbox"/> text messaging <input type="checkbox"/> video conferencing <input type="checkbox"/> web-based collaboration <input type="checkbox"/> social environments		v		
<b>TL13</b>	Distinguish the use of ICT resources for individuals and small groups of students in the regular classroom. <input type="checkbox"/> Digital classroom platforms (Google classroom, Edmodo, Moodle, Padlet) <input type="checkbox"/> Social sites (Email, whatsapp, facebook, flickr, blogspot)		v		
<b>TL14</b>	Incorporate appropriate ICT activities into lesson plans so as to support students' acquisition of school subject matter knowledge.		v		
<b>TL15</b>	Integrate the use of a computer laboratory into ongoing teaching activities.		v		
<b>TL16</b>	Use word-processing software to write a worksheet, following standard conventions.	<b>EPG, 2011</b>	v		
<b>TL17</b>	Use for potential teaching material on the internet.		v		
<b>TL18</b>	Use resources from websites.		v		
<b>TL19</b>	Use software for handling images,DVDs, and sound files.		v		
<b>TL20</b>	Use any standard Windows/Mac software, including media players.		v		
<b>TL21</b>	Use a data projector for lessons involving the internet, a DVD etc.		v		
<b>TL22</b>	Use online technology as available to deliver instructional or support material.	<b>Healey, 2008</b>	v		
<b>TL23</b>	Utilize technology tools to expand upon a conventional activity.		v		
<b>TL24</b>	Recognize the use of new technologies for teaching learning activities and professional purposes (e.g., podcasts for listening and speaking, blogs for writing and reading).		v		
<b>TL25</b>	Choose a technology environment that is aligned with the goals of the class.		v		

<b>TL26</b>	Ensure that students understand how to use the technology to meet instructional goals (e.g., teach students how to evaluate online resources).		v		
<b>TL27</b>	Demonstrate familiarity with a variety of forms of assessment that employ technology.		v		
<b>TL28</b>	Employ appropriate record-keeping tools and techniques (e.g., software-based classroom management tools, electronic grade books, reports to stakeholders).		v		
<b>TL28</b>	Implement mobile device that employ a computer at their core such as cell phones, personal digital assistant (PDA), MP3 player and etc.	<b>Celce Murcia, 2014</b>	v		
<b>TL29</b>	Implement the digital technology in classroom technology include software programs, database, or webpages		v		
<b>TL30</b>	Implement the relevant application in teaching and learning process such as word processing, dictionaries, and a web browser.		v		
<b>TL31</b>	Implement the appropriate ICT tools in giving fast feedback to students' error.	<b>Dilek Cakiki, 2006</b>	v		
<b>TL32</b>	Provide different types of ICT facilities and availabilities for teaching materials.		v		
<b>TL33</b>	Provide graded and non-graded practice reviews, quizzes, and examinations	<b>Tomei, 2005</b>	v		
<b>TL34</b>	Demonstrate the responsibility in using technology systems, information and software.		v		
<b>KD1</b>	Coordinate project work with digital media (using, for example, a camera, the internet, social networks)	<b>EPG, 2011</b>		v	
<b>KD2</b>	Engage students in exploring real-world issues and solving authentic problems using digital tools and resources			v	
<b>KD3</b>	Develop technology-enriched learning environments that enable all students to pursue their individual curiosities.			v	
<b>KD4</b>	Prepare instructional materials for students using basic technology tools (e.g., word-processing software, presentation software, and software that creates Internet resources).	<b>ISTE, 2008</b>		v	
<b>KD5</b>	Use online technology available to deliver teaching or support material.			v	
<b>KD6</b>	Implement lesson plans obtained from other teachers via Internet.			v	
<b>KD7</b>	Use an electronic forum (e.g., blog) to post information for students about the class	<b>Healey, 2008</b>		v	
<b>KD8</b>	Demonstrate the integration of the technology in innovative ways.			v	
<b>KD9</b>	Demonstrate the understanding of various features of social media, blogs, and electronic mails in providing feedbacks.			v	
<b>KD10</b>	Demonstrate the use of ICT tools to organize and retrieve materials and students' data.			v	

<b>KD11</b>	Demonstrate the use of ICT tools to encourage students to document their own progress.		v	
<b>KD12</b>	Evaluate students' works that are posted in blogs, social medias, or electronic mails.		v	
<b>KD13</b>	Adapt technology-based activities and tasks to align with the learning goals and with the needs and abilities of the students.		v	
<b>KD14</b>	Use computer-based diagnostic, formative, and summative testing where feasible.		v	
<b>KD15</b>	Use technology-enhanced assessment results to plan instruction.		v	
<b>KD16</b>	Use appropriate procedures for evaluating student use of technology (e.g., rubrics, checklists, matrices)		v	
<b>KD17</b>	Organize the clear exercise and set of instruction for the students to follow (clear instruction)	<b>Phil Spencer, 2011</b>	v	
<b>KD18</b>	Use different materials for each lesson to present a certain similar topic	<b>Dilek Cakiki, 2006</b>	v	
<b>KD19</b>	Provide learning opportunities outside the classroom for individual differences through ICT.		v	
<b>KD20</b>	Implement technology into language instruction reduces teacher-centered understanding and students' language learning anxiety but encourages them to be risk takers to practice target language as they are digital natives.		v	
<b>KD21</b>	Implement ICT tools in solving simple and complex explanation in teaching and learning activity .	<b>Tomei, 2005</b>	v	
<b>KD22</b>	Implement the ICT tools in methods and strategies of learning activity to maximize students' learning		v	
<b>KD23</b>	Implement the ICT tools to support learner centered strategies based on the needs of the students		v	
<b>KD24</b>	Implement ICT tools to develop students' higher order skills and creativity.		v	
<b>KD25</b>	Implement ICT tools to facilitate a variety of effective assessment and evaluation strategies		v	
<b>KD26</b>	Implement ICT tools in assessing student learning of subject matter using a variety of assessment techniques.		v	
<b>KD27</b>	Apply knowledge- and performance-based rubrics that allow teachers to assess students' understanding of key subject matter concepts, skills, and processes.		v	
<b>KD28</b>	Implement collaborative, project-based learning and ICT in supporting student thinking and social interaction, as students come to understand key concepts, processes, and skills in the subject matter and use them to solve real-world problems.		v	
<b>KD29</b>	Structure unit plans and classroom activities so that open-ended tools and subject-specific applications will support students in their reasoning with, talking about, and use of key subject matter concepts and processes while they collaborate to solve complex problems.		v	
<b>KD30</b>	Manage student project-based learning activities in a technology-enhanced environment.		v	
<b>KD31</b>	Apply ICT to access and share resources to support their activities and their own professional learning.		v	
<b>KC1</b>	Create lessons with downloaded texts, pictures, graphics, etc.	<b>EPG, 2011</b>		v

<b>KC2</b>	Design blended learning modules using a learning management system.				v
<b>KC3</b>	Adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity	<b>ISTE, 2008</b>			v
<b>KC4</b>	Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching				v
<b>KC5</b>	Design relevant materials to test students' achievement in all skills and look for the appropriate ICT that can be used.	<b>Dilek Cakiki, 2006</b>			v
<b>KC6</b>	Design teaching and learning activities of ICT integration to acquire the skills of searching for, managing, analyzing, evaluating and using information.	<b>UNESCO,2011</b>			v
<b>KC7</b>	Design units of study and classroom activities that integrate a range of ICT tools and devices to help students acquire the skills of reasoning, planning, reflective learning, knowledge building and communication.				v
<b>KC 8</b>	Design online materials that support students' deep understanding of key concepts and their application to real world problems				v
<b>KC9</b>	Apply ICT to develop students' communications and collaboration skills.				v
<b>KC10</b>	Develop both knowledge- and performance-based rubrics to assess their own understanding of key subject matter and ICT skills.				v
<b>KC11</b>	Design online materials and activities that engage students in collaborative problem-solving, research or creating art.				v
<b>KC12</b>	Incorporate multimedia production, web production and publishing technologies into their projects in ways that support students' ongoing knowledge production and communication with other audiences				v
<b>KC13</b>	Prepare teaching materials using basic technological tools (e.g., word-processing software, presentation software, and software that creates Internet resources).	<b>Healey, 2008</b>			V
<b>KC14</b>	Modify learning activities to address students 'diverse learning styles, working strategies, and abilities using digital tools and resources.	<b>Hubbard et al., 2008</b>			V



	<input type="checkbox"/> Speaker																																															
<b>TL8</b>	Use presentation software and digital resources to support instruction, such as: <input type="checkbox"/> PPT <input type="checkbox"/> Prezi <input type="checkbox"/> Canva <input type="checkbox"/> Keynote		v																																													
<b>TL15</b>	Use word-processing software to write a worksheet, following standard conventions.	<b>European Union, 2011</b>	v				v	v	v		v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	V	v	v	v	v	v	v	v	v	V		v	v						v		
<b>TL16</b>	Search for potential teaching material on the internet.		v																			v	v	v					v																			
<b>TL17</b>	Download resources from websites.		v																									v	v	v	v	v																
<b>KD2</b>	Engage students in exploring real-world issues and	EPG, 2011																									v	v	v	v	v																	











<b>TL 15</b>	Use word-processing software to write a worksheet, following standard conventions.	European Union, 2011	v			v	v	v		v	v	v	v	v	v	v	v	V	v	v	v	v						
<b>TL 16</b>	Search for potential teaching material on the internet.		v										v					V										
<b>TL 17</b>	Download resources from websites.		v										v		v			V	v									
<b>KD 2</b>	Engage students in exploring real-world issues and solving authentic problems using digital tools and resources	EPG, 2011																v	v	v								

**APPENDIX 2:**  
**The Analysis of Examining Content of Assessment Instruments Components**

**Course 1: ELTM**

**A. Component of a assessment: Course Information**

University A	University B	University C	University D	University E	Theory	Remarks
<p>The course information of English Language Teaching Method course from University A consists of:</p> <ul style="list-style-type: none"> <li>• <i>Program study</i></li> <li>• <i>Nama Dosen</i></li> <li>• <i>Nama Mata Kuliah</i></li> <li>• <i>Semester</i></li> <li>• <i>Kelas</i></li> <li>• <i>Tahun Angkatan</i></li> <li>• <i>Hari/tanggal pelaksanaan ujian</i></li> <li>• <i>Bobot SKS</i></li> </ul>	<p>The course information of English Language Teaching Method course from University B consists of:</p> <ul style="list-style-type: none"> <li>• Nama Mata Kuliah</li> <li>• Bobot SKS</li> <li>• Nama Dosen</li> <li>• Hari/tanggal pelaksanaan ujian</li> <li>• Tanggal dan tanda tangan dosen</li> <li>• Tanggal dan tanda tangan ketua prodi</li> </ul>	<p>The course information of English Language Teaching Method course from University C consists of:</p> <ul style="list-style-type: none"> <li>• Name of the Course</li> <li>• Name of Program Study</li> <li>• Semester</li> <li>• Day&amp;Date of conducting assessment</li> <li>• Name of lecturer</li> </ul>	<p>The course information of English Language Teaching Method course from University D consists of:</p> <ul style="list-style-type: none"> <li>• Nama Mata Kuliah</li> <li>• Bobot SKS</li> <li>• Nama Dosen</li> <li>• Hari/tanggal pelaksanaan ujian</li> </ul>	<p>The course information of English Language Teaching Method course from University E consists of:</p> <ul style="list-style-type: none"> <li>• <i>Program study</i></li> <li>• <i>Nama Dosen</i></li> <li>• <i>Nama Mata Kuliah</i></li> <li>• <i>Semester</i></li> <li>• <i>Kelas</i></li> <li>• <i>Tahun Angkatan</i></li> <li>• <i>Hari/tanggal</i></li> <li>• <i>Bobot SKS</i></li> </ul>	<ul style="list-style-type: none"> <li>• A course information provides course title, course number, credit hours, prerequisites, the location of classroom, and the days and hours class/lab/studio/etc. (Altman &amp; Cashin, 1992).</li> <li>• Course information provides the information such as name of university, semester, year, course title, and the name course instructor (Davis, 2004).</li> <li>• Course information informs course title, number section, term, semester, year, dates, pre-requisites: required courses and skills, days, times, class location) (Wolf, Czekanski, &amp; Dillon ,2013)</li> </ul>	<p>All of the course information provided in the existing assessment instrument from five universities refers to the theories.</p>

