

## APPENDICIES

### Appendix 1: Assessing Competences Indicators

#### A. Language Assessment Course

According to Farhady (2015)			
Citation	Keywords	Indicators	Code
Language assessment is clearly defined as a multidimensional field in which the scholars attempt to address three major issues: (a) the nature of the construct to be measured, that is, language; (b) how this construct should be measured; and (c) how the “outcome of measurement” should be utilized.	1. Nature of language	Able to understand the different role of language.	La1
		Able to understand the basic characteristics and functions of the language.	La2
		Able to identify relationship between language teaching and language assessment	La3
		Able to identify types and purposes of language assessment	La4
		Able to identify the problems that may occur in language testing in practice.	La5
	2. Measurement	Able to identify the good language test criteria	La6
		Able to - provide a conceptual basis for making validity judgements of tests and testing processes.	La7
		Able to introduce concept of validity	La8
		Able to introduce key constructs and models used for describing language skill	La9
		Able to identify the elements and constraints of test authenticity	La10
		Able to differentiate objective and subjective tests;	La11
		Able to understand the concept of reliability	La12

		Able to identify methods of Reliability analysis.	La13
		Able to understand the strategies for improving test reliability	La14
	3. Outcome of measurement	Able to describe test results	La15
		Able to identify scale of measurement	La16
		Able to understand the nominal scale, interval scale, and ratio scales.	La17
		Able to correlate the relationship among the scales.	La18
		Able to display the data	La19
		Able to interpret test score of students' performances	La20
		Able To develop critical thinking about the impact of tests on language teaching and learning	La21

According to Karezya Uy (2009)			
Citation	Keywords	Indicators	Code
language assessment as a program under the field of applied linguistics which basically concerns on <b>evaluating</b> a person's fluency in a language. The basis of a language assessment involves its language content standards and language policies. These two things	1. Evaluating and language skills	Able to evaluate English language tests	La22
		Able to identify micro and macro skill of listening	La23
		Able to design assessment task for listening	La24
		Able to recognize phonological and morphological elements	La25
		Able to enhance the understanding of and the metalinguistic skills in describing writing ability	La26
		Able to evaluate sample writing using band descriptors.	La27
		Able to enhance skills in writing evaluative feedback and comments	La28

<p>determine what a student should learn from a language course and the expectations and goals he should meet by the end of the course. Another important factor in a language assessment is the language performance standard. This standard determines the language skills that a student should develop in order to pass the assessment. It can include skills such as reading, writing, speaking, and listening.</p>	Able to identify types of Writing Performance,	La29
	Able to understand Micro- and Macro skills of Writing	La30
	Able to design Assessment Tasks for writing	La31
	Able to identify basic Types of Speaking,	La32
	Able to enhance the understanding of and the metalinguistic skills in describing speaking skill	La33
	Able to design assessment task of imitative, intensive, interactive and extensive of speaking.	La34
	Able to develop speaking tests or specific target language contexts;	La35
	Able to identify types of reading	La36
	Able to understand macro and micro skills of reading	La37
	Able to utilize the straggles for reading.	La38
	Able to develop reading tests for specific target language contexts.	La39
Able to o critically discuss validity of reading,	La40	

## B. Language Assessment Instrument Development Course

Book title: Book title: Language Assessment Principles and Classroom Practices by H. Douglas Brown (2004)			
Citation	Keywords	Indicators	Code
A process of designing tests or revising tests.	<b>Designing and revising tests.</b>	Be able to understand the purpose and reason of designing the test.	<b>Laid1</b>
		Be able to establish appropriate objectives involves a number of issues, ranging from relatively simple ones about forms and functions covered in a course unit to much more complex ones about constructs to be operationalized in the test.	<b>Laid2</b>
		Be able to evaluate or design a test	<b>Laid3</b>
		Be able to make sure that the objectives are incorporated into a structure that appropriately weights the various competencies being assessed.	<b>Laid4</b>
		Be able to select and separate the test items arranged.	<b>Laid5</b>
Book title: Testing for Language Teachers 2 <sup>nd</sup> Edition by Hughes (2003)			
Citation	Keywords	Indicators	Code
Assessment instrument development lay down a set of general <b>procedures</b> for <b>test construction</b> .	<b>Procedures:</b> An established or official way of doing something	Be able to make a full and clear statement of the testing problem.	Laid6
		Be able to write complete specifications for the test.	Laid7
	A series of actions	Be able to write and moderate test items.	Laid8
		Be able to trial the items informally on native speakers and reject or modify	Laid9



	conducted in a certain order of manner	problematic ones as necessary.	
		Be able trial the best on a group of non-native speakers similar to those for whom the best is intended.	Laid10
		Be able to analyse the results of the trial and make any necessary changes.	Laid11
		Be able to Calibrate scales.	Laid12
		Be able to Validate the test and test items.	Laid13
		Be able to write handbooks for test takers, test user and staff.	Laid14
		Be able to train any necessary staff (interviewers, ratters, etc.).	Laid15
		<b>Construction:</b>	Be able to make Decision to gather evidence
	The various ways that items in a psychological measure are created and decided upon.	Be able to make decision to allocate resources	Laid17
		Be able to do the content analysis and test blue print	Laid18
		Be able to design the test items.	Laid19
		Be able to review the test items.	Laid20
		Be able to plan the item scoring.	Laid21
		Be able to describe the production of trial tests.	Laid22
		Be able to trial the language testing	Laid23
		Be able to revise/replace/discard the test items.	Laid24
		Be able to construct the final form of the test.	Laid25

**Appendix 2: The Exemplary Syllabus Model of KEMENRISTEK DIKTI**

**CONTOH RENCANA PEMBELAJARAN SEMESTER**

Mata kuliah : ..... Semester: ..... Kode Mata Kuliah: ..... sks : .....  
Jurusan /Program Studi : ..... Dosen Pengampu: .....  
Capaian pembelajaran lulusan yang dibebankan pada mata kuliah ini : ..... (bisa dilampirkan)

(1) MINGGU KE	(2) KEMAMPUAN AKHIR YANG DIHARAPKAN	(3) BAHAN KAJIAN (materi ajar)	(4) METODE PEMBELAJAR AN	(5) WAKTU	(6) PENGALAMAN BELAJAR MAHASISWA	(7) KRITERIA PENILAIAN dan indikator	(8) BOBOT NILAI

Daftar Referensi:  
.....

**\*) Catatan :** format diatas hanya contoh, dapat diubah atau dikembangkan dalam format yang berbeda.

### Appendix 3: ICT Competences Indicators

No	Code	ICT competencies indicators	Sources	Unesco's Approach		
				TL	KD	KC
<b>Employing Internet and websites</b>						
1	TL2	Identify the Internet and the World Wide Web, elaborate on their usages.	(UNESCO, 2011)	v		
2	TL3	Recognize how a browser works and use a URL to access a website.		v		
3	TL33	use online technology as available to deliver instructional or support material	(Healey, 2008)	v		
<b>ICT-involved Learning Resources</b>						
4	TL4	Use ICT resources to support teachers' own acquisition of subject matter and pedagogical knowledge. (- Digital Classroom, - Website, -Social site) e.g (Sciencedirect, Researchgate, Wikipedia, Google, Englishpage, Libgen, Asian TEFL)	(UNESCO, 2011)	v		
5	TL5	Use ICT resources to enhance their productivity.		v		
6	KD138	Use ICT to access and share resources to support their activities and their own professional learning.			v	
7	TL22	Download resources from websites.	(European Union, 2011)	v		
8	KD43	Determine the right online and electronic learning resources.	(Healey, 2008)		v	
9	KD53	Use technology resources that promote appropriate language use.			v	
<b>ICT-Involved Hardware</b>						
10	TL6	Demonstrate the use of common hardware in supporting teaching learning activity, such as:	(UNESCO, 2011)	v		
11	TL26	Use a data projector for lessons involving the internet, a DVD etc.	(European Union, 2011)	v		
12	KD8	Train students to use any available classroom digital equipment (IWB incl.), their mobiles, tablets etc. Profitably for language learning			v	
13	TL69	Implement the electronic devices such as DVD players, data projectors, interactive whiteboard and etc.	(Celce Murcia, 2014)	v		
14	TL70	Implement mobile device that employ a computer at their core such as cell phones, personal digital assistant (PDA), MP3 player and etc.		v		
15	TL82	Use ICT tools in the classroom practice appropriately.	(Tomei, 2005)	v		
16	TL83	Implement ICT tools in gaining the attention of the learner (Cognitive Domain).		v		

17	KD97	Implement a new ICT tools such as laptop, interactive whiteboard, LCD projector, internet and social networks in education support will help learners to use English in a very natural, real, communicative and stress-free language learning environment.	(Dilek Cakici, 2006)	v		
<b>ICT-Involved Software and applications</b>						
18	TL7	Use presentation software and digital resources to support instruction, such as:	(UNESCO, 2011)	v		
19	TL8	Recognize the basic function of graphics software and use the software package to create a simple graphic display, such as:		v		
20	KD128	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		
21	KD129	Operate various open-ended software packages appropriate to their subject matter area, such as visualization, data analysis, role-play simulations, and online references.		v		
22	KD132	Use a network and appropriate software to manage, monitor, and assess progress of various student projects.		v		
23	TL24	Use software for handling images, DVDs, and sound files.	(European Union, 2011)	v		
24	TL25	Use any standard Windows/Mac software, including media players.		v		
25	TL51	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).	(Healey, 2008)	v		
26	TL72	Implement the relevant application in teaching and learning process such as word processing, dictionaries, and a web browser.	(Celce Murcia, 2014)	v		
27	KD96	Implement virtual learning environment (VLEs) in the process of teaching and learning (ex. Edmodo, Moodle).	(Phil Spancer, 2011)	v		
<b>Creating/Designing/Editing files or materials</b>						
28	TL9	Demonstrate the basic tasks and use word processors, such as: Microsoft office, WPS, text entry, editing text, formatting text printing	(UNESCO, 2011)	v		
29	KC15	Design online materials and activities that engage students in collaborative problem-solving, research or creating art.				v
30	TL20	Use word-processing software to write a worksheet, following standard conventions.	(European Union, 2011)	v		
31	KD42	Use available digital devices to achieve teaching goals (e.g., turning the device on and off; opening, closing and resizing software windows; saving, editing, and organizing files and folders; copying, cutting, and pasting components within a document; recognizing file times; launching and exiting software applications; and similar universal tasks)	(Healey, 2008)	v		