**B. Time Allocation**

University A	University B	University C	University D	University E	Theory	Remarks
The existing assessment instrument	The existing assessment instrument	The existing assessment instrument	The existing assessment instrument	The existing assessment instrument	Time allocation elaborates the duration needed to	The contents refer to the descriptions proposed by

mentions the time allocation for doing the test needs 100 minutes.	mentions the time allocation for doing the test needs 150 minutes.	mentions the time allocation for doing the test needs 110 minutes.	mentions the time allocation for doing the test needs 100 minutes.	mentions the time allocation for doing the test needs 90 minutes.	complete each meeting of assessment (Ristekdikti, 2016)	RISTEKDIKTI.
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## C. Instruction

University A	University B	University C	University D	University E	Theory	Remarks
The instruction found in the existing assessment instrument as follow: “Answer the following questions!”	The instruction found in the existing assessment instrument as follow: “Answer the following questions!”	The instruction found in the existing assessment instrument as follow: <b>“1. Arranging two English course plan of SMP-SMA (kurikulum 2013 edisi 2016)</b> <b>2. present the course plan (Micro-Peer Teaching “</b>	The instruction found in the existing assessment instrument as follow: “Design your classroom teaching. Then choose one of the skill!”	The instruction found in the existing assessment instrument as follow: <i>“Carilah penelitian ilmiah terkaid metode pengajaran EFL learning! Lalu analisis penelitian tersebut ke dalam beberapa hal:</i>	A valid achievement test is one that provides students a fair opportunity to show what they have learned from instruction. (Russell & Airasian, 2012) the instruction in the test should be clear and unambiguous; make the students know what they should do and accommodating students (Brown, 2004)	The instruction found in five universities is related to the theories.

## D. Topics

University A	University B	University C	University D	University E	Theory	Remarks
The existing assessment instrument mentions the learning objective as “mengetahui sejarah pengajaran bahasa inggris & mengetahui pengajaran	The existing assessment instrument mentions the learning objective as “Understand the principles of teaching language, making lesson plan, know classroom management can	No syllabus/RKPS found in this university. So there’s no learning objective is found.  The topics is about asking to make the lesson plan components,	The existing assessment instrument mentions the learning objective as “Students will have sufficient acquaintance with approaches and methods of teaching, learners difference, teacher’s roles, classroom management, teaching	The existing assessment instrument mentions the learning objective as “  No learning objectives  The topics is about asking to	•the topic of the test must fit to learning objective found in RKPS and align with the course material. (Wolf, Czekanski, & Dillon (2013). •Topic of questions is closely related to	The topic of the question in 4 universities in line with the earning outcome found in syllabus. Although one university is not completed with syllabus, the question topic from 5 universities are used authentic topic in which students are engaged in applying skills and knowledge to solve ‘real-

(teori dan cara )bahasa  The topics is about the learning strategy. the theory of teaching and learning in real life condition.	use the best teaching principles for teaching purposes  The topics is about the theory of language acquisition and \ theory, approach, and method of conducting TEFL	teaching media and then present them	method. The topic is about designing teaching simulation with all of aspects of teacher's job performance. (planning &preparation, classroom management, delivery of instruction, monitoring, assessment, and follow up)	find research relate to teaching using TEFL method, then analysis of the method, after that evaluate the method.	authenticity ('real-world' problems) (Kinay & Bagececi, 2016)	world' problems
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#### E. Test format/ Types of Assessment

University A	University B	University C	University D	University E	Theory	Remarks
The existing assessment instrument mentions test format as <i>ujian tertulis</i> or it can be said as an essay test (closed-book test)	The existing assessment instrument mentions test format as closed-book test in essay test format	The existing assessment instrument mentions test format as <i>teaching simulation</i> or it can be said as performance test.	The existing assessment instrument mentions test format as <i>teaching simulation</i> or it can be said as performance test.	The existing assessment instrument mentions test format as <i>ujian tertulis</i> or it can be said as an essay test (take home test)	Test format/ types of assessment is a kind of format to measure students' competence to achieve learning outcomes (RISTEKDIKTI, 2016). Grading informs test format on how the students will be evaluated, what factors will be included, how they will be weighted, and how they will be translated into grades (Altman & Cashin, 1992).	The test format found in five universities is related to the theories.

## F. Test Item

University A	University B	University C	University D	University E	Theory	Remarks
The existing assessment instrument provides 4 test items	The existing assessment instrument provides 4 test items	The existing assessment instrument provides 2 main questions of test item with 5 sub question items for presentation test. In this test, the test taker must present the teaching simulation as a product of presentation test.	The existing assessment instrument provides 3 test items for presentation test. In this test, the test taker must present the teaching simulation as a product of presentation test.	The existing assessment instrument provides 1 main question of test item with 4 sub questions items	test items for language test is necessary in order to increase test effectiveness and improving the quality of tests and test items Brown, (2004)	The test item found in five universities is related to the theories.

## G. Scoring/Marking

University A	University B	University C	University D	University E	Theory	Remarks
The existing assessment instrument mentions grading/mark as <i>bobot nilai</i> .	-	-	.The existing assessment instrument mentions grading/mark as <i>bobot nilai</i> .	The existing assessment instrument mentions grading/mark as <i>points</i>	It is about the weight of each item of question or the score of each item of question. grading informs details about how the students will be evaluated, what factors will be included, how they will be weighted, and how they will be translated into grades (Altman & Cashin (1992)	The grading /marking found in five universities is related to the theories.



## H. Administration

University A	University B	University C	University D	University E	Theory	Remarks
-	-	The existing assessment instrument mentions the administration as <i>information to do the test</i>			The administration of test informs guidelines for test takers and administrators, regulations while doing exam such as test rules, guidelines to do the test and the task collecting procedures. (assessment guideline)	The administration is not provided in four universities which related to the theories. Only one university provides the administration.

## Course 2: Curriculum and Materials Development

## A. Component of a assessment: Course Information

University A	University B	University C	University D	University E	Theory	Remarks
<p>The course information of English Language Teaching Method course from University A consists of:</p> <ul style="list-style-type: none"> <li>• <i>Program study</i></li> <li>• <i>Nama Dosen</i></li> <li>• <i>Nama Mata Kuliah</i></li> <li>• <i>Semester</i></li> <li>• <i>Kelas</i></li> <li>• <i>Tahun Angkatan</i></li> <li>• <i>Hari/tanggal</i></li> </ul>		<p>The course information of English Language Teaching Method course from University C consists of:</p> <ul style="list-style-type: none"> <li>• <b>Name of the Course</b></li> <li>• <b>Name of Program Study</b></li> <li>• <b>Semester</b></li> <li>• <b>Day&amp;Date of conducting</b></li> </ul>		<p>The course information of English Language Teaching Method course from University A consists of:</p> <ul style="list-style-type: none"> <li>• <i>Program study</i></li> <li>• <i>Nama Dosen</i></li> <li>• <i>Nama Mata Kuliah</i></li> <li>• <i>Semester</i></li> <li>• <i>Kelas</i></li> <li>• <i>Tahun</i></li> </ul>	<ul style="list-style-type: none"> <li>• A course information provides course title, course number, credit hours, prerequisites, the location of classroom, and the days and hours class/lab/studio/etc. (Altman &amp; Cashin, 1992).</li> <li>• Course information provides the information such as name of university, semester, year, course title, and the name course instructor (Davis, 2004).</li> <li>• Course information informs</li> </ul>	<p><b>All of the course information provided in the existing assessment instrument from three universities refers to the theories.</b></p>

<i>pelaksanaan ujian</i> • <i>Bobot SKS</i>		<b>assessment</b> • <b>Name of lecturer</b>		<i>Angkatan</i> • <i>Hari/tanggal</i> • <i>Bobot SKS</i>	course title, number section, term, semester, year, dates, pre-requisites: required courses and skills, days, times, class location) (Wolf, Czekanski, & Dillon ,2013)	
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## B. Time Allocation

University A	University B	University C	University D	University E	Theory	Remarks
The existing assessment instrument mentions the time allocation for doing the test needs 100 minutes.		The existing assessment instrument mentions the time allocation for doing the test needs 100 minutes.		The existing assessment instrument mentions the time allocation for doing the test needs 100 minutes.	Time allocation elaborates the duration needed to complete each meeting (Ristekdikti, 2016)	The contents refer to the descriptions proposed by RISTEKDIKTI.

## C. Instruction

University A	University B	University C	University D	University E	Theory	Remarks
The instruction found in the existing assessment instrument as follow: “soal!”		The instruction found in the existing assessment instrument as follow: “ <i>Silahkan jawab pertanyaan dibawah ini dengan melihat referensi yang anda miliki</i> “		The instruction found in the existing assessment instrument as follow: “soal”	A valid achievement test is one that provides students a fair opportunity to show what they have learned from instruction.(Russell & Airasian, 2012) the instruction in the test should be clear and unambiguous; make the students know what they	The instruction found in three universities is related to the theories.

					should do and accommodating students (Brown, 2004)	
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## D. Topics

University A	University B	University C	University D	University E	Theory	Remarks
<p>The existing assessment instrument mentions the learning objective as “Understand and apply, evaluate basic concepts knowledge, principles, practical skills for developing and evaluating learning materials being used in teaching learning process. Then Design ELT materials.</p> <p>The topics is about summarizing an article related to implementation of KTSP.</p>		<p>No syllabus/RKPS found in this university. So there’s no learning objective is found.</p> <p>The topics is about asking to answer the question related to curriculum aspect in 21<sup>st</sup> learning</p>		<p>The existing assessment instrument mentions the learning objective as “</p> <p>Kompetensi yang diharapkan setelah mahasiswa mengikuti kegiatan perkuliahan mata kuliah ini adalah mahasiswa memiliki pengetahuan dan pemahaman mengenai hakekat kurikulum dan pembelajaran dengan berbagai unsur dan pendekatan serta implikasinya terhadap proses pembelajaran, sebagai landasan dalam melaksanakan tugas bagi pendidik dan tenaga kependidikan.</p> <p>The topics is about asking to find out <i>unsur unsur kurikulum, bahan ajar yang menyangkut pengertian dan prinsip dalam memilih bahan ajar,</i></p>	<p>•the topic of the test must fit to learning objective found in RKPS and align with the course material. (Wolf, Czekanski, &amp; Dillon (2013).</p> <p>•Topic of questions is closely related to authenticity (‘real-world’ problems) (Kinay &amp; Bagececi, 2016)</p>	<p>The topic of the question in 2 universities in line with the learning outcome found in syllabus. Although one university is not completed with syllabus, the topic found in questions of the test from 5 universities used authentic topic in which students are engaged in applying skills and knowledge to solve ‘real-world’ problems</p>

## E. Test format/ Types of Assessment

University A	University B	University C	University D	University E	Theory	Remarks
The existing assessment instrument mentions test format as <i>ujian tertulis</i> or it can be said as an essay test (take home test)		The existing assessment instrument mentions test format as <i>opened-book test (essay test format)</i> .		The existing assessment instrument mentions test format as <i>tes tertulis</i> or it can be said as an essay test.	Test format/ types of assessment is a kind of format to measure students' competence to achieve learning outcomes (RISTEKDIKTI, 2016). Grading informs test format on how the students will be evaluated, what factors will be included, how they will be weighted, and how they will be translated into grades (Altman & Cashin, 1992).	The test format found in three universities is related to the theories.

## F. Test Item

University A	University B	University C	University D	University E	Theory	Remarks
The existing assessment instrument provides 1 test items		The existing assessment instrument provides 6 test items		The existing assessment instrument provides 4 test items	test items for language test is necessary in order to increase test effectiveness and improving the quality of tests and test items Brown, (2004)	The test item found in three universities is related to the theories.

## G. Scoring/Marking

University A	University B	University C	University D	University E	Theory	Remarks
The existing assessment instrument mentions	-	The existing assessment instrument does not provide	-	The existing assessment instrument mentions	It is about the weight of each item of question or the score of each item of question. grading informs details about how	The scoring/ marking found in three universities is related to the

grading/mark as <i>bobot nilai</i> .		scoring system.		grading/mark as <i>bobot nilai</i>	the students will be evaluated, what factors will be included, how they will be weighted, and how they will be translated into grades (Altman & Cashin (1992))	theories.
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## H. Administration

University A	University B	University C	University D	University E	Theory	Remarks
-	-	The existing assessment instrument mentions the administration as <i>information to do the test</i>			The administration of test informs guidelines for test takers and administrators, regulations while doing exam such as test rules, guidelines to do the test and the task collecting procedures.  (assessment guideline)	The administration is not provided in four universities is related to the theories. Only one university provides the administration.

## Course 3: Digital Literacy

## A. Component of a assessment: Course Information

University A	University B	University C	University D	University E	Theory	Remarks
The course information of English Language Teaching Method course from		The course information of English Language Teaching Method course from		The course information of English Language Teaching Method course from	• A course information provides course title, course number, credit hours, prerequisites, the location of classroom, and the days and hours	<b>All of the course information provided in the existing</b>

University A consists of: <ul style="list-style-type: none"> <li>• <i>Program study</i></li> <li>• <i>Nama Dosen</i></li> <li>• <i>Nama Mata Kuliah</i></li> <li>• <i>Semester</i></li> <li>• <i>Kelas</i></li> <li>• <i>Tahun Angkatan</i></li> <li>• <i>Hari/tanggal pelaksanaan ujian</i></li> <li>• <i>Bobot SKS</i></li> </ul>		University C consists of: <ul style="list-style-type: none"> <li>• <b>Name of the Course</b></li> <li>• <b>Name of Program Study</b></li> <li>• <b>Semester</b></li> <li>• <b>Day&amp;Date of conducting assessment</b></li> <li>• <b>Name of lecturer</b></li> </ul>		University A consists of: <ul style="list-style-type: none"> <li>• <i>Program study</i></li> <li>• <i>Nama Dosen</i></li> <li>• <i>Nama Mata Kuliah</i></li> <li>• <i>Semester</i></li> <li>• <i>Kelas</i></li> <li>• <i>Tahun Angkatan</i></li> <li>• <i>Hari/tanggal</i></li> <li>• <i>Bobot SKS</i></li> </ul>	class/lab/studio/etc. (Altman & Cashin, 1992). <ul style="list-style-type: none"> <li>• Course information provides the information such as name of university, semester, year, course title, and the name course instructor (Davis, 2004).</li> <li>• Course information informs course title, number section, term, semester, year, dates, pre-requisites: required courses and skills, days, times, class location) (Wolf, Czekanski, &amp; Dillon ,2013)</li> </ul>	assessment instrument <b>from five universities refers to the theories.</b>
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## B. Time Allocation

University A	University B	University C	University D	University E	Theory	Remarks
The existing assessment instrument don't mention the time allocation for doing the test.		The existing assessment instrument mentions the time allocation for doing the test needs 100 minutes.		The existing assessment instrument mentions the time allocation for doing the test needs 100 minutes.	Time allocation elaborates the duration needed to complete each meeting (Ristekdikti, 2016)	The contents refer to the descriptions proposed by RISTEKDIKTI.

## C. Instruction

University A	University B	University C	University D	University E	Theory	Remarks
The instruction found in the existing assessment instrument as follow: "Answer the following questions!"		The instruction found in the existing assessment instrument as follow: "Answer the following questions!"		The instruction found in the existing assessment instrument as follow: "Answer the following questions!"	A valid achievement test is one that provides students a fair opportunity to show what they have learned from instruction.(Russell & Airasian, 2012)	The instruction found in five universities is related to the theories.

				questions!”	the instruction in the test should be clear and unambiguous; make the students know what they should do and accommodating students (Brown, 2004)	
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## D. Topics

University A	University B	University C	University D	University E	Theory	Remarks
<p>The existing RKPS mentions the learning objective as “students are expected to be able to: Develop, identify, and engage appropriate technology-based language learning plan effectively and efficiently; during the lecture takes place;</p> <p>The topics is about role of computers in learning.</p>		<p>No syllabus/RKPS found in this university. So there’s no learning objective is found.</p> <p>The topics is about explain the relationship 4.0 industry and education, completed with educational tool.</p>		<p>The existing RKPS mentions the learning objective as “Mampu menganalisis, dapat menggunakan, mampu mendisain dan terampil dalam menggunakan berbagai macam media pembelajaran, yang sesuai dengan tujuan yang akan dicapai</p> <p>The topic is about asking to create one google classrrom account and fulfill the digital class with some certain conditions.</p>	<p>•the topic of the test must fit to learning objective found in RKPS and align with the course material. (Wolf, Czekanski, &amp; Dillon (2013).</p> <p>•Topic of questions is closely related to authenticity (‘real-world’ problems) (Kinay &amp; Bagceci, 2016)</p>	<p>The topic of the question in 4 universities in line with the earning outcome found in syllabus.</p> <p>Although one university is not completed with syllabus, the question topic from 5 universities are used authentic topic in which students are engaged in applying skills and knowledge to solve ‘real-world’ problems</p>

## E. Test format/ Types of Assessment

University A	University B	University C	University D	University E	Theory	Remarks
The existing assessment instrument mentions test format as an essay test (take home test)		The existing assessment instrument mentions test format as an essay test (take home test)		The existing assessment instrument mentions test format as <i>ujian tertulis</i> or it can be said as an essay test (closed-book test)	Test format/ types of assessment is a kind of format to measure students' competence to achieve learning outcomes (RISTEKDIKTI, 2016). Grading informs test format on how the students will be evaluated, what factors will be included, how they will be weighted, and how they will be translated into grades (Altman & Cashin, 1992).	The test format found in five universities is related to the theories.

## F. Test Item

University A	University B	University C	University D	University E	Theory	Remarks
The existing assessment instrument provides 2 test items		The existing assessment instrument provides 4 test item.		The existing assessment instrument provides 2 main question of test item with 3 sub questions items each of them.	test items for language test is necessary in order to increase test effectiveness and improving the quality of <i>tests</i> and <i>test items</i> Brown, (2004)	The test item found in five universities is related to the theories.



## G. Scoring/Marking

University A	University B	University C	University D	University E	Theory	Remarks
The existing assessment instrument mentions grading/mark as <i>bobot nilai</i> .	-	The existing assessment instrument mentions grading/mark as <i>bobot nilai</i> .	-	The existing assessment instrument mentions grading/mark as <i>bobot nilai</i> .	It is about the weight of each item of question or the score of each item of question. grading informs details about how the students will be evaluated, what factors will be included, how they will be weighted, and how they will be translated into grades (Altman & Cashin (1992)	The scoring /marking found in five universities is related to the theories.

## H. Administration

University A	University B	University C	University D	University E	Theory	Remarks
-	-	-			The administration of test informs guidelines for test takers and administrators, regulations while doing exam such as test rules, guidelines to do the test and the task collecting procedures.  (assessment	The administration is not provided in four universities is related to the theories. Only one university provides the administration.

					guideline)	
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#### Course 4: LLTS

##### A. Component of a assessment: Course Information

University A	University B	University C	University D	University E	Theory	Remarks
<p>The course information of English Language Teaching Method course from University A consists of:</p> <ul style="list-style-type: none"> <li>• <i>Program study</i></li> <li>• <i>Nama Dosen</i></li> <li>• <i>Nama Mata Kuliah</i></li> <li>• <i>Semester</i></li> <li>• <i>Kelas</i></li> <li>• <i>Tahun Angkatan</i></li> <li>• <i>Hari/tanggal pelaksanaan ujian</i></li> <li>• <i>Bobot SKS</i></li> </ul>			<p>The course information of English Language Teaching Method course from University D consists of:</p> <ul style="list-style-type: none"> <li>• <i>Nama Mata Kuliah</i></li> <li>• <i>Bobot SKS</i></li> <li>• <i>Nama Dosen</i></li> <li>• <i>Hari/tanggal pelaksanaan ujian</i></li> </ul>	<p>The course information of English Language Teaching Method course from University A consists of:</p> <ul style="list-style-type: none"> <li>• <i>Program study</i></li> <li>• <i>Nama Dosen</i></li> <li>• <i>Nama Mata Kuliah</i></li> <li>• <i>Semester</i></li> <li>• <i>Kelas</i></li> <li>• <i>Tahun Angkatan</i></li> <li>• <i>Hari/tanggal</i></li> <li>• <i>Bobot SKS</i></li> </ul>	<ul style="list-style-type: none"> <li>• A course information provides course title, course number, credit hours, prerequisites, the location of classroom, and the days and hours class/lab/studio/etc. (Altman &amp; Cashin, 1992).</li> <li>• Course information provides the information such as name of university, semester, year, course title, and the name course instructor (Davis, 2004).</li> <li>• Course information informs course title, number section, term, semester, year, dates, prerequisites: required courses and skills, days, times, class location) (Wolf, Czekanski, &amp; Dillon ,2013)</li> </ul>	<p><b>All of the course information provided in the existing assessment instrument from three universities refers to the theories.</b></p>

## B. Time Allocation

University A	University B	University C	University D	University E	Theory	Remarks
The existing assessment instrument mentions the time allocation for doing the test needs 90 minutes.			The existing assessment instrument mentions the time allocation for doing the test needs 100 minutes.	The existing assessment instrument mentions the time allocation for doing the test needs 100 minutes.	Time allocation elaborates the duration needed to complete each meeting (Ristekdikti, 2016)	The contents refer to the descriptions proposed by RISTEKDIKTI.

## C. Instruction

University A	University B	University C	University D	University E	Theory	Remarks
The instruction found in the existing assessment instrument as follow: <i>“read the questions carefully and do the task accordingly!”</i>			The instruction found in the existing assessment instrument as follow: Part 1 : <i>“Choose A, B, C, D that best represents your response</i> Part II : <i>Choose two of the tasks below!</i>	The instruction found in the existing assessment instrument as follow: <i>“Tentukan indikator, tujuan dan metode pembelajaran dari kompetensi dasar berikut!</i>	A valid achievement test is one that provides students a fair opportunity to show what they have learned from instruction.(Russell & Airasian, 2012) the instruction in the test should be clear and unambiguous; make the students know what they should do and accommodating students (Brown, 2004)	The instruction found in three universities is related to the theories.