32	KD24	Evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning	(ISTE, 2008)		v	
<b>Email and File sharing</b>						
33	TL10	Create an email account and use it for a sustained series of email correspondence.	(UNESCO, 2011)	v		
34	TL89	Provide Audio and video-based classroom discussion via distance learning	(Tomei, 2005)	v		
35	TL90	Facilitate ICT tools in brainstorming either at the classroom or at a distance		v		
36	KD120	Implement ICT tools to construct and share new concrete information			v	
<b>ICT for Communication and Collaboration</b>						
38	KD133	Use ICT to communicate and collaborate with students, peers, parents and the larger community in order to nurture student learning	(UNESCO, 2011)		v	
39	KD134	Use the network to support student collaboration within and beyond the classroom.			v	
40	KC13	Help students to use ICT to develop communications and collaboration skills.				v
41	KD17	Collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation	(ISTE, 2008)		v	
42	KD118	Implement ICT tools to communicate and collaborate with peers and group.	(Tomei, 2005)		v	
43	KD122	Implement telecommunication to interact with peers, experts and other audiences.			v	
<b>ICT for Curriculum and Lesson Planning</b>						
44	TL16	Incorporate appropriate ICT activities into lesson plans so as to support students' acquisition of school subject matter knowledge.	(UNESCO, 2011)	v		
45	KC12	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
46	KC24	Prepare teaching materials using basic technological tools (e.g., word-processing software, presentation software, and software that creates Internet resources).	(Healey, 2008)			v
47	KC1	Create lessons with downloaded texts, pictures, graphics, etc.	(European Union, 2011)			v
48	KC2	Design blended learning modules using a learning management system.				v



49	KC3	Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity	(ISTE, 2008)			v
<b>Software and applications Involvement</b>						
50	TL19	Use networked record keeping software to take attendance, submit grades, and maintain student records.	(UNESCO, 2011)	v		
<b>Organizing files, tools etc.</b>						
51	KD111	Formulate the concept and operation of ICT tools that appropriate with the students' knowledge and skills.	(Tomei, 2005)		v	
52	KD136	Place and organize computers and other digital resources within the classroom so as to support and reinforce learning activities and social interactions.	(UNESCO, 2011)		v	
<b>Communities Engagements</b>						
53	TL29	Participate in local and global learning communities to explore creative applications of technology to improve student learning	(ISTE, 2008)	v		
54	KD54	Use an electronic forum (e.g., blog) to post information for students about the class	(Healey, 2008)		v	
<b>Evaluation and assessment tools</b>						
55	TL67	Language teachers interpret computer-based test scores for stakeholders (e.g., TOEFL, other standardized tests).	(Healey, 2008)	v		
56	KD41	Language teachers evaluate technological resources for alignment with the needs and abilities of the students			v	
57	KD61	Evaluate students' works that are posted in blogs, social medias, or electronic mails.			v	
58	KD78	Language teachers use computer-based diagnostic, formative, and summative testing where feasible.			v	
59	KD81	Language teachers use digital resources to document teaching for further analysis (e.g., digital recording of lectures and class interactions, digital logs of interactions).			v	
60	TL76	facilitate the appropriate ICT tools in giving fast feedback to students' error.	(Dilek Cakiki, 2006)	v		
61	KD98	Examine ICTs both receptive and productive skills are easily and effectively assessed.			v	
62	KC5	Decide and design relevant materials to test students' achievement in all skills and look for the appropriate ICT that can be used.				v
63	TL88	Provide graded and non-graded practice reviews, quizzes, and examinations	(Tomei, 2005)	v		
64	KD115	Implement ICT tools to facilitate a variety of effective assessment and evaluation strategies			v	
65	KD116	Implement ICT tools in assessing student learning of subject matter using a variety of assessment techniques.			v	

66	KC4	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	(ISTE, 2008)			v
67	KC14	Help students develop both knowledge- and performance-based rubrics and apply them to assess their own understanding of key subject matter and ICT skills. Help students to use these rubrics to assess another students' work.	(UNESCO, 2011)			v
<b>Enhancing ICT competences through Teachers modelling</b>						
68	TL41	Identify the right technology to support various teaching goals.	(Healey, 2008)	v		
69	KD31	Language teachers show an awareness of their role as models, demonstrating respect for others in their use of public and private information.			v	
70	KD1	Recommend appropriate online materials to students and colleagues	(European Union, 2011)		v	
71	KD2	Set and supervise on-line work for learners			v	
72	KD3	Train students to select and use on-line exercises appropriate to their individual needs			v	
73	KD18	Model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning	(ISTE, 2008)		v	
74	KD19	Advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources			v	
75	KD23	Exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others			v	
<b>ICT Ethics and Policies</b>						
76	KD32	Language teachers show awareness and understanding when approaching culturally sensitive topics and offer students alternatives.	(Healey, 2008)		v	
77	KD38	Language teachers protect student privacy (e.g., not inappropriately putting student email addresses, biodata, or photos online; fully informing students about public sharing of blogs and Web sites; using password-protected sites when possible).			v	
78	KD39	Language teachers respect (support) student ownership of their own work (e.g., not sharing student work inappropriately; not requiring students to post their work publicly)			v	
79	TL91	Identify the ethical cultural, societal issues related with ICT tools.	(Tomei, 2005)	v		
80	KD21	Promote and model digital etiquette and responsible social interactions related to the use of technology and information	(ISTE, 2008)		v	
81	KD22	Develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital-age communication and collaboration tools			v	

ICT-Related Research/Journals						
82	TL52	Recognize which research findings about technology use are most appropriate for teaching and learning context.	(Healey, 2008)	v		
83	TL60	Recognize appropriate suggestions from research for classroom practice using technology.		v		
84	TL64	Identify gaps in current research about technology use.		v		
85	KD74	Use a variety of avenues for getting information about research related to technology use (e.g., communities of practice, conferences).			v	
86	KD75	Share relevant research findings about technology use with others.			v	
ICT / System						
87	TL56	Choose technology that is aligned with needs and abilities of the students (e.g., language learning-focused software, productivity tools, content tools).	(Healey, 2008)	v		
88	KD28	Language teachers share information about available technology with colleagues			v	
89	KD45	use online technology available to deliver teaching or support material.			v	
90	KD58	Demonstrate the understanding of various features of social media, blogs, and electronic mails in providing feedbacks.			v	
91	KD59	Demonstrate the use of ICT tools to organize and retrieve materials and students' data.			v	
92	KD67	Embed technology into teaching rather than making it an add-on.			v	
Learning strategies and Methods						
93	KD11	Engage students in exploring real-world issues and solving authentic problems using digital tools and resources	(ISTE, 2008)		v	
94	KD20	Address the diverse needs of all learners by using learner-centered strategies and providing equitable access to appropriate digital tools and resources			v	
95	KD72	Adapt technology-based activities and tasks to align with the learning goals and with the needs and abilities of the students.	(Healey, 2008)		v	
96	KD86	Plan homework or other out of class work to sustain learners' progress and to extend and consolidate their learning	(Phil Spancer, 2011)		v	
97	KD100	Construct interactive, flexible and innovative English language environment.	(Dilek Cakiki, 2006)		v	
98	KD103	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.	(Tomei, 2005)		v	


99	KD109	Implement ICT tools in solving simple and complex explanation in teaching and learning activity (affective domain).			v	
100	KD114	Implement ICT tools to develop students' higher order skills and creativity.			v	
101	KD123	Implement ICT tools resources for problem solving, making informed decision and sharing the learning with peers.			v	
102	KD126	Describe how collaborative, project-based learning and ICT can support 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.	(UNESCO, 2011)		v	
103	KD135	Use search engines, online databases, and email to find people and resources for collaborative projects.			v	
104	KD137	Manage student project-based learning activities in a technology-enhanced environment.			v	
<b>Personal and professional developments</b>						
105	KD60	Demonstrate the use of ICT tools to encourage students to document their own progress.	(Healey, 2008)		v	
106	KD85	Provide the opportunities for learner to develop their literacy, numeracy and ICT skills	(Phil Spancer, 2011)		v	
107	KD108	Implement ICT tools in affecting students' social behavior and personal achievement (affective domain).	(Tomei, 2005)		v	
<b>Data/Material retrieval</b>						
108	KD95	Construct the teaching experience easier by managing accessible task.			v	
109	KD127	Design online materials that support students' deep understanding of key concepts and their application to real world problems	(UNESCO, 2011)		v	
110	KC28	Create a resource that allows students to locate and retrieve materials.	(Healey, 2008)			v
<b>ICT-integrated Environments</b>						
111	KD14	Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress	(ISTE, 2008)		v	
112	KD25	Language teachers prepare instructional materials for students using basic technology tools (e.g., word-processing software, presentation software, and software that creates Internet resources).	(Healey, 2008)		v	
113	KC31	Create an appropriate technology environment to meet specific teaching and learning goals.				v

114	TL58	Enable students to think critically about their use of technology in an age appropriate manner.		v		
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## Appendix 4: European Profiling Grid (EPG) Descriptors

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

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

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

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



**Appendix 5: The Analysis of ICT Competences in the Existing Syllabuses of Assessing Competences Courses**

Code	Course Name	Syllabus Components								Remarks
		Course Description	Course Learning Outcomes	Lesson Learning Outcomes	Materials	Teaching Methods	Assessments	Learning Media	Others	
UA	English Language Assessment	-	-	-	-	-	Do homework on the following statistical calculation	OHP LCD Diagrams	<p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>- Presentation (implicit)</li> <li>- <b>Doing mini research project on analysing item tests analysis</b> that has been used by SMP or SMA students on a national examination (Indo: UN) or school final semester examination (Indo: UAS)</li> <li>- <b>Making a model of language assessment</b> covering all the four language skills</li> </ul>	In the learning media, the ICT tools employed by the lectures to deliver the learning materials. Besides, in the assessment the lecturer explicitly asked the students to employ ICT through statistical calculation. However, the utilization of ICT in the assignment presentation was implicitly mentioned.