## D. Topics

University A	University B	University C	University D	University E	Theory	Remarks
<p>The existing assessment instrument mentions the learning objective as “mengetahui sejarah pengajaran bahasa inggris &amp; mengetahui pengajaran (teori dan cara )bahasa</p> <p>The topic is about designing lesson plan in EFL vocabulary based on SMP syllabus completed with strategies/techniques in TEFL.</p>			<p>The existing assessment instrument mentions the learning objective as “Students are able to teach using the strategy of teaching before applying them in the field of teaching, especially language teaching.</p> <p>The topic is about theories of language acquisition, approach, method in TEFL</p>	<p>The existing assessment instrument mentions the learning objective as “</p> <p>No learning objectives</p> <p>The topics is about asking to find the indicator, purpose and teaching method in basic competencies given</p>	<p>•the topic of the test must fit to learning objective found in RKPS and align with the course material. (Wolf, Czekanski, &amp; Dillon (2013).</p> <p>•Topic of questions is closely related to authenticity (‘real-world’ problems) (Kinay &amp; Bagececi, 2016)</p>	<p>The topic of the question in three universities in line with the learning outcome found in syllabus. The topic presented in questions from three universities use authentic topic in which students are engaged in applying skills and knowledge to solve ‘real-world’ problems</p>

## E. Test format/ Types of Assessment

University A	University B	University C	University D	University E	Theory	Remarks
<p>The existing assessment instrument mentions test format as <i>opened-book test (essay)</i></p>			<p>The existing assessment instrument mentions test format as <i>closed book test (Multiple</i></p>	<p>The existing assessment instrument mentions test format as <i>closed book test (Essay)</i></p>	<p>Test format/ types of assessment is a kind of format to measure students’ competence to achieve learning outcomes (RISTEKDIKTI, 2016). Grading informs test format on</p>	<p>The test format found in three universities is related to the theories.</p>

<i>test format)</i>			<i>choice and Essay)</i>	<i>test format)</i>	how the students will be evaluated, what factors will be included, how they will be weighted, and how they will be translated into grades (Altman & Cashin, 1992).	
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## F. Test Item

University A	University B	University C	University D	University E	Theory	Remarks
The existing assessment instrument provides 2 test items	The existing assessment instrument provides 4 test items	The existing assessment instrument provides 2 main questions of test item with 5 sub question items	The existing assessment instrument provides 20 test items	The existing assessment instrument provides 4 test items	test items for language test is necessary in order to increase test effectiveness and improving the quality of <i>tests</i> and <i>test items</i> Brown, (2004)	The test item found in three universities is related to the theories.

## G. Grading/Marking

University A	University B	University C	University D	University E	Theory	Remarks
The existing assessment instrument mentions grading/mark as <i>bobot</i>	-	-	.The existing assessment instrument mentions grading/mark as <i>point</i>	The existing assessment instrument mentions grading/mark as <i>bobot nilai</i>	It is about the weight of each item of question or the score of each item of question. grading informs details about how the students will be evaluated, what factors will be included, how they will be weighted, and how they will be translated into grades (Altman & Cashin (1992)	The grading or marking found in three universities is related to the theories.

## H. Administration

University A	University B	University C	University D	University E	Theory	Remarks
-	-	The existing assessment instrument mentions the administration as <i>information to do the test</i>			The administration of test informs guidelines for test takers and administrators, regulations while doing exam such as test rules, guidelines to do the test and the task collecting procedures.  (assessment guideline)	The administration is not provided in three universities is related to the theories.

**APPENDIX 3: The Designed Table of Specification and Assessment Instruments**

**A. The Designed Table of Specification for Final Exam**

**1. English Language Teaching Methodology (ELTM)**

	<b>Description</b>	<b>Integrated ICT Competencies</b>
Test Code and Name Semester	English Language Teaching Methodology (ELTM) 4	Use word processing software to write a worksheet following standard convention
Credit	3 SKS	
Test Type	Final Test	
Assessment Type	Closed book- Essay Test/ IBT (using 'edmodo' digital platform)	Implement ICT tools to facilitate a variety of effective assessment and evaluation strategies)Implement ICT tools in assessing student learning of subject matter using a variety of assessment techniques)
Test Level	Based on EPG level 1.1-2.2 KKNI Level 6 (Novice Teacher)	Use appropriate ICT tools to organize the test level, then decide and design relevant materials to test students' achievement in all skills.
Learning Objectives	After learning this course the students are expected to: 1. Identify (is learning) different language learning theories and methods. 2. Understand different language theories and methods. 3. Analyze techniques and materials for two or more levels. 4. Evaluate a practical perspective of the suitability of techniques and materials for different teaching contexts. 5. Apply a variety of teaching methods, techniques and activities.	Use ICT to search for, manage, analyze, integrate and evaluate information that can be used to support their professional learning. Use available digital devices to achieve teaching goals
Description of Test Taker	Students of 4 <sup>th</sup> semester English Language Study Program (ELESP) Age 20 Upwards; Majority 20-27	Use ICT tools to organize and retrieve materials and students' data
Time	<b>120 minutes</b>	Demonstrate the integration of the technology in innovative ways (the lecture can use e-assessment or internet bases test (IBT), the test designer can set the time automatically, after the time is end, the test will submit automatically)

Instruction	Clear, simple with appropriate time to read.	Use word processing software to write a worksheet following standard convention				
Administration	Guidelines for test takers and administrators, regulations in the exam room, and submission's instruction	Use a network and appropriate software to manage, monitor, and assess progress of various student projects				
Scoring	Scoring is identified based on the difficulty of the item	<p>ICT has an important role in counting the students' score automatically.</p> <ul style="list-style-type: none"> <li>• Demonstrate the integration of the technology in innovative ways</li> <li>• The test designer can develop and apply knowledge- and performance-based rubrics that allow teachers to assess students' understanding of key subject matter concepts, skills, and processes.</li> </ul>				
The detailed question in assessment will follow this blue print						
Question No	Learning Objectives/ Competences	Test Level		Topic/ Material	Number of Test Item	Input Sources
		EPG	Cognitive Level			
1	Students will have basic understanding of different language learning theories and methods	1.2	<ul style="list-style-type: none"> <li>• Remember</li> <li>• Understand</li> <li>• Apply</li> </ul>	Language learning theory (approaches and methods of teaching)	1	<b>Main Readings:</b> Richards, J.C, & Rodgers, T.S. 2001. <i>Approaches and Methods in Language Teaching</i> . Cambridge: Cambridge University Press. Harmer, J. 2005. <i>The Practice of English Language Teaching</i> . Malaysia: Pearson Brown, H.D. 2003. <i>Teaching by Principles</i> . London:
2	<ul style="list-style-type: none"> <li>• Students will be able to identify techniques and materials for different teaching and learning contexts.</li> <li>• Students will be familiar with techniques and materials for two or more levels.</li> </ul>	1.2 2.1	<ul style="list-style-type: none"> <li>• Remember</li> <li>• Understand</li> <li>• Apply</li> <li>• Analyze</li> </ul>	techniques and materials for different context (e.g. teaching principles for <b>teaching practices at Junior High Schools, Senior High Schools, and Vocational Schools</b> )	1	
3	<ul style="list-style-type: none"> <li>• Students will be able to evaluate from a practical perspective the suitability of techniques and materials for different teaching contexts.</li> </ul>	2.1 2.2	<ul style="list-style-type: none"> <li>• Remember</li> <li>• Understand</li> <li>• Apply</li> <li>• Analyze</li> </ul>	principles behind teaching (Applying the knowledge and understanding of	1	



	<ul style="list-style-type: none"> <li>Students will be well acquainted with language learning theories and methods, learning styles and learning strategies.</li> <li>Students will be able to identify the theoretical principles behind teaching techniques and materials.</li> </ul>	2.2		lesson planning, teaching and learning strategies and assessment in the English classroom)		Longman Freeman, Diane Larsen. 2001. <i>Techniques and Principles in Language Teaching</i> . Oxford: Oxford University Press.
4	<ul style="list-style-type: none"> <li>Students will be able to use and design appropriately a variety of teaching techniques and activities</li> </ul>	2.2	<ul style="list-style-type: none"> <li>Create</li> </ul>	Writing lesson plan to be used for teaching in the classroom setting	1	1. <b>Supplementary Readings:</b> Ur, P. 1999. <i>A Course in Language Teaching Practice and Theory</i> . New York: Cambridge University Press. Daryanto. 2016. <i>Pendekatan Pembelajaran Sainifik Kurikulum 2013</i> . Yogyakarta: Penerbit Gaya Media. Slavin, Robert. E. 1990. <i>Cooperative Learning</i> . New York: Prentice Hall.
<b>Integrated ICT Competencies</b>						
	<ul style="list-style-type: none"> <li>Use ICT to search for, manage, analyze, integrate and evaluate information that can be used to support their professional learning.</li> <li>Use available digital devices to achieve teaching goals</li> </ul>		<ul style="list-style-type: none"> <li></li> </ul>	Use available digital devices to achieve teaching goals Download resources from website Engage students in		Implement ICT to make the process easier Use search engines, online databases, and email to find

				exploring real-world issues and solving authentic problems using digital tools and resources		resources.
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## 2. Curriculum and Material Development (CMD)

	Description	Integrated ICT Competencies
Test Code and Name Semester	Curriculum and Material Development (CMD) 5	Use word processing software to write a worksheet following standard convention
Credit	3 SKS	
Test Type	Final Test	
Assessment Type	IBT - Closed book (Essay Test) (using 'goformative.com' digital platform)	Implement ICT tools to facilitate a variety of effective assessment and evaluation strategies) Implement ICT tools in assessing student learning of subject matter using a variety of assessment techniques)
Test Level	Based on EPG level 1.1-2.2 KKNI Level 6 (Novice Teacher)	Use appropriate ICT tools to organize the test level, then decide and design relevant materials to test students' achievement in all skills.
Learning Objectives	After learning this course the students are expected to: 1. Understand the principles of curriculum and materials development. 2. List a series of activities in a lesson plan. 3. Apply lesson plans as instructed to take account of learning success and difficulties. 4. Analyze a syllabus and specified materials to prepare lesson plans. 5. Design a course or part of a course taking account of the syllabus. 6. Design tasks to exploit the linguistic and communicative potential of materials.	Use ICT to search for, manage, analyze, integrate and evaluate information that can be used to support their professional learning. Use available digital devices to achieve teaching goals
Description of Test	Students of 5 <sup>th</sup> semester English Language Study	Use ICT tools to organize and retrieve materials and students' data

Taker	Program (ELESP) Age 20 Upwards; Majority 20-27	
Time	120 minutes	Demonstrate the integration of the technology in innovative ways (the lecture can use e-assessment or internet bases test (IBT), the test designer can set the time automatically, after the time is end, the test will submit automatically)
Instruction	Clear, simple with appropriate time to read.	Use word processing software to write a worksheet following standard convention
Administration	Guidelines for test takers and administrators, regulations in the exam room, and submission's instruction	Use a network and appropriate software to manage, monitor, and assess progress of various student projects
Scoring	Scoring is identified based on the difficulty of the item	ICT has an important role in counting the students' score automatically. <ul style="list-style-type: none"> <li>• Demonstrate the integration of the technology in innovative ways</li> <li>• The test designer can develop and apply knowledge- and performance-based rubrics that allow teachers to assess students' understanding of key subject matter concepts, skills, and processes.</li> </ul>