Code	Course Name	Syllabus Components								Remarks
		Course Description	Course Learning Outcomes	Lesson Learning Outcomes	Materials	Teaching Methods	Assessments	Learning Media	Others	
UB	Language Testing	-	-	-	-	-	-	Multimedia computer, LCD Projector and internet facilities.	<b>Assignment:</b> Presentation (Implicit)  Peer-Review Workshop and Submission (Implicit)  Final assignment in the form of test construction (Implicit)	The incorporation of ICT found in the assignment and learning media which were implicitly and explicitly stated that students need to employ ICT and use the social sites.
UC	Language Assessment	Mahasiswa nantinya mampu mengambil keputusan strategis yang berkaitan dengan bidang pengetahuan terkait serta mengaitkannya dengan kehidupan nyata melalui pemanfaatan <b>IPTEKS</b>	Mampu menguji validitas dan realibilitas hasil penelitian secara statistic.	-	-	-	Presentation (Implicit)	<b>Software :</b> E-Learning, ANA test, SPSS <b>Hardware:</b> Laptop, LCD Projector, Journals	<b>Reference:</b> Journal	In three components of syllabus, the incorporation of ICT was explicitly mentioned. However, the teaching method which was presentation implicitly required the teachers to able to use hardware such

Code	Course Name	Syllabus Components								Remarks
		Course Description	Course Learning Outcomes	Lesson Learning Outcomes	Materials	Teaching Methods	Assessments	Learning Media	Others	
										as laptop or presentation software such as PPT, Prezi to present the learning materials.
UD	English Language Assessment	-	-	-	Scoring/marking, data processing & reporting Assessment Results (Implicit)	Mini Seminar (Implicit)	<ul style="list-style-type: none"> <li>- Work in groups of three. Draw a mind map to show CATs classification. (Implicit)</li> <li>- Visit the recommended websites (Explicit)</li> <li>- Practice developing assessment tasks in both traditional and alternative assessment method. (Implicit)</li> <li>- Write a Minute Paper</li> </ul>	Ppt slides, Graphic organizer, internet	<p><b>Learning activities:</b></p> <ul style="list-style-type: none"> <li>- Attend to class presentation to confirm &amp; refine knowledge from reading. (Implicit)</li> <li>- Present the assignment given. (Implicit)</li> </ul> <p><b>References:</b></p> <p>Websites &amp; Freeware to support the assessment projects such as Quest base, Survey crest and Microsoft Excel.</p>	Most of activities stated in some syllabus components implicitly demanded the teacher and students to be able to use several ICT software and hardware in teaching and learning process. Meanwhile, the ICTs can be clearly seen in references and learning media and one assessment activity.

Code	Course Name	Syllabus Components								Remarks
		Course Description	Course Learning Outcomes	Lesson Learning Outcomes	Materials	Teaching Methods	Assessments	Learning Media	Others	
							which is a Summary of your learning  (Implicit)			
UE	Language Assessment and Evaluation	-	-	-	-	-	-	Multimedia computer, LCD Projector and internet facilities	<p><b>Assignment:</b> Individual and/or group presentation (Implicit). Final assignment in the form of try-out, analysis, and report. (Implicit)</p> <p><b>Basic Information:</b> Email address</p>	The ICT's software and hardware such as laptop, MS word, power point, etc. were implicitly incorporated in the assignment in which it asked the students to do the presentation and to design the test as well as make a report.

Code	Course Name	Syllabus Components								Remarks
		Course Description	Course Learning Outcomes	Lesson Learning Outcomes	Materials	Teaching Methods	Assessments	Learning Media	Others	
UF	Pengukuran dan Uji Bahasa	-	-	Mahasiswa menyusun <b>rubrik</b> berdasarkan <b>TIK</b>	-	-	-	OHP, OHT, Microphone	-	Both lessons learning outcomes and learning media mentioned explicitly the integration of ICTs. For instance, the students were asked to organize the rubric based on ICT. It showed that the students were supposed to be able to use ICT software and

Code	Course Name	Syllabus Components								Remarks
		Course Description	Course Learning Outcomes	Lesson Learning Outcomes	Materials	Teaching Methods	Assessments	Learning Media	Others	
										hardware to do so.
UG	Language Testing and Evaluation	-	Mahasiswa mampu menganalisis <i>criteria and types of language test</i> serta menerapkan <b>teknologi informasi dan komunikasi</b> dalam evaluasi pembelajaran Bahasa Inggris (and CPL)	-	-	-	-	Perangkat Lunak: E-Learning, Social Media Group, dll Perangkat Keras : Proyektor Whiteboard, dll	<b>Tugas :</b> mahasiswa <b>menuliskan review</b> materi tentang pengertian <i>language testing and evaluation</i> serta cakupannya dengan bahasa mereka sendiri kemudian diposting di <b>blog pribadi</b> masing-masing mahasiswa	The course learning outcomes implied that the students were required to be able to employ ICT-based assessment in the learning process Besides, the assignments given by the teacher indicated that the students expected to be able to use software such as MS. Word to write the review as well as Blogspot as the social site to post their assignments.
UH	Language Assessment/	Students will be exposed to the ways on how to use	-	-	- Design authentic tests tasks for certain competencies /selected topics.	- Cooperative learning, Project-based	- List action verbs for each domain.	-	<b>Reference:</b> Website <b>Assignment:</b>	The integration of ICT in some components of



Code	Course Name	Syllabus Components								Remarks
		Course Description	Course Learning Outcomes	Lesson Learning Outcomes	Materials	Teaching Methods	Assessments	Learning Media	Others	
	Tests in School	statistical analysis to interpret test results			(Implicit) - Validity/reliability (Statistical Calculation)  - Changing Raw Scores(calculation), Standard Deviation, etc.	learning, workshop.  -Presentation (Implicit)	(Implicit) - Design the test tasks. (Implicit) - Display the authentic tests tasks on their own. (Implicit)		Observation sheet (Implicit)  Worksheet /table. (Implicit)  Presentation (Implicit)	the syllabus mostly affirmed implicitly. However, in the course description and references, the ICT was explicitly stated.
UI	Competence Based Assessment	-	-	-	Pembuatan soal listening, reading, speaking dan writing. (Implicit)	- SAVI (Somatic, Auditory, Visual, and Intellectual) - TTW (Think, Talk, and Write)	Product, project, and portfolio. (Implicit)	-	-	In the three syllabus components, ICT was integrated implicitly.
UJ	Language Testing	-	-	-	-	Classes will generally take a <b>workshop format</b> . Students will be expected to come to the sessions prepared, do the set tasks, answer focus questions	-		<b>Basic Information:</b> Email address  <b>Assignment:</b> Presentation (Implicit).  The Coversheet can be downloaded from	Workshop and presentation were kinds of activities which signified the students to be able to employ various ICT software and hardware. For example, LCD, Laptop,

Code	Course Name	Syllabus Components								Remarks
		Course Description	Course Learning Outcomes	Lesson Learning Outcomes	Materials	Teaching Methods	Assessments	Learning Media	Others	
						<p>and take an active part to present in the workshops.</p> <p>(Implicit)</p>			<p><a href="https://hal.arts.unsw.edu.au/students/courses/course-outlines/">https://hal.arts.unsw.edu.au/students/courses/course-outlines/</a></p> <p><b>Academic dishonesty and Plagiarism:</b></p> <p>The Learning Centre assists students with understanding academic integrity and how to not plagiarize. Information is available on their website:</p> <p><a href="http://www.lc.unsw.edu.au/plagiarism/">http://www.lc.unsw.edu.au/plagiarism/</a></p> <p><b>References:</b> Website</p>	MS word, Prezi, power point, etc.

## Appendix 6: ICT Competences Indicators of Assessing Competences Courses

### The Analysis of ICT Competences Employment in the Existing Assessing Competences Course Syllabuses

#### A. Language Assessment Course

Code	ICT Competence Indicators	Sources	Existing Syllabuses Components																										
			ICT Competences Level			C1: Basic Information		C2: Course Description		C4: Course Learning Outcomes		C3: Expected Learning Outcomes	C7: Materials	C8: Teaching Methods			C9: Assignment			C10: Teaching and Learning Activities	C11: Learning Media				C12: Assessment and Grading Scales		C15: Reference		C16: Course Policy
			T	K	K	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U
UN1	Use the search engines in computer devices.	(UNESCO, 2011)	√					√	√	√				√		√	√	√	√							√	√	√	
UN2	Identify key concepts and processes of ICT in the subject area		√					√	√	√			√																
UN3	Recognize how a browser works and use a URL to access a website		√						√	√						√	√	√	√							√	√	√	

Code	ICT Competence Indicators	Sources	Existing Syllabuses Components																																									
			ICT Competences Level			C1: Basic Information		C2: Course Description		C4: Course Learning Outcomes		C3: Expected Learning Outcomes	C7: Materials	C8: Teaching Methods			C9: Assignment				C10: Teaching and Learning Activities	C11: Learning Media				C12: Assessment and Grading Scales		C15: Reference		C16: Course Policy														
			T	L	K	U	I	U	C	U	G	U	U	I	U	J	U	A	U	E	U	G	U	J	U	A	U	C	U	E	U	G	U	A	U	I	U	C	U	J	U	J		
UN4	Use common hardware in supporting teaching and learning activity (Laptop, Projector, LCD TV, DVD player, speaker).	(UNESCO, 2011)	√					√	√	√			√	√	√	√	√	√	√					√	√	√	√	√	√															
UN5	Implement the several ICT resources for online reading.		√																																√	√								
UN6	Use presentation software and digital resources to support learning activity (PPT, Prezi, Canva, Keynote).		√										√	√	√	√	√	√	√						√	√	√	√							√	√								

Code	ICT Competence Indicators	Sources	Existing Syllabuses Components																										
			ICT Competences Level			C1: Basic Information		C2: Course Description	C4: Course Learning Outcomes		C3: Expected Learning Outcomes	C7: Materials	C8: Teaching Methods			C9: Assignment			C10: Teaching and Learning Activities	C11: Learning Media				C12: Assessment and Grading Scales		C15: Reference		C16: Course Policy	
			T	K	K	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U		
UN7	Use ICT resources to support teachers' own acquisition of subject matter and pedagogical knowledge (Digital Classroom, Website, Social Site).	(UNESCO, 2011)	√	√		√	√					√	√	√						√	√	√	√			√	√		
UN8	Recognize the basic function of graphics software and use the software package to create a simple graphic display, such as: PPT, Ink space, Keynote, and Pixlr.	(UNESCO, 2011)	√	√	√							√	√	√	√	√	√	√					√	√	√	√	√		



Code	ICT Competence Indicators	Sources	Existing Syllabuses Components																										
			ICT Competences Level			C1: Basic Information		C2: Course Description	C4: Course Learning Outcomes		C3: Expected Learning Outcomes	C7: Materials	C8: Teaching Methods			C9: Assignment				C10: Teaching and Learning Activities	C11: Learning Media				C12: Assessment and Grading Scales		C15: Reference		C16: Course Policy
			T	K	K	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	
UN9	Demonstrate the basic tasks and use word processors, such as: Microsoft office, WPS, text entry, editing text, formatting text, printing.	(UNESCO, 2011)	√	√											√	√	√	√							√	√			
UN10	Use ICT to access and share resources to support their activities and their own professional learning.		√	√		√	√		√	√					√	√	√	√			√	√	√				√	√	
UN11	Develop online and face-to-face learning communities.				√	√	√			√																			



Code	ICT Competence Indicators	Sources	Existing Syllabuses Components																									
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			T	K	K	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	
	support students' acquisition of school subject matter knowledge.																											
UN14	Design teaching and learning activities of ICT integration to acquire the skills of searching for managing, analysing, evaluating and using information.	(UNESCO, 2011)			√	√	√																					
UN15	Design units of study and classroom activities that integrate a range of ICT tools and				√			√			√	√	√	√	√	√	√											

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			T	K	K	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	
	devices to help students acquire the skills of reasoning, planning, reflective learning, knowledge building and communication.	(UNESCO, 2011)																										
UN16	Apply ICT to develop students' communications and collaboration skills.		√	√				√	√		√	√	√	√	√	√	√	√	√	√	√	√						
UN17	Incorporate multimedia production, web production and publishing technologies into their		√	√				√							√	√			√									

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			T	K	K	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	
	projects in ways that support students' ongoing knowledge production and communication with other audiences.	(UNESCO, 2011)																										
UN18	Initiate a vision of integrating ICT into the curriculum and classroom practices in the school		√			√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√			
UN19	Develop both knowledge- and performance-based rubrics to assess own understanding of key subject			√	√																							



Code	ICT Competence Indicators	Sources	Existing Syllabuses Components																										
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			T	L	K	K	D	C	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U
	matter and ICT skills.																												
UN20	Design online materials that support students' deep understanding of key concepts and their application to real world problems	(UNESCO, 2011)				√																							
UN21	Operate various open-ended software packages appropriate to their subject matter area, such as visualization,	(UNESCO, 2011)	√		√																								

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			T	K	K	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	
	data analysis, role-play simulations, and online references.	(UNESCO, 2011)																										
UN22	Use a network and appropriate software to manage, monitor, and assess progress of various student projects.	(UNESCO, 2011)	√	√		√	√					√	√	√	√	√	√	√						√	√			
UN23	Create an email account for a sustained series of email correspondence.	(UNESCO, 2011)	√	√	√	√	√																					
HE24	Prepare instructional materials for students using basic	(Healey, (2008)	√	√	√					√	√	√	√	√	√	√	√		√	√	√	√						

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			T L	K D	K C	U E	U I	U C	U C	U G	U G	U I	U C	U I	U J	U A	U E	U G	U J	U A	U C	U E	U G	U A	U I	U C	U J
	technology tools (e.g., word-processing software, presentation software, and software that creates Internet resources).																										
HE25	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).	(Healey,2008)	√													√											

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			T L	K D	K C	U E	U I	U C	U C	U G	U G	U I	U C	U I	U J	U A	U E	U G	U J		U A	U C	U E	U G	U A	U I	U C	U J	U J
HE26	Demonstrate familiarity with a variety of forms of assessment that employ technology.	(Healey,2008)	√	√											√								√	√					
HE27	Use an electronic forum (e.g., blog, Google classroom) to post information for students about the class		√	√												√						√							
HE28	Demonstrate the integration of the technology in innovative ways.		√	√				√	√		√	√	√	√	√	√	√			√	√	√	√						
HE29	Demonstrate the understanding of various features of		√	√												√							√						

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			T	K	K	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	
	social media, blogs, and electronic mails in providing feedbacks.																											
HE30	Demonstrate the use of ICT tools to organize and retrieve materials and students' data.	(Healey, 2008)	√	√																					√	√		
HE31	Evaluate students' works that are posted in blogs, social medias, or electronic mails.			√													√											
HE32	Adapt technology-based activities and tasks to align with the		√	√					√					√	√	√	√							√	√			



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			T	K	K	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	
	learning goals and with the needs and abilities of the students.																											
HE33	Interpret computer-based test scores for stakeholders (e.g., TOEFL, other standardized tests).	(Healey, 2008)	√																									
HE34	Employ appropriate record-keeping tools and techniques (e.g., software-based classroom management tools, electronic grade books,		√	√																								

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			T	K	K	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U
	reports to stakeholders).																											
HE35	Use computer-based diagnostic, formative, and summative testing where feasible.	(Healey, 2008)	√	√																								
HE36	Use technology-enhanced assessment results to plan instruction.		√	√																								
HE37	Use appropriate procedures for evaluating student use of technology (e.g., rubrics, checklists, matrices).		√	√																								

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			T	K	K	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	
EP38	Use for potential teaching material on the internet.	(EPG, 2011)	√							√																		
EP39	Use word-processing software to write a worksheet, following standard conventions.		√					√		√	√	√	√	√	√	√						√	√					
EP40	Use any standard Windows/Mac software, including media players.	(EPG, 2011)	√				√	√		√	√	√	√	√	√	√		√	√	√		√	√					
EP41	Coordinate project work with digital media (using, for example, a camera, the internet, social networks)		√	√				√					√	√	√	√					√		√					

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			T	K	K	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	
EP42	Develop technology-enriched learning environments that enable all students to pursue their individual curiosities.	(EPG, 2011)		√	√				√	√	√	√	√	√	√	√	√	√	√	√	√							
EP43	Create lessons with downloaded texts, pictures, graphics, etc.		√	√	√									√	√	√	√											
EP44	Design blended learning modules using a learning management system					√																						
IS45	Adapt relevant learning experiences that incorporate	(ISTE,2008)	√	√				√	√		√	√	√	√	√	√	√							√	√			

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			T	K	K	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	
	digital tools and resources to promote student learning and creativity	(ISTE,2008)																										
IS46	Model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning				√						√	√	√						√	√	√		√	√	√	√		
IS47	Provide students with multiple and varied formative and summative		√	√	√																			√	√			

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			T L	K D	K C	U E	U I	U C	U C	U G	U G	U I	U C	U I	U J	U A	U E	U G	U J		U A	U C	U E	U G	U A	U I	U C	U J
	assessments aligned with content and technology standards and use resulting data to inform learning and teaching																											
IS48	Implement lesson plans obtained from other teachers via Internet		√	√																								
IS49	Address the diverse needs of all learners by using learner-centered strategies and providing equitable access to appropriate digital tools and resources.	(ISTE,2008)	√	√	√								√	√	√	√	√	√										

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			T	K	K	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U
CM50	Implement mobile device that employ a computer at their core such as cell phones, personal digital assistant (PDA), MP3 player etc.	(Celce Murcia, 2014)	√	√												√	√	√	√							
CM51	Organize ICT tools to recall the prior knowledge.		√	√							√	√	√							√	√	√	√			
DC52	Implement the appropriate ICT tools in giving fast feedback to students' error.	(Dilek Cakiki, 2006)	√	√																						
DC53	Provide learning opportunities		√	√	√				√					√	√					√						



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			T L	K D	K C	U E	U I	U C	U C	U G	U G	U I	U C	U I	U J	U A	U E	U G	U J		U A	U C	U E	U G	U A	U I	U C	U J	U J
	outside the classroom for individual differences through ICT.																												
DC54	Provide different types of ICT facilities and availabilities for teaching materials.		√	√	√								√	√	√							√	√	√	√				
DC55	Implement technology into language instruction reduces teacher-centred understanding and students' language learning anxiety but encourages them to be risk takers to			√									√	√		√	√												

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			T	K	K	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U
	practice target language as they are digital natives																											
DC56	Implement a new ICT tools such as laptop, interactive whiteboard, LCD projector, internet and social networks in classroom activities.		√				√	√			√	√	√	√	√	√		√	√	√								
TM57	Provide graded and non-graded practice reviews, quizzes, and examinations	(Tomei, 2005)	√	√	√																			√	√			

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			T	K	K	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	
TM58	Demonstrate the responsibility in using technology systems, information and software.	(Tomei, 2005)	√								√	√	√	√	√	√	√		√	√	√	√						
TM59	Use ICT tools in the classroom practice appropriately.		√			√	√	√			√	√	√	√	√					√	√	√	√	√	√	√	√	
TM60	Implement ICT tools in solving simple and complex explanation in teaching and learning activities.		√	√								√	√	√														
TM61	Implement ICT tools to facilitate a variety of effective		√	√					√														√	√				

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			ICT Competences Level			C1: Basic Information		C2: Course Description	C4: Course Learning Outcomes		C3: Expected Learning Outcomes	C7: Materials	C8: Teaching Methods			C9: Assignment				C10: Teaching and Learning Activities	C11: Learning Media				C12: Assessment and Grading Scales		C15: Reference		C16: Course Policy
			T	K	K	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	
	assessment and evaluation strategies																												
TM62	Use ICT in presenting the instructional content and guiding the teaching.	(Tomei, 2005)	√	√							√	√	√							√	√	√	√						
TM63	Apply knowledge- and performance-based rubrics that allow teachers to assess students' understanding of key subject matter concepts, skills, and processes	(Tomei, 2005)	√	√																									



Code	ICT Competence Indicators	Sources	Existing Syllabuses Components																									
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			T	K	K	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	
	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.																											