The detailed question in assessment will follow this blue print

Question No	Learning Objectives/ Competences	Test Level		Topic/ Material	Number of Test Item	Input Sources
		EPG	Cognitive Level			
1	<ul style="list-style-type: none"> <li>• Students will be able to link a series of activities in a lesson plan, when given materials to do so</li> </ul>	1.1	<ul style="list-style-type: none"> <li>• Remember</li> <li>• Understand</li> <li>• Apply</li> <li>• Analyze</li> </ul>	Curriculum in Indonesia and example of a series of activities (relate to the curriculum) in a lesson plan when given materials to do so	1	<b>Main Readings:</b> <ul style="list-style-type: none"> <li>• Richards, Jack. C. (2001). <i>Curriculum Development in Language Teaching</i>. Cambridge: Cambridge University Press.</li> <li>• Tomlinson. B. (2008). <i>English Language Learning Materials: Critical Review</i>. New York: Continuum International Publishing Group.</li> <li>• Gray, John. (2013). <i>Critical Perspectives on Language</i></li> </ul>
2	<ul style="list-style-type: none"> <li>• Students will be able to ensure coherence between lessons by taking account of the outcomes of previous lessons in planning the next</li> <li>• Students will be able to adjust lesson</li> </ul>	1.2 1.2	<ul style="list-style-type: none"> <li>• Remember</li> <li>• Understand</li> <li>• Apply</li> <li>• Analyze</li> </ul>	Models of curriculum and material design. Advantages and disadvantages to learning success and	1	

	plans as instructed to take account of learning success and difficulties			difficulties.		<p><i>Teaching Materials</i>. London: Palgrave Macmillan.</p> <ul style="list-style-type: none"> <li>• Garton Sue and Kathleen Graves. (2014). <i>International Perspectives on Material in ELT</i>. London: Palgrave Macmillan.</li> <li>• Nation, I.S.P. (2010). <i>Language Curriculum Design</i>. UK: Taylor and Francis.</li> </ul> <p><b>Supplementary Readings:</b></p> <ul style="list-style-type: none"> <li>• Harmer, Jeremy. 2001. <i>How to Teach English</i>. England: Adison Wesley Longman.</li> <li>• Harmer, J. 2005. <i>The Practice of English Language Teaching</i>. Malaysia: Pearson</li> <li>• <a href="https://www.academia.edu/">https://www.academia.edu/</a></li> <li>• <a href="https://www.researchgate.net/">https://www.researchgate.net/</a></li> <li>• <a href="https://busyteacher.org/3753-how-to-write-a-lesson-plan-5-secrets.html">https://busyteacher.org/3753-how-to-write-a-lesson-plan-5-secrets.html</a></li> </ul>
3	<ul style="list-style-type: none"> <li>• Students will be able to use a syllabus and specified materials to prepare lesson plans that are balanced and meet the needs of the group</li> <li>• Students will be able to compare learners' needs and refer to these in planning main and supplementary objectives for lessons</li> </ul>	2.1  2.1	<ul style="list-style-type: none"> <li>• Remember</li> <li>• Understand</li> <li>• Apply</li> <li>• Analyze</li> </ul>	The factors that influence curriculum design and material development	1	
4	<ul style="list-style-type: none"> <li>• Students will be able to can plan a course or part of a course taking account of the syllabus, the needs of different students and the available materials</li> </ul>	2.2	<ul style="list-style-type: none"> <li>• Create</li> </ul>	Making a lesson/material briefly that reflects the KD (how KD will be taught/presented to students).	1	
5	<ul style="list-style-type: none"> <li>• Students will be able to design tasks to meet individual needs as well as course objective</li> </ul>	2.2	<ul style="list-style-type: none"> <li>• Create</li> </ul>	Making an assessment that reflects the KD (how KD will be assessed to students).	1	
<b>Integrated ICT Competencies</b>						
	<ul style="list-style-type: none"> <li>• Use ICT to search for, manage, analyze, integrate and evaluate information that can be used to support their professional learning.</li> <li>• Use available digital devices to achieve teaching goals</li> </ul>	-	-	Use available digital devices to achieve teaching goals Download resources from website Engage students in exploring real-world issues and solving authentic problems using digital tools and resources	-	Implement ICT to make the process easier Use search engines, online databases, and email to find resources.

### 3. Digital Literacy in English Language Education

	<b>Description</b>	<b>Integrated ICT Competencies</b>
Test Code and Name Semester	Digital Literacy in English Language Education 5	Use word processing software to write a worksheet following standard convention
Credit	3 SKS	
Test Type	Final Term	
Assessment Type	Non-test ( Project) – using ‘googleclass’ digital platform	Implement ICT tools to facilitate a variety of effective assessment and evaluation strategies) Implement ICT tools in assessing student learning of subject matter using a variety of assessment techniques)
Level	Based on EPG level 1.1-3.1 KKNI Level 6 (Novice Teacher)	Use appropriate ICT tools to organize the test level, then decide and design relevant materials to test students’ achievement in all skills.
Learning Objectives	After learning this course the students are expected to: 1. Identify the type of technology that is appropriate for use in language learning in the classroom; 2. Implement technology-based learning in the classroom ranging from the use of simple technology products such as e-mail through the use of learning platforms. 3. Design technology-based language learning plan effectively and efficiently; 4. Be skillful in utilizing various software, applications, online applications, etc. in teaching and learning English.	Use ICT to search for, manage, analyze, integrate and evaluate information that can be used to support their professional learning. Use available digital devices to achieve teaching goals
Description of Test Taker	Students of 5 <sup>th</sup> semester English Language Study Program (ELESP) Age 20 Upwards; Majority 20-27	Use ICT tools to organize and retrieve materials and students’ data
Time	<b>120 minutes</b>	Demonstrate the integration of the technology in innovative ways (the lecture can use e-assessment or internet bases test (IBT), the test designer can set the time automatically, after the time is end, the test will submit automatically)

Instruction	Clear, simple with appropriate time to read.	Use word processing software to write a worksheet following standard convention
Administration	Guidelines for test takers and administrators, regulations in the exam room, and submission's instruction	Use a network and appropriate software to manage, monitor, and assess progress of various student projects
Scoring	Scoring is identified based on the difficulty of the item	ICT has an important role in counting the students' score automatically. <ul style="list-style-type: none"> <li>• Demonstrate the integration of the technology in innovative ways</li> </ul> The test designer can develop and apply knowledge- and performance-based rubrics that allow teachers to assess students' understanding of key subject matter concepts, skills, and processes.

The detailed question in assessment will follow this blue print

Question No	Learning Objectives/ Competences	Test Level		Topic/ Material	Number of Test Item	Input Sources
		EPG	Cognitive Level			
1	<ul style="list-style-type: none"> <li>• Students will be able to use word-processing software to write a worksheet, following standard conventions</li> <li>• Students will be able to create lessons with downloaded texts, pictures, graphics, etc. can search for potential teaching material on the internet</li> <li>• Students will be able to recommend appropriate online materials to students and colleagues</li> <li>• Students will be able to train students to use any available classroom digital equipment, their mobiles, tablets etc. profitably for language learning</li> <li>• Students will be able to design blended learning modules using a learning management system.</li> </ul>	1.1	<ul style="list-style-type: none"> <li>• Remember</li> <li>• Understand</li> </ul>	<ul style="list-style-type: none"> <li>• How ICT can be used effectively in enhancing English language learning in educational setting.</li> <li>• Design and develop any skill in EFL (reading/listening/ writing /speaking skills) integrated ICT (using digital template or software or tool).</li> </ul>	1	<p><b>Main Readings:</b> References 1. Main Readings: Dudeny, Gavin dan Nicky Hockley. 2007. How to Teach English with Technology. Essex: Pearson Education Limited. Harmer, Jeremy. 2007. The Practice of Language Teaching. China: Pearson Education Limited.</p> <p>Sharon E. Smaldino, Deborah L. Lowther, James D. Russel. (2014). Instructional Technology &amp; Media for Learning.</p>
		1.2	<ul style="list-style-type: none"> <li>• Apply</li> <li>• Analyze</li> <li>• create</li> </ul>			
		2.1				
		2.2				
		3.2				

						Prentice hall: Ohio. 2. Supplementary Reading: Jochems, W., Mettjenboer , J., & Koper, R. 2004. Integrated E-Learning. Canada: Routledge.
<b>Integrated ICT Competencies</b>						
	<ul style="list-style-type: none"> <li>Use ICT to search for, manage, analyze, integrate and evaluate information that can be used to support their professional learning.</li> <li>Use available digital devices to achieve teaching goals</li> </ul>		<ul style="list-style-type: none"> <li></li> </ul>	Use available digital devices to achieve teaching goals Download resources from website Engage students in exploring real-world issues and solving authentic problems using digital tools and resources		Implement ICT to make the process easier Use search engines, online databases, and email to find resources.

#### 4. Language Learning Theories and Strategies (LLTS) Course

	Description	Integrated ICT Competencies
Test Code and Name Semester	Language Learning Theories and Strategies (LLTS) 5	Use word processing software to write a worksheet following standard convention
Credit	3 SKS	
Test Type	Final Test	
Assessment Type	IBT - Closed book (Essay Test) – using ‘edmodo’ digital platform	Implement ICT tools to facilitate a variety of effective assessment and evaluation strategies) Implement ICT tools in assessing student learning of subject matter using a variety of assessment techniques)
Test Level	Based on EPG level 1.1-2.2 KKNI Level 6 (Novice Teacher)	Use appropriate ICT tools to organize the test level, then decide and design relevant materials to test students’ achievement in all skills.

Learning Objectives	After learning this course the students are expected to: 1. Identify different language learning theories and methods. 2. Understand different language theories and methods. 3. Analyze techniques and materials for two or more levels. 4. Apply a variety of teaching methods, techniques and activities.	Use ICT to search for, manage, analyze, integrate and evaluate information that can be used to support their professional learning. Use available digital devices to achieve teaching goals				
Description of Test Taker	Students of 5 <sup>th</sup> semester English Language Study Program (ELESP), age 20 Upwards; Majority 20-27	Use ICT tools to organize and retrieve materials and students' data				
Time	<b>120 minutes</b>	Demonstrate the integration of the technology in innovative ways (the lecture can use e-assessment or internet bases test (IBT), the test designer can set the time automatically, after the time is end, the test will submit automatically)				
Instruction	Clear, simple with appropriate time to read.	Use word processing software to write a worksheet following standard convention				
Administration	Guidelines for test takers and administrators, regulations in the exam room, and submission's instruction	Use a network and appropriate software to manage, monitor, and assess progress of various student projects				
Scoring	Scoring is identified based on the difficulty of the item	ICT has an important role in counting the students' score automatically. The test designer can develop and apply knowledge- and performance-based rubrics that allow teachers to assess students' understanding of key subject matter concepts, skills, and processes				
The detailed question in assessment will follow this blue print						
Question No	Learning Objectives/ Competences	Test Level		Topic/ Material	Number of Test Item	Input Sources
		EPG	Cognitive Level			
1	<ul style="list-style-type: none"> <li>Students will be able to identify techniques and materials for different teaching and learning contexts.</li> <li>Students will be familiar with techniques and materials for two or more levels.</li> </ul> Students will be able to use and design	1.2 2.1 2.2	<ul style="list-style-type: none"> <li>Remember</li> <li>Understand</li> <li>Apply</li> <li>Create</li> </ul>	<ul style="list-style-type: none"> <li>Principles behind teaching (Applying the knowledge and understanding of lesson planning, teaching and learning strategies and assessment in the English</li> </ul>	1	<b>Main Readings:</b> <ul style="list-style-type: none"> <li>Richards, J.C, &amp; Rodgers, T.S. 2001. <i>Approaches and Methods in Language Teaching</i>. Cambridge:</li> </ul>



	appropriately a variety of teaching techniques and activities			classroom) • the steps the teacher could best address this student's learning needs		Cambridge University Press. • Harmer, J. 2005. <i>The Practice of English Language Teaching</i> . Malaysia: Pearson • Brown, H.D. 2003. <i>Teaching by Principles</i> . London: Longman • Freeman, Diane Larsen. 2001. <i>Techniques and Principles in Language Teaching</i> . Oxford: Oxford University Press.
2	<ul style="list-style-type: none"> <li>Students will be able to evaluate from a practical perspective the suitability of techniques and materials for different teaching contexts.</li> <li>Students will be well acquainted with language learning theories and methods, learning styles and learning strategies.</li> <li>Students will be able to use and design appropriately a variety of teaching techniques and activities.</li> </ul>	2.1 2.2 2.2	<ul style="list-style-type: none"> <li>Remember</li> <li>Understand</li> <li>Apply</li> <li>Analyze</li> <li>Create</li> </ul>	Principles behind teaching (Applying the knowledge and understanding of lesson planning, teaching and learning strategies and assessment in the English classroom)	1	<p><b>Supplementary Readings:</b></p> <ul style="list-style-type: none"> <li>Ur, P. 1999. <i>A Course in Language Teaching Practice and Theory</i>. New York: Cambridge University Press.</li> <li>Daryanto. 2016. <i>Pendekatan Pembelajaran Saintifik Kurikulum 2013</i>. Yogyakarta: Penerbit Gaya Media.</li> <li>Slavin, Robert. E. 1990. <i>Cooperative Learning</i>. New York:</li> </ul>