Code	ICT Competence Indicators	Sources	Existing Syllabuses Components																									
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			T	K	K	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	
	class work to sustain learners' progress and to extend and consolidate their learning																											
PS70	Implement virtual learning environment (VLEs) in the process of teaching and learning (ex. Edmodo, Moodle).		√	√	√	√	√	√			√	√		√	√	√	√		√	√	√	√						
<b>Total Checklist</b>			57	51	20																							

**B. Language Assessment Instrument Development Course**

Code	ICT Competence Indicators	Sources	Existing Syllabuses Components																		
			ICT Competences Level			C2: Course Description	C4: Course Learning Outcomes	C5: Lesson Learning Outcomes	C7: Materials	C8: Teaching Methods		C9: Assignment	C10: Teaching and Learning Activities	C11: Learning Media			C12: Assessment and Grading Scales		C15: Reference	C16: Course Policy	
			TL	KD	KC					U H	U D			U H	U D	U H	U B	U H			U D
UN1	Use the search engines in computer devices.	(UNESCO, 2011)	√			√			√	√	√	√	√	√	√	√	√	√	√	√	
UN2	Identify key concepts and processes of ICT in the subject area.		√				√		√	√			√								
UN3	Recognize how a browser works and use a URL to access a website.		√									√	√	√	√	√			√		√
UN4	Use common hardware in supporting teaching and learning activity (Laptop, Projector, LCD TV, DVD player, speaker).	(UNESCO, 2011)	√			√			√	√	√	√	√	√	√	√					

Code	ICT Competence Indicators	Sources	Existing Syllabuses Components																				
			ICT Competences Level			C2: Course Description	C4: Course Learning Outcomes	C5: Lesson Learning Outcomes	C7: Materials	C8: Teaching Methods	C9: Assignment	C10: Teaching and Learning Activities	C11: Learning Media	C12: Assessment and Grading Scales	C15: Reference	C16: Course Policy							
			TL	KD	KC												U H	U F	U D	U H	U D	U H	U B
UN5	Implement the several ICT resources for online reading.	(UNESCO, 2011)	√																	√	√		
UN6	Use presentation software and digital resources to support learning activity (PPT, Prezi, Canva, Keynote).		√							√	√	√	√	√							√		
UN7	Use ICT resources to support teachers' own acquisition of subject matter and pedagogical knowledge (Digital Classroom, Website, Social Site).		√	√					√	√		√									√	√	
UN8	Recognize the basic function of graphics software and use		√	√	√	√			√	√		√	√	√	√	√							

Code	ICT Competence Indicators	Sources	Existing Syllabuses Components																	
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			TL	KD	KC	U H	U F	U D	U H	U D	U H	U B	U H	U D	U D	U B	U F	U D	U H	U D
	the software package to create a simple graphic display, such as: PPT, Ink space, Keynote, and Pixlr.																			
UN9	Demonstrate the basic tasks and use word processors, such as: Microsoft office, WPS, text entry, editing text, formatting text, printing.	(UNESCO, 2011)	√	√			√				√	√	√	√	√	√	√			
UN10	Use ICT to access and share resources to support their activities and their own professional learning.		√	√					√	√			√	√				√	√	

Code	ICT Competence Indicators	Sources	ICT Competences Level		Existing Syllabuses Components																								
					C2: Course Description	C4: Course Learning Outcomes	C5: Lesson Learning Outcomes	C7: Materials	C8: Teaching Methods		C9: Assignment		C10: Teaching and Learning Activities	C11: Learning Media			C12: Assessment and Grading Scales		C15: Reference		C16: Course Policy								
									U	D	U	B		U	H	U	D	U	B	F		U	D	U	H	U	D		
TL	KD	KC	U	H	U	F	U	D	U	H	U	D	U	H	U	D	U	B	U	F	U	D	U	H	U	D	U	H	
UN11	Develop online and face-to-face learning communities.				√						√	√		√	√						√	√							
UN12	Distinguish the use of ICT resources for individuals and small groups of students in the regular classroom such as Digital classroom platforms (Google classroom, Edmodo, Moodle, Padlet), Social sites (Email, WhatsApp, Facebook, Flickr, and BlogSpot).	(UNESCO, 2011)	√	√												√	√												

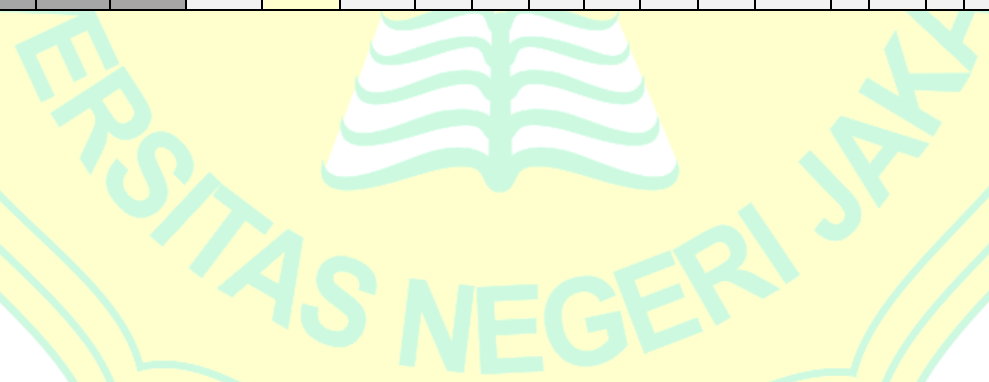
Code	ICT Competence Indicators	Sources	ICT Competences Level		Existing Syllabuses Components																
					ICT Competences Level			C2: Course Description	C4: Course Learning Outcomes	C5: Lesson Learning Outcomes	C7: Materials	C8: Teaching Methods	C9: Assignment	C10: Teaching and Learning Activities	C11: Learning Media	C12: Assessment and Grading Scales	C15: Reference	C16: Course Policy			
					TL	KD	KC	U H	U F	U D	U H	U D	U H	U B	U H	U D	U D	U B	U F	U D	U H
UN13	Incorporate appropriate ICT activities into lesson plans so as to support students' acquisition of school subject matter knowledge.	(UNESCO, 2011)	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√			
UN14	Design teaching and learning activities of ICT integration to acquire the skills of searching for managing, analysing, evaluating and using information.				√								√								
UN15	Design units of study and classroom activities that integrate a range of ICT tools and				√					√	√	√	√	√	√	√					

Code	ICT Competence Indicators	Sources	Existing Syllabuses Components																			
			ICT Competences Level			C2: Course Description	C4: Course Learning Outcomes	C5: Lesson Learning Outcomes	C7: Materials	C8: Teaching Methods	C9: Assignment	C10: Teaching and Learning Activities	C11: Learning Media			C12: Assessment and Grading Scales	C15: Reference	C16: Course Policy				
			TL	KD	KC	U H	U F	U D	U H	U D	U H	U B	U H	U D	U D	U B	U F	U D	U H	U D	U H	
	devices to help students acquire the skills of reasoning, planning, reflective learning, knowledge building and communication.	(UNESCO, 2011)																				
UN16	Apply ICT to develop students' communications and collaboration skills.		√	√	√		√	√	√	√	√	√	√	√								
UN17	Incorporate multimedia production, web production and publishing technologies into their projects in ways that support students'		√	√							√	√		√	√		√	√				



Code	ICT Competence Indicators	Sources	Existing Syllabuses Components																		
			ICT Competences Level			C2: Course Description	C4: Course Learning Outcomes	C5: Lesson Learning Outcomes	C7: Materials	C8: Teaching Methods	C9: Assignment	C10: Teaching and Learning Activities	C11: Learning Media	C12: Assessment and Grading Scales	C15: Reference	C16: Course Policy					
			TL	KD	KC	U H	U F	U D	U H	U D	U H	U B	U H	U D	U D	U B	U F	U D	U H	U D	U H
	ongoing knowledge production and communication with other audiences.																				
UN18	Initiate a vision of integrating ICT into the curriculum and classroom practices in the school.	(UNESCO, 2011)	√			√		√		√			√	√	√	√	√	√	√	√	
UN19	Develop both knowledge- and performance-based rubrics to assess own understanding of key subject matter and ICT skills.	(UNESCO, 2011)		√	√																

Code	ICT Competence Indicators	Sources	Existing Syllabuses Components																		
			ICT Competences Level			C2: Course Description	C4: Course Learning Outcomes	C5: Lesson Learning Outcomes	C7: Materials	C8: Teaching Methods	C9: Assignment	C10: Teaching and Learning Activities	C11: Learning Media	C12: Assessment and Grading Scales	C15: Reference	C16: Course Policy					
			TL	KD	KC	U H		U F	U D	U H	U D	U H	U B	U H	U D	U B	U F	U D	U H	U D	U H
UN20	Design online materials that support students' deep understanding of key concepts and their application to real world problems	(UNESCO, 2011)			√				√												



Code	ICT Competence Indicators	Sources	Existing Syllabuses Components																		
			ICT Competences Level			C2: Course Description	C4: Course Learning Outcomes	C5: Lesson Learning Outcomes	C7: Materials	C8: Teaching Methods	C9: Assignment	C10: Teaching and Learning Activities	C11: Learning Media	C12: Assessment and Grading Scales	C15: Reference	C16: Course Policy					
			TL	KD	KC	U H	U F	U D	U H	U D	U H	U B	U H	U D	U D	U B	U F	U D	U H	U D	U H
UN21	Operate various open-ended software packages appropriate to their subject matter area, such as visualization, data analysis, role-play simulations, and online references.	(UNESCO, 2011)	√	√		√		√	√	√			√	√					√	√	
UN22	Use a network and appropriate software to manage, monitor, and assess progress of various student projects.		√	√						√	√	√		√	√		√	√			

Code	ICT Competence Indicators	Sources	ICT Competences Level		Existing Syllabuses Components																					
					C2: Course Description	C4: Course Learning Outcomes	C5: Lesson Learning Outcomes	C7: Materials	C8: Teaching Methods		C9: Assignment		C10: Teaching and Learning Activities	C11: Learning Media			C12: Assessment and Grading Scales		C15: Reference		C16: Course Policy					
									U	D	U	B		U	H	U	D	U	F	U		D	U	H		
TL	KD	KC	U	H	U	F	U	D	U	H	U	D	U	H	U	B	U	F	U	D	U	H	U	D	U	H
UN23	Create an email account for a sustained series of email correspondence.		√	√	√																					
HE24	Prepare instructional materials for students using basic technology tools (e.g., word-processing software, presentation software, and software that creates Internet resources).	(Healey,2008)	√	√	√			√	√		√	√	√	√	√	√	√			√	√					
HE25	Recognize the use of new technologies for teaching learning activities and professional purposes (e.g., podcasts for	(Healey,2008)	√																							

Code	ICT Competence Indicators	Sources	Existing Syllabuses Components																			
			ICT Competences Level			C2: Course Description	C4: Course Learning Outcomes	C5: Lesson Learning Outcomes	C7: Materials	C8: Teaching Methods		C9: Assignment		C10: Teaching and Learning Activities	C11: Learning Media			C12: Assessment and Grading Scales		C15: Reference		C16: Course Policy
			TL	KD	KC					U H	U F	U D	U H		U D	U H	U B	U H	U D	U D	U B	
	listening and speaking, blogs for writing and reading).	(Healey,2008)																				
HE26	Demonstrate familiarity with a variety of forms of assessment that employ technology.		√	√										√			√	√				
HE27	Use an electronic forum (e.g., blog, Google classroom) to post information for students about the class.		√	√																		
HE28	Demonstrate the integration of the technology in innovative ways.		√	√	√		√	√		√	√	√	√	√	√	√	√	√	√			
HE29	Demonstrate the understanding of various features		√	√																		

Code	ICT Competence Indicators	Sources	Existing Syllabuses Components																				
			ICT Competences Level			C2: Course Description	C4: Course Learning Outcomes	C5: Lesson Learning Outcomes	C7: Materials	C8: Teaching Methods		C9: Assignment		C10: Teaching and Learning Activities	C11: Learning Media			C12: Assessment and Grading Scales		C15: Reference		C16: Course Policy	
			TL	KD	KC					U H	U F	U D	U H		U D	U H	U B	U H	U D	U D	U B		U F
	of social media, blogs, and electronic mails in providing feedbacks.	(Healey, 2008)																					
HE30	Demonstrate the use of ICT tools to organize and retrieve materials and students' data.		√	√																√	√		
HE31	Evaluate students' works that are posted in blogs, social medias, or electronic mails.			√																√			
HE32	Adapt technology-based activities and tasks to align with the learning goals and with the needs and abilities of the students.		√	√			√			√	√	√	√	√	√	√	√	√	√				

Code	ICT Competence Indicators	Sources	ICT Competences Level		Existing Syllabuses Components																									
					C2: Course Description			C4: Course Learning Outcomes	C5: Lesson Learning Outcomes		C7: Materials		C8: Teaching Methods		C9: Assignment		C10: Teaching and Learning Activities		C11: Learning Media			C12: Assessment and Grading Scales		C15: Reference		C16: Course Policy				
					U	H		U	F	U	D	U	H	U	D	U	H	U	D	U	B	U	F	U	D	U	H	U	D	U
HE33	Interpret computer-based test scores for stakeholders (e.g., TOEFL, other standardized tests).	(Healey, 2008)																												
HE34	Employ appropriate record-keeping tools and techniques (e.g., software-based classroom management tools, electronic grade books, reports to stakeholders).		√	√																										
HE35	Use computer-based diagnostic, formative, and summative testing where feasible.	(Healey, 2008)	√	√																	√	√								



Code	ICT Competence Indicators	Sources	Existing Syllabuses Components																			
			ICT Competences Level			C2: Course Description	C4: Course Learning Outcomes	C5: Lesson Learning Outcomes	C7: Materials	C8: Teaching Methods		C9: Assignment		C10: Teaching and Learning Activities	C11: Learning Media		C12: Assessment and Grading Scales		C15: Reference		C16: Course Policy	
			TL	KD	KC					U H	U F	U D	U H		U D	U H	U B	U H	U D	U D		U B
HE36	Use technology-enhanced assessment results to plan instruction.	(EPG, 2011)	√	√																		
HE37	Use appropriate procedures for evaluating student use of technology (e.g., rubrics, checklists, matrices).		√	√																		
EP38	Use for potential teaching material on the internet.		√											√								
EP39	Use word-processing software to write a worksheet, following standard conventions.		√				√	√	√	√	√	√	√	√	√		√	√				
EP40	Use any standard Windows/Mac		√				√	√		√	√	√	√	√	√		√					



Code	ICT Competence Indicators	Sources	ICT Competences Level		Existing Syllabuses Components																				
					C2: Course Description	C4: Course Learning Outcomes	C5: Lesson Learning Outcomes	C7: Materials	C8: Teaching Methods		C9: Assignment		C10: Teaching and Learning Activities	C11: Learning Media		C12: Assessment and Grading Scales		C15: Reference		C16: Course Policy					
									U	D	U	B		U	H	U	D	U	F		U	H	U	D	
TL	KD	KC	U	H	U	F	U	D	U	H	U	D	U	B	U	F	U	D	U	H	U	D	U	H	
EP44	Design blended learning modules using a learning management system.				√																				
IS45	Adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity.	(ISTE,2008)	√	√						√	√		√	√	√	√									
IS46	Model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning	(ISTE,2008)			√					√	√		√	√	√	√	√	√	√	√					

Code	ICT Competence Indicators	Sources	ICT Competences Level		Existing Syllabuses Components																							
					C2: Course Description	C4: Course Learning Outcomes	C5: Lesson Learning Outcomes	C7: Materials	C8: Teaching Methods		C9: Assignment		C10: Teaching and Learning Activities	C11: Learning Media			C12: Assessment and Grading Scales		C15: Reference		C16: Course Policy							
									U	D	U	B		U	H	U	D	U	F	U		H	U	D	U	H		
TL	KD	KC	U	H	U	F	U	D	U	H	U	D	U	H	U	B	U	F	U	D	U	H	U	D	U	H		
IS47	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.	(ISTE,2008)	√	√	√															√	√							
IS48	Implement lesson plans obtained from other teachers via Internet.		√	√																								
IS49	Address the diverse needs of all learners by using learner-centered strategies and providing equitable access		√	√	√					√	√		√	√	√								√					

Code	ICT Competence Indicators	Sources	ICT Competences Level		Existing Syllabuses Components																			
					C2: Course Description	C4: Course Learning Outcomes	C5: Lesson Learning Outcomes	C7: Materials	C8: Teaching Methods	C9: Assignment	C10: Teaching and Learning Activities	C11: Learning Media			C12: Assessment and Grading Scales		C15: Reference		C16: Course Policy					
												U	U	U	U	U	U	U		U	U			
	to appropriate digital tools and resources.		TL	KD	KC	U		F	D	H	D	H	B	H	D	D	B	F	D	H	D	H		
CM50	Implement mobile device that employ a computer at their core such as cell phones, personal digital assistant (PDA), MP3 player etc.	(Celce Murcia, 2014)	√	√			√					√	√	√										
CM51	Organize ICT tools to recall the prior knowledge.		√	√					√	√			√	√	√									
DC52	Implement the appropriate ICT tools in giving fast feedback to students' error.	(Dilek Cakiki, 2006)	√	√																				
DC53	Provide learning opportunities outside the		√	√	√							√												

Code	ICT Competence Indicators	Sources	ICT Competences Level		Existing Syllabuses Components															
					C2: Course Description	C4: Course Learning Outcomes	C5: Lesson Learning Outcomes	C7: Materials	C8: Teaching Methods	C9: Assignment	C10: Teaching and Learning Activities	C11: Learning Media	C12: Assessment and Grading Scales	C15: Reference	C16: Course Policy					
					U H		U F	U D	U H	U D	U H	U B	U H	U D	U D	U B	U F	U D	U H	U D
	classroom for individual differences through ICT.																			
DC54	Provide different types of ICT facilities and availabilities for teaching materials.		√	√	√	√	√	√	√	√			√	√						
DC55	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			√					√	√	√	√	√	√	√					

Code	ICT Competence Indicators	Sources	ICT Competences Level			Existing Syllabuses Components															
						C2: Course Description	C4: Course Learning Outcomes	C5: Lesson Learning Outcomes	C7: Materials	C8: Teaching Methods		C9: Assignment		C10: Teaching and Learning Activities	C11: Learning Media			C12: Assessment and Grading Scales		C15: Reference	
TL	KD	KC	U H		U F	U D	U H	U D	U H	U B	U H	U D	U D	U B	U F	U D	U H	U D	U H		
	are digital natives																				
DC56	Implement a new ICT tools such as laptop, interactive whiteboard, LCD projector, internet and social networks in classroom activities.			√	√				√	√	√	√	√	√	√						
TM57	Provide graded and non-graded practice reviews, quizzes, and examinations		√	√	√											√	√				
TM58	Demonstrate the responsibility in using technology systems, information and software.	(Tomei, 2005)	√						√	√	√	√									

Code	ICT Competence Indicators	Sources	ICT Competences Level		Existing Syllabuses Components																					
					C2: Course Description			C4: Course Learning Outcomes		C5: Lesson Learning Outcomes		C7: Materials		C8: Teaching Methods		C9: Assignment		C10: Teaching and Learning Activities		C11: Learning Media		C12: Assessment and Grading Scales		C15: Reference		C16: Course Policy
					U H	U H	U H	U F	U D	U H	U H	U D	U H	U B	U H	U D	U D	U B	U F	U D	U H	U D	U H			
TM59	Use ICT tools in the classroom practice appropriately.	(Tomei, 2005)	√			√		√	√	√	√	√	√	√	√	√	√	√	√	√						
TM60	Implement ICT tools in solving simple and complex explanation in teaching and learning activities.		√	√			√			√	√			√	√	√										
TM61	Implement ICT tools to facilitate a variety of effective assessment and evaluation strategies.		√	√														√	√							
TM62	Use ICT in presenting the instructional content and guiding the teaching		√	√						√	√	√	√		√	√	√	√								



Code	ICT Competence Indicators	Sources	Existing Syllabuses Components																		
			ICT Competences Level			C2: Course Description	C4: Course Learning Outcomes	C5: Lesson Learning Outcomes	C7: Materials	C8: Teaching Methods	C9: Assignment	C10: Teaching and Learning Activities	C11: Learning Media			C12: Assessment and Grading Scales		C15: Reference		C16: Course Policy	
			TL	KD	KC								U H	U F	U D	U H	U D	U H	U B		U H
TM63	Apply knowledge- and performance-based rubrics that allow teachers to assess students' understanding of key subject matter concepts, skills, and processes	(Tomei, 2005)	√	√																	
TM64	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	(Tomei, 2005)	√	√																	

Code	ICT Competence Indicators	Sources	Existing Syllabuses Components																			
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			TL	KD	KC	U H		U F	U D	U H	U D	U H	U B	U H	U D	U D	U B	U F	U D	U H	U D	U H
	and use them to solve real-world problems.																					
TM65	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.		√	√	√					√	√	√	√	√								

Code	ICT Competence Indicators	Sources	ICT Competences Level		Existing Syllabuses Components																								
					C2: Course Description			C4: Course Learning Outcomes	C5: Lesson Learning Outcomes		C7: Materials		C8: Teaching Methods		C9: Assignment		C10: Teaching and Learning Activities		C11: Learning Media			C12: Assessment and Grading Scales		C15: Reference		C16: Course Policy			
					U	H			U	F	U	D	U	H	U	D	U	H	U	D	U	B	U	F	U	D	U	H	U
TM66	Implement ICT tools to communicate and collaborate with peers and group.	(Tomei, 2005)	√	√											√	√	√												
EU67	Recommend appropriate online materials to students and colleagues.	(European Union, 2011)	√	√																	√				√		√		
EU68	Set and supervise on-line work for learners	(European Union, 2011)		√																									

Code	ICT Competence Indicators	Sources	Existing Syllabuses Components																			
			ICT Competences Level			C2: Course Description	C4: Course Learning Outcomes	C5: Lesson Learning Outcomes	C7: Materials	C8: Teaching Methods		C9: Assignment		C10: Teaching and Learning Activities	C11: Learning Media			C12: Assessment and Grading Scales		C15: Reference		C16: Course Policy
			TL	KD	KC					U H	U F	U D	U H		U D	U H	U B	U H	U D	U B	U F	
PS69	Plan homework or other out of class work to sustain learners' progress and to extend and consolidate their learning	(Phil Spancer,2011)	√	√								√	√									
PS70	Implement virtual learning environment (VLEs) in the process of teaching and learning (ex. Edmodo, Moodle).		√	√	√		√		√	√	√	√	√	√	√	√	√					
<b>Total Checklist</b>			57	51	20																	