					Prentice Hall.
<b>Integrated ICT Competencies</b>					
	<ul style="list-style-type: none"> <li>• Use ICT to search for, manage, analyze, integrate and evaluate information that can be used to support their professional learning.</li> <li>• Use available digital devices to achieve teaching goals</li> </ul>		-	<p>Use available digital devices to achieve teaching goals</p> <p>Download resources from website</p> <p>Engage students in exploring real-world issues and solving authentic problems using digital tools and resources</p>	<p>ICT competences can be integrated explicitly in this component by providing links so that students can access more resources in learning a certain topic. or they can use search engines, online databases, and email to find resources.</p>



## B. The Designed Assessment Instruments

**Course 1 : English Language Teaching Methodology (ELTM)**

**Course : ELTM**

**SKS : 3 SKS**

**SEMESTER/Class : VI (ALL CLASSES)**

**LECTURE :**

**Time allocation : 120 minutes**

**Date of Test : 23 November, 2019**

### **FINAL-TEST EXAM**

#### **INSTRUCTION**

- Turn on the computer and login your edmodo account, find my class (sri susanti's class), then go to the quiz of English Language Teaching Methodology (ELTM) subject & you will find the questions!
- This is an open book examination. You may consult with any materials you wish.
- You will be given 2 hours to complete the examination. There are 4 questions. You should allocate your time approximately to answer all questions.
- Please read all questions carefully and make sure you understand the facts before you begin answering. Write legibly and be as concise as possible.
- Deal with all the issues raised even if you believe the disposition of any one of them is controlling. If there are ambiguities in the facts, make whatever assumptions are necessary to resolve an issue; if additional facts are needed, state what these facts are and why they are needed.
- In answering any question, you should not feel bound by anything you have said in answering an earlier question.

#### **QUESTION**

1. Elaborate the different between approaches and methods of teaching
2. Identify the best teaching principles for teaching practices at Junior High Schools, Senior High Schools, and Vocational Schools.
3. Elaborate the knowledge and understanding of lesson planning, teaching and learning strategies and assessment in the English classroom.
4. Write a lesson plan to be used for teaching in the classroom setting
5. Complete your writing with references!

Good Luck

## Quiz Preview



## FINAL EXAMINATION of ELTM (En...

01:39:53

0 of 5 answered ...

Question 1  
20 points

[Previous](#)[Next](#)

Elaborate the different between approaches and methods of teaching

Type your response here...

Question 2  
20 points

[Previous](#)[Next](#)

Identify the best teaching principles for teaching practices at Junior High Schools, Senior High Schools, and Vocational Schools.

Type your response here...

Question 3  
25 points

[Previous](#)[Next](#)

Apply the knowledge and understanding of lesson planning, teaching and learning strategies and assessment in the English classroom.

Type your response here...

Question 4  
25 points

[Previous](#)[Next](#)

Write a lesson plan to be used for teaching in particular level.

Type your response here...

**Course 2: Curriculum and Development (CMD)**

<b>Course</b>	<b>: Curriculum and Development (CMD)</b>
<b>SKS</b>	<b>: 3 SKS</b>
<b>SEMESTER/Class</b>	<b>: VI (ALL CLASSES)</b>
<b>LECTURE</b>	<b>:</b>
<b>Time allocation</b>	<b>: 100 minutes</b>
<b>Date of Test</b>	<b>: 23 November, 2019</b>

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**FINAL TEST EXAM****INSTRUCTION**

- Turn on the computer and login at [goformative.com](https://goformative.com), find my class (Curriculum and Development (CMD)'s class). Then click 'Final Test Exam' or you can access on <https://goformative.com/formatives/5dbc5db0f1d95eced0735266> and you will find the questions!
- This is an closed-book examination.
- You will be given 120 minutes to complete the examination.
- There are 5 questions in this exam. You have to answer all of questions.
- Please answer all the questions below as instructed!

**QUESTION**

1. Explain the any of curriculum in Indonesia and provide example of a series of activities (relate to the curriculum) in a lesson plan when given materials to do so
2. What are the factors that influence curriculum design and material development?
3. What are the four models of curriculum and material design? Give advantages and disadvantages to learning success and difficulties!
4. Imagine you are a teacher, please choose a pair of KD (basic competency) in any level (SMA/SMP/SD), and make a lesson/material briefly that reflects the KD (how KD will be taught/presented to students).
5. Then make an assessment that reflects the KD (how KD will be assessed to students).

Good Luck

Final Test Exam Edit Assign View Responses Try Premium

Previewing as a Student

1 Explain the three types of curriculum and provide examples?  
15 pts

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2 1. What is the difference between curriculum and syllabus?  
10 pts

---

3 What are the factors that influence curriculum design?  
10 pts

4 What are the four models of curriculum design? Give advantages and disadvantages!  
15 pts

5 What are the five principles in curriculum design?  
11 pts


5 What are the five principles in curriculum design?  
11 pts

6 What are the 10 consideration in curriculum design?  
12 pts

---

7 What are the factors affecting curriculum change in Indonesian?  
15 pts

8 What are the forms of curriculum change?  
12 pts



**Course 3: Language Learning Theories and Strategies (LLTS)**

<b>Course</b>	<b>: Language Learning Theories and Strategies (LLTS)</b>
<b>SKS</b>	<b>: 3 SKS</b>
<b>SEMESTER/Class</b>	<b>: VI (ALL CLASSES)</b>
<b>LECTURE</b>	<b>:</b>
<b>Time allocation</b>	<b>: 2 days</b>
<b>Date of Test</b>	<b>: 23 November, 2019</b>

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**FINAL TEST EXAM****INSTRUCTION**

- Turn on the computer and login your edmodo account, find my class (sri susanti's class), then go to the quiz of Language Learning Theories and Strategies (LLTS) subject & you will find the questions!
- There are 2 questions in this exam. You must answer both questions one and two.
- Read the questions carefully and confine your responses to an analysis of the questions as written. Do not assume any facts not set forth in the questions.
- Complete your writing with references

**QUESTION**

1. A fourth-grade English language learner who recently arrived in the United States has been placed in a general education class. The student studied English in his home country and has strong literacy skills in English. He demonstrates comprehension of reading assignments and performs well on written assignments but never speaks up in class or in conversations with peers. He appears to be engaged in class discussions, but has difficulty responding when called on to contribute to the discussion. Based on theories about the stages of second-language acquisition, can you elaborate the steps the teacher could best address this student's learning needs?
2. Explain and elaborate why academic language skills are inherently more difficult to acquire than social language skills?

Good Luck





## FINAL EXAMINATION ELTS

01:29:23

0 of 2 answered ...

Question 1  
50 points

[Previous](#)[Next](#)

A fourth-grade English language learner who recently arrived in the United States has been placed in a general education class. The student studied English in his home country and has strong literacy skills in English. He demonstrates comprehension of reading assignments and performs well on written assignments but never speaks up in class or in conversations with peers. He appears to be engaged in class discussions, but has difficulty responding when called on to contribute to the discussion. Based on theories about the stages of second-language acquisition, can you elaborate the steps the teacher could best address this student's learning needs?

Type your response here...

Question 2  
50 points

[Previous](#)[Next](#)

Explain and elaborate why academic language skills are inherently more difficult to acquire than social language skills?

Type your response here...

**Course 4: Digital Literacy in English Language Education**

<b>Course</b>	<b>: Digital Literacy in English Language Education</b>
<b>SKS</b>	<b>: 3 SKS</b>
<b>SEMESTER/Class</b>	<b>: V (ALL CLASSES)</b>
<b>LECTURE</b>	<b>:</b>
<b>Time allocation</b>	<b>: 2 days</b>
<b>Date of Test</b>	<b>: 23 November, 2019</b>

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**FINAL TEST EXAM****INSTRUCTION**

Turn on the computer and login your google class & you will find the question!  
Please answer the question below as instructed!

- 1. Please explain how ICT can be used effectively in enhancing English language learning in educational setting. Then design and develop any skill in EFL (reading/listening/writing /speaking skills) integrated ICT (using digital template or software or tool).**

**Note**

- The answer of the question must be written in Ms. Word using Times New Roman font with size 12. The paper must be set into A4 with margin (left 4 cm, right 3 cm, top 3 cm and bottom 3 cm) and line spacing is set into 2.0
- State the sources of the theories that support your argument. You may find any book, journals and citation online to provide you the supporting theory (Mind the time allocation)
- Use the APA in reciting the resources and please use Mendeley in doing reciting.
- In answering the question you are welcome to use picture/shapes/diagram to give an illustration.
- Submit it on google class at the end of the time (due date is on October 13, 2019 at 08.00 p.m.). It won't be accepted automatically if you late. Your work will be presented on the following day (November 26, 2019).
- Good Luck

# Final Exam of Digital Literacy Course

Please answer the question below as instructed!

- The answer of the question must be written in Ms. Word using Times New Roman font with size 12. The paper must be set into A4 with margin (left 4 cm, right 3 cm, top 3 cm and bottom 3 cm) and line spacing is set into 2.0
- State the sources of the theories that support your argument. You may find any book, journals and citation online to provide you the supporting theory (Mind the time allocation)
- Use the APA in reciting the resources and please use Mendeley in doing reciting.
- Use our own words, don't just copy from the other sources or your friends.
- (your work will get through plagiarism checker)
- In answering the question you are welcome to use picture/shapes/diagram to give an illustration.
- Submit it on google class at the end of the time (due date is on October 13, 2019 at 08.00 p.m.). It won't be accepted automatically if you late. Your work will be presented on the following day (October 14, 2019).
- your work will get through plagiarism checker
- Good Luck

1. Please explain how ICT can be used effectively in enhancing English language learning in educational setting. Then design and develop any skill in EFL (reading/listening/writing /speaking skills) integrated ICT (using digital template or software or tool).

ADD FILE

## Appendix 4: Scoring Rubric

### A. Essay Assessment Rubric

#### Pamela's Essay Assessment Rubric

<i>Performance Areas</i>	<i>Excellent</i> <i>10-7</i>	<i>Good</i> <i>6-4</i>	<i>Needs Improvement</i> <i>3-2</i>	<i>Unacceptable</i> <i>1-0</i>
<i>Content/Development</i>	Essay has a specific central idea that is clearly stated in the opening paragraph; appropriate, concrete details support the central idea and show originality and focus.	Central idea is vague; somewhat sketchy and non-supportive to the topic; lacks focus.	Unable to find specific supporting details; more than 4 errors in information.	Essay had no central idea or supporting details.
<i>Organization</i>	Essay is logically organized and well-structured displaying a beginning, a body, and a conclusion. Critical thinking skills are evident.	Essay somewhat digresses from the central idea; ideas do not logically follow each other.	Central point and flow of essay is lost; lacks organization and continuity.	Ideas were unorganized and vague; no particular flow was followed.
<i>Research</i>	Cited researched information; introduced personal ideas to enhance essay cohesiveness.	Some research of the topic was done but was inconclusive to support topic; cited information was vague.	Did little or no gathering of information on the topic; did not cite information.	No research of the topic was done.
<i>Style</i>	Writing is smooth, coherent, and consistent with central idea. Sentences are strong and expressive with varied structure. Diction is consistent and words well chosen.	Sentences are varied and inconsistent with central idea, vocabulary and word choices.	Lacks creativity and focus. Unrelated word choice to central idea. Diction is inconsistent.	Writing is confusing, hard to follow. Contains fragments and/or run-on sentences. Inappropriate diction.
<i>Mechanics</i>	Written work has no errors in word selection and use, sentence structure, spelling, punctuation, and capitalization.	Written work is relatively free of errors in word selection and use, sentence structure, spelling, punctuation, and capitalization (1-2 errors)	Written work has several errors in word selection and use, sentence structure, spelling, punctuation, and capitalization (3-4 errors).	Written work has serious and persistent errors in word selection and use, sentence structure, spelling, punctuation, and capitalization.
<i>Timeliness</i>	Posted completed assignment on or before the deadline.	Posted completed assignment within 24 hours after deadline.	Assignment posted after 24 hours past deadline.	Assignment posted 48 hours past deadline.