### Appendix 7: The Analysis of Existing Syllabuses Components

No	Syllabus Components	University										Employment (%)
		A	B	C	D	E	F	G	H	I	J	
1	Basic Information	√	-	√	√	√	-	√	√	√	√	80%
2	Course Description	√	√	√	√	√	-	√	√	√	√	90%
3	Expected Learning Outcomes (CPL)			√	-	-	-	√	√	-	√	40%
4	Course Learning Outcomes (CPMK)	√	√	√	√	√	√	√	√	√	√	100%
5	Lesson Learning Outcomes (Sub-CPMK)	√	√	√	√	√	√	√	√	√	√	100%
6	Learning Indicators	-	-	√	-	-	-	√	√	√	-	40%
7	Materials	√	√	√	√	√	√	√	√	√	√	100%
8	Teaching Method	√	-	√	√	-	√	√	√	√	√	80%
9	Assignments	√	√	-	√	√	√	√	-	-	-	60%
10	Teaching and Learning Activities	√	√	-	√	-	-	√	-	√	√	60%
11	Learning Media	√	√	√	√	√	√	√	-	-	-	70%
12	Assessment and Grading Scales	√	√	√	√	√	√	√	√	√	√	100%
13	Schedule	√	√	√	√	√	√	√	√	√	√	100%
14	Time Allocation	-	-	√	-	-	-	√	√	-	-	30%
15	References	√	√	√	√	√	√	√	√	√	√	100%
16	Course Policy	-	-	√	√	-	-	-	-	-	√	30%
17.	Perquisite	√	-	-	-	-	-	√	-	-	-	20%

## Appendix 8: The Analysis of Existing Syllabus Components' Contents

### A. Language Assessment Course

#### 1. Component of Syllabus: Basic Information

Syllabus Codes						Scholars' theories	Remarks
Syllabus Component Contents							
UA	UC	UE	UG	UI	UJ		
<p>The basic information of language assessment course from University A encompassed:</p> <ul style="list-style-type: none"> <li>• Title of Course</li> <li>• Code of Course /SKS</li> <li>• Meeting Frequency</li> </ul>	<p>The basic information of language assessment course from University C encompassed:</p> <ul style="list-style-type: none"> <li>• Name of university</li> <li>• Name of study program</li> <li>• Course Name</li> <li>• Code</li> <li>• SKS</li> <li>• Semester</li> <li>• Team Teaching</li> <li>• The Head of Program study</li> <li>• Course Coordinator</li> </ul>	<p>The basic information of language assessment course from University E encompassed:</p> <ul style="list-style-type: none"> <li>• Name of University</li> <li>• Course Name</li> <li>• Lecturer's name</li> <li>• Lecturer's email address</li> </ul>	<p>The basic information of language assessment course from University G encompassed:</p> <ul style="list-style-type: none"> <li>• Name of University</li> <li>• Name of study program</li> <li>• Course Name</li> <li>• Code</li> <li>• Rumpun MK</li> <li>• SKS</li> <li>• Semester</li> <li>• Course Coordinator</li> <li>• The Head of Program study</li> </ul>	<p>The basic information of language assessment course from University I encompassed:</p> <ul style="list-style-type: none"> <li>• Name of University</li> <li>• Name of Faculty</li> <li>• Course Name</li> <li>• SKS</li> <li>• Semester</li> <li>• Document Number</li> <li>• Drafting date</li> <li>• Revision number</li> </ul>	<p>The basic information of language assessment course from University J encompassed:</p> <ul style="list-style-type: none"> <li>• Lecturer's name</li> <li>• Lecturer's email address</li> <li>• Phone Number</li> <li>• Room</li> </ul>	<p>According to Davis (2009) basic information encompasses the information such as name of university, semester, year, course title, and the descriptions of how to contact a course instructor such as instructor webpage URL and course web page URL; as well as group mail list address. In addition, it consists of title, course number, credit hours, prerequisites, the location of classroom, and the days and hours class/lab/studio/etc. meets (Altman &amp; Cashin, 1992</p>	<p>All the existing syllabuses contained some information needed in the basic information as suggested by Davis and Altman &amp; Cashin.</p>

			<ul style="list-style-type: none"> <li>Lecturer of syllabus development</li> <li>Drafting date</li> </ul>			
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## 2. Component of Syllabus: Course Description

Syllabus Codes						Scholars' theories	Remarks
Syllabus Component Contents							
UA	UC	UE	UG	UI	UJ		
<p>The course is intended to provide a sufficient insight to the English Study Program students, S1 program, on the concepts of Language Assessment intensively. They are expected to have better understanding of Language Assessment principles not only of first language but more importantly of</p>	<p>Mata Kuliah ini mengkaji tentang konsep teoritis dalam kegiatan evaluasi bahasa. Merencanakan tujuan, alat, disain, dan menggunakan hasil penilaian untuk menyimpulkan hasil pembelajaran. Prinsip-prinsip evaluasi pengajaran bahasa juga diberikan sehingga diharapkan nantinya mahasiswa mampu melakukan penilaian hasil belajar dan menyimpulkan</p>	<p>This course provides a broad overview on second/foreign language assessment and evaluation. The course examines the theoretical base of language assessment and evaluation, the principles of developing language assessment, item analysis, grading and scoring, interpreting the results of assessment and evaluation as well as designing assessment for four language skills which include</p>	<p>Mata kuliah ini bertujuan untuk memberikan pemahaman teoritis pada mahasiswa tentang prosedur Language Testing and evaluation. Selain itu, secara praktis membahas proses mekanisme penyusunan tes dan evaluasi pembelajaran bahasa, jenis tes dan evaluasi serta kriteria penilaian</p>	<p>Mata kuliah Competence Based Assessment merupakan salah satu mata kuliah utama yang memberikan dasar pengetahuan, dan analisis tentang pengukuran, penilaian dan kegiatan evaluasi pendidikan serta membahas tentang penyusunan berbagai bentuk alat ukur termasuk</p>	<p>This course introduces participants to the fundamental principles and best practice of language testing. The course has a dual focus on theory and practice. The sessions will take a workshop format with theoretical introductions and practical work such as the construction of test items and the</p>	<p>Course description offers a brief introduction about the course. Davis (2009) points out four substances to be put in course description they are firstly, prerequisites, which is requirements to join the course such as the need of prior course, mastering certain knowledge or getting instructor permission. Secondly, overview of the course such as what the course about, the general topics or focus, the role to other course, aims, and reasons to learn the course. Third, students learning objectives in a brief which tells what the students will be expected to know and what competences they will demonstrate. The last is a brief of instructional methods Shortly, It can be inferred that course description gives an information about the course and overview in formulating course learning outcomes (<i>Capaian Pembelajaran Mata Kuliah</i>) (Nurwandani et al., 2016).</p>	<p>The existing syllabuses from six Universities provided information that need to be put in course description. However, they did not accommodate the perquisites and instructional methods used during teaching and learning the course.</p>

<p>second language, have comprehensive concepts and insights on the assessment variation in language teaching; on item test analysis to determine good quality of the test items based on standard criteria.</p>	<p>keberhasilan proses belajar mengajar yang telah dilaksanakan. Melalui mata kuliah ini diharapkan mahasiswa nantinya mampu mengambil keputusan strategis yang berkaitan dengan bidang pengetahuan terkait serta mengaitkannya dengan kehidupan nyata melalui pemanfaatan IPTEKS.</p>	<p>speaking, listening, reading and writing. It provides students with theoretical foundation of language assessment and evaluation as well as practical experience in examining available tests and designing language assessment.</p>	<p>dan evaluasi. Kemampuan mahasiswa dalam menganalisis prosedur penilaian dan evaluasi pembelajaran Bahasa Inggris secara detail serta kemampuan mahasiswa dalam mengaplikasikan prosedur penilaian dan evaluasi pembelajaran bahasa dalam menyusun contoh language testing and evaluation adalah luaran dari mata kuliah ini.</p>	<p>penilaian berbasis kelas sesuai dengan tujuan pembelajaran dan kaidah-kaidah penyusunan tes kemudian mengolah data dan menyimpulkan hasilnya untuk keperluan perbaikan. .</p>	<p>design and validation of test scoring. We will take a critical perspective on common testing methods and procedures and explore their limitations with a special focus on validity and washback effects.</p>		
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3. Component of Syllabus: Expected Learning Outcomes (CPL)

Syllabus Codes						Scholars' theories	Remarks
Syllabus Component Contents							
UA	UC	UE	UG	UI	UJ		
Program Learning Outcomes (CPL) were not found in the syllabus contents of University A	<b>A. SIKAP (S)</b> <ul style="list-style-type: none"> <li>S1 Bertakwa kepada Tuhan Yang Maha Esa dan mampu menunjukkan sikap religious</li> <li>S5 Bekerja sama dan memiliki kepekaan sosial serta kepedulian terhadap masyarakat dan lingkungan;</li> <li>S8 Menunjukkan sikap bertanggungjawab atas pekerjaan di bidang keahliannya secara mandiri;</li> <li>S9 Menginternalisasi nilai, norma, dan etika akademik;</li> </ul>	Program Learning Outcomes (CPL) were not found in the syllabus contents of University E	<ul style="list-style-type: none"> <li>S3 Berkontribusi dalam peningkatan mutu kehidupan bermasyarakat, berbangsa, bernegara dan kemajuan peradaban berdasarkan Pancasila.</li> <li>S8 Menginternalisasi nilai, norma, dan etika akademik</li> <li>S15 Bersikap inklusif, bertindak obyektif dan tidak diskriminatif berdasarkan pertimbangan jenis kelamin, agama, ras, kondisi fisik, latar belakang</li> </ul>	Program Learning Outcomes (CPL) were not found in the syllabus contents of University I	Upon successful completion of the course students will develop the following attributes: <ul style="list-style-type: none"> <li>The skills involved in scholarly enquiry in linguistics</li> <li>The capacity for analytical and critical thinking and for creative problem-solving in linguistics</li> <li>The skills of effective communication.</li> <li>The ability to engage in independent and reflective learning</li> </ul>	CPL is the general outcomes which are intended by the study programs to the graduates that covers three components which are Knowledge, Attitude, and (general and specific) Skills. For ELESF that belong to undergraduate degree, the level of mastery formulated in CPL is in level 6 of Indonesian National Qualification Framework (KKNI) (SNDIKTI,2016)	Among six existing syllabuses, the syllabuses from University C and G explicitly comprised three components that suggested to be put in CPL. Meanwhile, University J used the term <i>Graduate Attributes</i> to denote the CPL. Besides, the CPL in university J did not fully cover all components suggested by SNDIKTI.