## B. Scoring Rubrics for Final Project

Criteria	Unsatisfactory - Beginning	Developing	Accomplished	Exemplary	Total
<b>Paper Focus: Purpose/ Position Statement</b>	<b>0-13 points</b>	<b>14-15 points</b>	<b>16-17 points</b>	<b>18-20 points</b>	/20
	Fails to identify a relevant research topic or is not clearly defined and/or the paper lacks focus throughout.	Identifies a research topic but may be too broad in scope and/or the thesis is somewhat unclear and needs to be developed further. Focal point is not consistently maintained throughout the paper.	Identifies a relevant research topic and a thesis that provides adequate direction for the paper with some degree of interest for the reader. The thesis states the position, premise, or hypothesis, and is the focal point of the paper for the most part.	Identifies a relevant research topic and a thesis that provides direction for the paper that is engaging and thought provoking. The thesis clearly and concisely states the position, premise, or hypothesis and is consistently the focal point throughout the paper.	
<b>Analysis</b>	<b>0-22 points</b>	<b>21-23 points</b>	<b>24-26 points</b>	<b>27-30 points</b>	/30
	Demonstrates a lack of understanding and inadequate analysis of the research topic and thesis. Analysis is superficial based on opinions and preferences rather than critical analysis.	Demonstrates general understanding with limited critical analysis of the research topic and thesis (argument). Summarizes perspectives, counter-arguments, or opposing positions.	Demonstrates an understanding and some critical analysis of the research topic and thesis (argument). Adequately compares/contrasts perspectives, counter-arguments, or opposing positions but broader connections and/or implications are not as thoroughly explored.	Demonstrates a sophisticated understanding and careful, critical analysis of the research topic and thesis (argument). Compares/contrasts perspectives, considers counter arguments or opposing positions, and draws original and thoughtful conclusions with future implications.	
<b>Evidence (Sources)</b>	<b>0-22 points</b>	<b>21-23 points</b>	<b>24-26 points</b>	<b>27-30 points</b>	/30
	Lacks sufficient research sources to support the central position and/or, if included, are generally not relevant, accurate, or reliable. Contains numerous factual mistakes, omissions, or oversimplifications. Sources, if included, are not properly referenced and cited in the paper.	Provides some evidence to support the central position with only a few research sources. Some sources may not be relevant, accurate, and reliable and/or appropriately referenced and cited in the paper.	Provides essential, accurate evidence to support the central position with the required (7) research sources including 1 source from a periodical database that are mostly relevant, accurate, and reliable. Sources are referenced and cited appropriately throughout the paper for the most part.	Provides compelling and accurate evidence to support in-depth the central position beyond the required (7) research sources with at least 1 source from a periodical database. Research sources are highly relevant, accurate, and reliable and add to the strength of the paper; and are effectively referenced and cited throughout the paper.	

Adapted from (Denise Kreiger, Instructional Design and Technology Services, SC&I, Rutgers University,2014)

**APPENDIX 5: Instrument of Measuring the Incorporation of ICT Competence in the Table of Specification and Assessment Instruments**

Name of Course: English Language Teaching Methodology

Date: \_\_\_\_\_

Expert's Name: \_\_\_\_\_

Purpose of Evaluation: The evaluation form is intended to evaluate the prototype design of table of specification (TOS) and assessment instruments of Theoretical Key Teaching Competences Courses for Final Examination integrated by ICT competences. It is focused to evaluate the accommodated-ness of ICT competences in TOS and assessment instruments components

Instructions:

- 1) Put checklist (√) in the column “*Implicit*”, if the ICT competences stated implicitly in the TOS and assessment instruments components.
- 2) Put checklist (√) in the column “*Explicit*”, if the ICT competences stated explicitly in the TOS and assessment instruments components.
- 3) Give remarks in “*Note*” column if necessary.

No.	Table of Specification (TOS) and Assessment Instruments Components	The Statements	The Indicators of ICT Competences	Incorporations of ICT Competences on TOS and Assessment Instruments Components		Notes
				Implicit	Explicit	
1.	Test Code and Name of the course	English Language Teaching Methodology (ELTM)	TL16: Use word-processing software to write a worksheet, following standard conventions			

2.	Learning Objectives	<p>6. Students can identify the different language learning theories and methods.</p> <p>7. Students can understand different language theories and methods.</p> <p>8. Students can analyse techniques and materials for two or more levels.</p> <p>9. Students can evaluate a practical perspective of the suitability of techniques and materials for different teaching contexts.</p> <p>10. Students can apply a variety of teaching methods, techniques and activities reading text.</p>	<p>Use available digital devices to achieve teaching goals</p> <p>KD 31: Use ICT to search for, manage, analyze, integrate and evaluate information that can be used to support their professional learning.</p> <p>KD 14: Adapt technology-based activities and tasks to align with the learning goals and with the needs and abilities of the students</p> <p>TL 22: Use online technology as available to deliver instructional or support material.</p> <p>TL 23: Utilize technology tools to expand upon a conventional activity.</p> <p>TL 25: Choose a technology environment that is aligned with the goals of the class.</p>			
	Test Type	Final Test	-			
3.	Test Level	Based on EPG level 1.1-2.2 KKNI Level 6 (Novice Teacher)	KD: 10 Demonstrate the use of ICT tools to organize and retrieve materials and students' data.			
4.	Assessment Type	Closed book- Essay Test/ IBT (using 'edmodo' digital platform)	<p>KD 14: Use computer-based diagnostic, formative, and summative testing where feasible.</p> <p>KD 25: Implement ICT tools to facilitate a variety of effective assessment and evaluation strategies)</p> <p>KD 26: Implement ICT tools in assessing student learning of subject matter using a variety of assessment techniques).</p>			
5.	Topic/ Material	The topic is identified based on what students have learned in learning process, which is in line with the learning outcome,	<p>TL 1: Use the search engines in computer devices.</p> <p>TL 6: Use ICT resources to enhance</p>			

		<p>and the topic of questions is closely related to authenticity or 'real- world' problems.</p> <p><b>The topic for English Language Teaching Methodology (ELTM)</b></p> <ul style="list-style-type: none"> <li>• Topic question 1: Language learning theory (approaches and methods of teaching). EPG Level: 1.2 – Taxonomy: remember, understand, Apply, Analyze</li> <li>• Topic question 2: Techniques and materials for different context (e.g. teaching principles for teaching practices at Junior High Schools, Senior High Schools, and Vocational Schools). EPG Level: 2.1 2.2 - taxonomy: remember, understand, Apply, Analyze</li> <li>• Topic question 3: Principles behind teaching (applying the knowledge and understanding of lesson planning, teaching and learning strategies and assessment in the English classroom). EPG Level: 2.1 2.2 - taxonomy: remember, understand, Apply, Analyze</li> <li>• Topic question 4: Writing lesson plan to be used for teaching in the classroom setting. EPG Level: 2.2 – Taxonomy: create</li> </ul> <p>Questions:</p> <p>6.Elaborate the different between approaches and methods of teaching</p> <p>7.Identify the best teaching principles for teaching practices at Junior High Schools, Senior High Schools, and Vocational Schools.</p>	<p>their productivity.</p> <p>TL 8: Use presentation software and digital resources to support instruction</p> <p>TL 18: Use resources from websites</p> <p>KD 2: Engage students in exploring real-world issues and solving authentic problems using digital tools and resources..</p>			
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		8.Elaborate the knowledge and understanding of lesson planning, teaching and learning strategies and assessment in the English classroom. 9. Write a lesson plan to be used for teaching in the classroom setting.				
6	Time Allocation	120 minutes (time allocation is identified based on the difficulty of the of the test, number of items and test type).	By implementing ICT, the lecture can use e-assessment or internet bases test (IBT), the test designer can set the time automatically, after the time is end, the test will submit automatically. KD 8: Demonstrate the integration of the technology in innovative ways.			
7	Scoring	scoring is identified based on the difficulty of the item	KD 8 : Demonstrate the integration of the technology in innovative ways. KD 27: Apply knowledge- and performance-based rubrics that allow teachers to assess students' understanding of key subject matter concepts, skills, and processes.			
8	Administration	the guidelines for test takers in doing exam, and submission's instruction	KD 8: Demonstrate the integration of the technology in innovative ways.			

### Instrument of Measuring the Incorporation of ICT Competence in the Table of Specification and Assessment Instruments

Name of Course: **Curriculum and Development (CMD)**

Date: \_\_\_\_\_

Expert's Name: \_\_\_\_\_

Purpose of Evaluation: The evaluation form is intended to evaluate the prototype design of table of specification (TOS) and assessment instruments of Theoretical Key Teaching Competences Courses for Final Examination integrated by ICT competences. It is focused to evaluate the accommodated-ness of ICT competences in TOS and assessment instruments components

Instructions:

- 1) Put checklist (√) in the column “*Implicit*”, if the ICT competences stated implicitly in the TOS and assessment instruments components.
- 2) Put checklist (√) in the column “*Explicit*”, if the ICT competences stated explicitly in the TOS and assessment instruments components.
- 3) Give remarks in “*Note*” column if necessary.

No.	Table of Specification (TOS) and Assessment Instruments Components	The Statements	The Indicators of ICT Competences	Incorporations of ICT Competences on TOS and Assessment Instruments Components		Notes
				Implicit	Explicit	
1.	Test Code and Name of the course	Curriculum and Development (CMD)	TL16: Use word-processing software to write a worksheet, following standard conventions			
2.	Learning Objectives	1. Students can understand the principles of curriculum and materials development. 2. Students can list a series of activities in a lesson plan. 3. Students can apply lesson plans as instructed to take account of learning success and difficulties. 4. Students can analyze a syllabus and	Use available digital devices to achieve teaching goals  KD 31: Use ICT to search for, manage, analyze, integrate and evaluate information that can be used to support their professional learning.  KD 14: Adapt technology-based			

		<p>specified materials to prepare lesson plans.</p> <p>5. Students can design a course or part of a course taking account of the syllabus.</p> <p>11. Students can design tasks to exploit the linguistic and communicative potential of materials. Students can apply a variety of teaching methods, techniques and activities reading text.</p>	<p>activities and tasks to align with the learning goals and with the needs and abilities of the students</p>			
			TL 22: Use online technology as available to deliver instructional or support material.			
			TL 23: Utilize technology tools to expand upon a conventional activity.			
			TL 25: Choose a technology environment that is aligned with the goals of the class.			
3.	Test Type	Final Test	-			
4.	Test Level	Based on EPG level 1.1-2.2 KKNI Level 6 (Novice Teacher)	KD: 10 Demonstrate the use of ICT tools to organize and retrieve materials and students' data.			
5.	Assessment Type	Closed book- Essay Test/ IBT (using 'goformative' digital platform)	KD 14: Use computer-based diagnostic, formative, and summative testing where feasible.			
			KD 25: Implement ICT tools to facilitate a variety of effective assessment and evaluation strategies)			
			KD 26: Implement ICT tools in assessing student learning of subject matter using a variety of assessment techniques).			
5.	Topic/ Material	<p>The topic is identified based on what students have learned in learning process, which is in line with the learning outcome, and the topic of questions is closely related to authenticity or 'real- world' problems.</p> <p><b>The topic for CMD</b></p> <ul style="list-style-type: none"> <li>• Topic question 1: Curriculum in Indonesia and example of a series of activities (relate to the curriculum) in a lesson plan when given materials to do so. EPG level: 1.1 - taxonomy: remember, understand, Apply,</li> </ul>	<p>TL 1: Use the search engines in computer devices.</p> <p>TL 6: Use ICT resources to enhance their productivity.</p> <p>TL 8: Use presentation software and digital resources to support instruction</p> <p>TL 18: Use resources from websites</p> <p>KD 2: Engage students in exploring real-world issues and solving authentic problems using digital tools and resources..</p>			

		<p>Analyze.</p> <ul style="list-style-type: none"> <li>• Topic question 2: Models of curriculum and material design. Advantages and disadvantages to learning success and difficulties. EPG level: 1.1 - taxonomy: remember, understand, Apply, Analyze.</li> <li>• Topic question 3: The factors that influence curriculum design and material development. EPG level: 2.1 - taxonomy: remember, understand, Apply, Analyze.</li> <li>• Topic question 4: Making a lesson/material briefly that reflects the KD (how KD will be taught/presented to students). EPG level: 2.2 - taxonomy: create.</li> <li>• Topic question 5: Making an assessment that reflects the KD (how KD will be assessed to students). EPG level: 2.2 - taxonomy: create</li> </ul> <p>Questions:</p> <ol style="list-style-type: none"> <li>6. Explain the any of curriculum in Indonesia and provide example of a series of activities (relate to the curriculum) in a lesson plan when given materials to do so</li> <li>7. What are the factors that influence curriculum design and material development?</li> <li>8. What are the four models of curriculum and material design? Give advantages and disadvantages to learning success and difficulties!</li> <li>9. Imagine you are a teacher, please choose a pair of KD (basic competency) in any level (SMA/SMP/SD), and make a</li> </ol>				
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		<p>lesson/material briefly that reflects the KD (how KD will be taught/presented to students).</p> <p>10. Then make an assessment that reflects the KD (how KD will be assessed to students).</p>				
6	Time Allocation	120 minutes (time allocation is identified based on the difficulty of the of the test, number of items and test type).	<p>By implementing ICT, the lecture can use e-assessment or internet bases test (IBT), the test designer can set the time automatically, after the time is end, the test will submit automatically.</p> <p>KD 8: Demonstrate the integration of the technology in innovative ways.</p>			
7	Scoring	Scoring is identified based on the difficulty of the item	<p>KD 8 : Demonstrate the integration of the technology in innovative ways.</p> <p>KD 27: Apply knowledge- and performance-based rubrics that allow teachers to assess students' understanding of key subject matter concepts, skills, and processes.</p>			
8	Administration	the guidelines for test takers in doing exam, and submission's instruction	KD 8: Demonstrate the integration of the technology in innovative ways.			

Name of Course: **Digital Literacy in English Language Education**

Date: \_\_\_\_\_

Expert's Name: \_\_\_\_\_

Purpose of Evaluation: The evaluation form is intended to evaluate the prototype design of table of specification (TOS) and assessment instruments of Theoretical Key Teaching Competences Courses for Final Examination integrated by ICT competences. It is focused to evaluate the accommodated-ness of ICT competences in TOS and assessment instruments components

Instructions:

- 1) Put checklist (√) in the column “*Implicit*”, if the ICT competences stated implicitly in the TOS and assessment instruments components.
- 2) Put checklist (√) in the column “*Explicit*”, if the ICT competences stated explicitly in the TOS and assessment instruments components.
- 3) Give remarks in “*Note*” column if necessary.

No.	Table of Specification (TOS) and Assessment Instruments Components	The Statements	The Indicators of ICT Competences	Incorporations of ICT Competences on TOS and Assessment Instruments Components		Notes
				Implicit	Explicit	
1.	Test Code and Name of the course	Digital Literacy in English Language Education	TL16: Use word-processing software to write a worksheet, following standard conventions			
2.	Learning Objectives	1. Students can identify the type of technology that is appropriate for use in language learning in the classroom; 2. Students can implement technology-based learning in the classroom ranging from the use of simple technology products such as e-mail through the use of learning platforms. 3. Students can design technology-based language learning plan effectively and	Use available digital devices to achieve teaching goals			
			KD 31: Use ICT to search for, manage, analyze, integrate and evaluate information that can be used to support their professional learning. KD 14: Adapt technology-based activities and tasks to align with the learning goals and with the			

		efficiently; 4. Students can be skillful in utilizing various software, applications, online applications, etc. in teaching and learning English.	needs and abilities of the students			
			TL 22: Use online technology as available to deliver instructional or support material.			
			TL 23: Utilize technology tools to expand upon a conventional activity.			
			TL 25: Choose a technology environment that is aligned with the goals of the class.			
3.	Test Type	Final Test	-			
4.	Test Level	Based on EPG level 1.1-2.2 KKNI Level 6 (Novice Teacher)	KD: 10 Demonstrate the use of ICT tools to organize and retrieve materials and students' data.			
5.	Assessment Type	Non-test ( Project) – using 'googleclass' digital platform	KD 14: Use computer-based diagnostic, formative, and summative testing where feasible.			
			KD 25: Implement ICT tools to facilitate a variety of effective assessment and evaluation strategies)			
			KD 26: Implement ICT tools in assessing student learning of subject matter using a variety of assessment techniques).			
5.	Topic/ Material	The topic is identified based on what students have learned in learning process, which is in line with the learning outcome, and the topic of questions is closely related to authenticity or 'real- world' problems. <b>The topic for Digital Literacy in English Language Education</b>  11. Topic question 1: a. How ICT can be used effectively in enhancing English language learning in educational setting. EPG level: 1.1, 1.2 & 2.1 - taxonomy: remember, understand,	TL 1: Use the search engines in computer devices. TL 6: Use ICT resources to enhance their productivity. TL 8: Use presentation software and digital resources to support instruction TL 18: Use resources from websites KD 2: Engage students in exploring real-world issues and solving authentic problems using digital tools and resources..			

		<p>apply, analyze  b. Design and develop any skill in EFL (reading/listening/writing /speaking skills) integrated ICT (using digital template or software or tool). EPG level: 1.1-3.1 - taxonomy: create</p> <p>Questions:  <i>Please explain how <b>ICT can be used effectively in enhancing English language learning in educational setting.</b> Then design and develop any skill in EFL (reading/listening/writing /speaking skills) integrated ICT (using digital template or software or tool).</i></p>				
6	Time Allocation	120 minutes (time allocation is identified based on the difficulty of the of the test, number of items and test type).	<p>By implementing ICT, the lecture can use e-assessment or internet bases test (IBT), the test designer can set the time automatically, after the time is end, the test will submit automatically.</p> <p>KD 8: Demonstrate the integration of the technology in innovative ways.</p>			
7	Scoring	Scoring is identified based on the difficulty of the item	<p>KD 8 : Demonstrate the integration of the technology in innovative ways.</p> <p>KD 27: Apply knowledge- and performance-based rubrics that allow teachers to assess students' understanding of key subject matter concepts, skills, and processes.</p>			
8	Administration	the guidelines for test takers in doing exam, and submission's instruction	KD 8: Demonstrate the integration of the technology in innovative ways.			



Name of Course: **Digital Literacy in English Language Education**

Date: \_\_\_\_\_

Expert's Name: \_\_\_\_\_

Purpose of Evaluation: The evaluation form is intended to evaluate the prototype design of table of specification (TOS) and assessment instruments of Theoretical Key Teaching Competences Courses for Final Examination integrated by ICT competences. It is focused to evaluate the accommodated-ness of ICT competences in TOS and assessment instruments components

Instructions:

- 4) Put checklist (√) in the column "*Implicit*", if the ICT competences stated implicitly in the TOS and assessment instruments components.
- 5) Put checklist (√) in the column "*Explicit*", if the ICT competences stated explicitly in the TOS and assessment instruments components.
- 6) Give remarks in "*Note*" column if necessary.

No.	Table of Specification (TOS) and Assessment Instruments Components	The Statements	The Indicators of ICT Competences	Incorporations of ICT Competences on TOS and Assessment Instruments Components		Notes
				Implicit	Explicit	
1.	Test Code and Name of the course	Digital Literacy in English Language Education	TL16: Use word-processing software to write a worksheet, following standard conventions			
2.	Learning Objectives	5. Students can identify the type of technology that is appropriate for use in language learning in the classroom; 6. Students can implement technology-based learning in the classroom ranging from the use of simple technology products such as e-mail through the use of learning platforms. 7. Students can design technology-based language learning plan effectively and	Use available digital devices to achieve teaching goals			
			KD 31: Use ICT to search for, manage, analyze, integrate and evaluate information that can be used to support their professional learning. KD 14: Adapt technology-based activities and tasks to align with the learning goals and with the			

		efficiently; 8. Students can be skillful in utilizing various software, applications, online applications, etc. in teaching and learning English.	needs and abilities of the students			
			TL 22: Use online technology as available to deliver instructional or support material.			
			TL 23: Utilize technology tools to expand upon a conventional activity.			
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3.	Test Type	Final Test	-			
4.	Test Level	Based on EPG level 1.1-2.2 KKNI Level 6 (Novice Teacher)	KD: 10 Demonstrate the use of ICT tools to organize and retrieve materials and students' data.			
5.	Assessment Type	Non-test ( Project) – using 'googleclass' digital platform	KD 14: Use computer-based diagnostic, formative, and summative testing where feasible.			
			KD 25: Implement ICT tools to facilitate a variety of effective assessment and evaluation strategies)			
			KD 26: Implement ICT tools in assessing student learning of subject matter using a variety of assessment techniques).			
5.	Topic/ Material	The topic is identified based on what students have learned in learning process, which is in line with the learning outcome, and the topic of questions is closely related to authenticity or 'real- world' problems. <b>The topic for Language Learning Theories and Strategies (LLTS)</b>  • Topic question 1: Principles behind teaching (The steps the teacher could best address this student's learning needs. EPG level: 2.2 - taxonomy: remember, understand, apply, analyze, and create.	TL 1: Use the search engines in computer devices. TL 6: Use ICT resources to enhance their productivity. TL 8: Use presentation software and digital resources to support instruction TL 18: Use resources from websites KD 2: Engage students in exploring real-world issues and solving authentic problems using digital tools and resources..			

		<ul style="list-style-type: none"> <li>• Topic question 2: Principles behind teaching (Applying the knowledge and understanding of lesson planning, teaching and learning strategies and assessment in the English classroom). EPG level: 2.2 - taxonomy: remember, understand, apply, analyze, and create.</li> </ul> <p>Questions:</p> <p>3. <i>A fourth-grade English language learner who recently arrived in the United States has been placed in a general education class. The student studied English in his home country and has strong literacy skills in English. He demonstrates comprehension of reading assignments and performs well on written assignments but never speaks up in class or in conversations with peers. He appears to be engaged in class discussions, but has difficulty responding when called on to contribute to the discussion. Based on theories about the stages of second-language acquisition, can you elaborate the steps the teacher could best address this student's learning needs?</i></p> <p>4. <i>Explain and elaborate why academic language skills are inherently more difficult to acquire than social language skills?</i></p>				
6	Time Allocation	120 minutes (time allocation is identified based on the difficulty of the of the test, number of items and test type).	By implementing ICT, the lecture can use e-assessment or internet bases test (IBT), the test designer can set the time automatically, after the time is end, the			

			test will submit automatically.			
			KD 8: Demonstrate the integration of the technology in innovative ways.			
7	Scoring	Scoring is identified based on the difficulty of the item	KD 8 : Demonstrate the integration of the technology in innovative ways.			
			KD 27: Apply knowledge- and performance-based rubrics that allow teachers to assess students' understanding of key subject matter concepts, skills, and processes.			
8	Administration	the guidelines for test takers in doing exam, and submission's instruction	KD 8: Demonstrate the integration of the technology in innovative ways.			