	<p><b>B. Keterampilan Umum (KU)</b></p> <ul style="list-style-type: none"> <li>• KU1 Mampu menerapkan pemikiran logis, kritis, sistematis, dan inovatif, dalam konteks pengembangan atau implementasi ilmu pengetahuan dan teknologi yang memperhatikan dan menerapkan nilai humaniora yang sesuai dengan bidang keahliannya.</li> <li>• KU2 Mampu menunjukkan kinerja mandiri, bermutu, dan terukur;</li> <li>• KU7 Mampu bertanggung jawab atas pencapaian hasil kerja kelompok dan melakukan supervise dan evaluasi terhadap penyelesaian pekerjaan yang ditugaskan</li> </ul>		<p>keluarga dan status sosial ekonomi</p> <ul style="list-style-type: none"> <li>• PU14 Memilih secara adekuat pendekatan dan model pembelajaran, bahan ajar, dan penilaian untuk kepentingan pembelajaran Bahasa Inggris</li> <li>• PU 15 Menerapkan teknologi informasi dan komunikasi dalam perencanaan pembelajaran, penyelenggaraan pembelajaran, evaluasi pembelajaran dan pengelolaan pembelajaran Bahasa Inggris</li> <li>• PU 16 Memperbaiki dan/atau meningkatkan kualitas pembelajaran berdasarkan penilaian proses dan penilaian hasil</li> </ul>				
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	<p>kepada pekerja yang berada di bawah tanggung jawabnya; dan</p> <ul style="list-style-type: none"> <li>• KU8 mampu melakukan proses evaluasi diri terhadap kelompok kerja yang berada dibawah tanggung jawabnya, dan mampu mengelola pembelajaran secara mandiri.</li> <li>• KK1 Mengkaji konsep, prinsip, teknik dan langkah-langkah perencanaan, pelaksanaan, dan evaluasi pembelajaran bahasa Inggris dengan memanfaatkan Iptek yang berorientasi pada kecakapan hidup</li> <li>• KK2 Mengaplikasikan bahasa Inggris secara lisan dan tertulis dalam konteks komunikasi umum,</li> </ul>		<p>belajar Bahasa Inggris.</p> <ul style="list-style-type: none"> <li>• KU8 Mampu melakukan proses evaluasi diri terhadap kelompok kerja yang berada di bawah tanggungjawabnya dan mampu mengelola pembelajaran secara mandiri</li> <li>• KK 6 Mampu melaksanakan penilaian dan evaluasi proses dan hasil pembelajaran Bahasa Inggris secara tepat, serta mampu memanfaatkannya untuk keperluan pembelajaran</li> </ul>				
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	<p><b>C. Pengetahuan (P)</b></p> <ul style="list-style-type: none"> <li>• P1 Menguasai konsep, prinsip, teknik dan langkah-langkah perencanaan, pelaksanaan, dan evaluasi pembelajaran bahasa Inggris dengan memanfaatkan Iptek yang berorientasi padakecakapan hidup di tingkat dasar dan menengah secara mendalam.</li> <li>• P3 Menguasai konsep teoretis linguistik bahasa Inggris secara mendalam; khususnya fonetik - fonologi, gramatika, sintaksis bahasa Inggris, semantik, pragmatik, sosiolinguistik, unsur prosa, puisi dan drama serta kritik sastra secara mendalam.</li> <li>• P4 Menguasai konsep teoritis budaya, tata nilai institusi serta</li> </ul>						
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	sejarah dan pemikiran modern masyarakat brbhasa Inggris secara mendalam						
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#### 4. Component of Syllabus: Course Learning Outcomes (CPMK)

Syllabus Codes						Scholars' theories	Remarks
Syllabus Component Contents							
UA	UC	UE	UG	UI	UJ		
<p>The students are expected to understand the concepts relating to Language Assessment, covering among others:</p> <p>(1) The sociolinguistic foundation of assessment;</p> <p>(2) Implication of the communicative model of Language Assessment;</p>	<p><b>1. Sikap</b></p> <p>a. Spiritual: bertaqwa pada Tuhan Yang Maha Esa dengan mengamalkan ajaran agama yang dianutnya dan mampu menunjukkan sikap religious.</p>	<p>Upon completion of this course, students should be able to:</p> <p>(1) link their experience in taking language tests with available theories.</p>	<ul style="list-style-type: none"> <li>M1: Mahasiswa mampu menguasai konsep dan teori Language Testing and Evaluation) (S3, PU16, KU8, KK6)</li> </ul>	<p>Course learning outcomes (CPMK) <b>were not found</b> in the syllabus contents of University I</p>	<p>Upon successful completion of the course students will be able to:</p> <ul style="list-style-type: none"> <li>introduce the basic types of language</li> </ul>	<p>Course Learning Outcomes or <i>Capaian Pembelajaran Mata kuliah (CPMK)</i> the terms that proposed by SNIKTI (2016) is a formulation of expected students' ability which covers cognitive, psychomotor and affective goals that students acquired during the course. In other terms, CPMK is similar</p>	<p>Referring to the theories, the contents of CPMK or course objectives from five Universities have covered the components suggested by the experts.</p>

<p>(3) What is communicative language assessment;</p> <p>(4) How is communicative language assessment different from structure-focused assessment?</p> <p>(5) Types of communicative language assessment;</p> <p>(6) Pragmatic language assessment;</p> <p>(7) Norm referenced and criterion referenced language assessments;</p> <p>(8) Discrete point vs Integrative language assessments;</p> <p>(9) Types of tests in language assessment;</p> <p>(10) Types of test items in language assessment;</p> <p>(11) The items, passage items, and discrete items;</p> <p>(12) How to assess the four language skills – listening, speaking, reading and writing, as well as language components – grammar and vocabulary and (13) some statistical calculations relating to assessment.</p>	<p>b. Sosial: Mempertunjukkan perilaku yang disiplin, menghargai, santun, proaktif dan kerjasama</p> <p>1). Disiplin: Mendisiplinkan diri dalam perkuliahan serta kehidupan bermasyarakat dan bernegara.</p> <p>2). Santun: Membiasakan diri dalam menghargai pendapat teman dan bertanya dalam diskusi dengan menggunakan bahasa yang sopan.</p> <p>3). Proaktif: Mempertunjukkan perilaku aktif mencari informasi tambahan di luar bahan yang diberikan serta berpartisipasi dalam diskusi.</p> <p>4). Kerjasama: berkomitmen untuk bekerjasama dan memiliki</p>	<p>(2) be critical in examining available test items</p> <p>(3) developing assessment for speaking, reading, writing and listening as well as</p> <p>(4) providing an alternative option for standardized national examination.</p>	<ul style="list-style-type: none"> <li>• M2: Mahasiswa mampu memahami macam-macam Approach to language testing serta mampu menganalisis karakteristik masing-masing approach (PU14, PU15, KU 8, KK6)</li> <li>• M3: Mahasiswa mampu memahami serta menerapkan prinsip dan prosedur objective and subjective testing dalam penyusunan tes objektif serta tes esai (S15, P14).</li> <li>• M4: Memilih secara adekuat pendekatan dan model penilaian</li> </ul>	<p>tests, and some of the important concepts and issues in language testing, as well as a few very basic statistical procedures;</p> <ul style="list-style-type: none"> <li>• provide guidance and practice in designing, trialing, and administering language tests;</li> <li>• introduce some approaches and issues in the evaluation of tests;</li> <li>• consider some of the important test administrat</li> </ul>	<p>to course objectives which elaborate a behavior, skill, or action that a student can demonstrate if they have achieved mastery of the objective (Altman &amp; Cashin, 1992).</p>
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	<p>kepekaan sosial serta.</p> <p><b>2.Keterampilan Umum</b></p> <p>Setelah mengikuti perkuliahan ini diharapkan mahasiswa mampu merumuskan konsep, struktur, dan materi berkaitan dengan penilaian bahasa Inggris di satuan pendidikan dasar dan menengah.</p> <p><b>3.Keterampilan Khusus</b></p> <p>Setelah menempuh mata kuliah ini mahasiswa memiliki kemampuan:</p> <p>a.P3 Menyempurnakan soal yang dirancang guru dengan menggunakan prinsip-prinsip pembuatan penilaian yang baik.</p>		<p>untuk kepentingan pembelajaran Bahasa Inggris baik itu test of grammar and usage, vocabulary, listening comprehension, oral or speaking evaluation, reading comprehension maupun writing evaluation. (S14, KK6)</p> <ul style="list-style-type: none"> <li>• M5: Mahasiswa mampu menganalisis criteria and types of language test serta menerapkan teknologi informasi dan komunikasi dalam evaluasi pembelajaran Bahasa Inggris (S15, KK6).</li> <li>• M6: Mahasiswa mampu menganalisis dan</li> </ul>		<p>ion issues in language testing.</p>		
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	<p>b.P5 Mendesain instrumen penilaian sikap, pengetahuan dan ketrampilan.</p> <p>c.P4 Merumuskan hasil penilaian dan mampu mengadministrasikannya</p> <p>d.P5 Menentukan validitas dan realibilitas hasil tes secara statistik.</p> <p><b>4. Penguasaan Pengetahuan</b></p> <p>1.C3 Mampu menentukan tujuan dasar ,assessment, measurement, test, dan evaluasi</p> <p>2.C4 Mampu Menelaah karakteristik Penilaian yang baik</p> <p>3.C6 Mampu merancang instrument penilain sikap,pengetah</p>		<p>menginterpretasikan Test Scores dalam evaluasi pembelajaran Bahasa Inggris (S16, KK6)</p>				
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uan,dan keterampilan. 4.C4 Mampu menguji validitas dan realibilitas hasil penilaian secara statistik							
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### 5. Component of Syllabus: Lesson Learning Outcomes (Sub-CPMK)

Syllabus Codes						Scholars' theories	Remarks
Syllabus Component Contents							
UA	UC	UE	UG	UI	UJ		
1. Students understand the concepts of sociolinguistic foundation of assessment. 2. They can provide examples of the sociolinguistic foundation of assessment. 3. Describing the implication of the communicative	1. Menjelaskan mata kuliah serta menerangkan tentang sikap. 2. <b>Sikap:</b> Mempertunjukkan sikap taqwa, disiplin, santun, proaktif, <b>Pengetahuan:</b>	1. Students can describe the concepts and issues of language assessment. 2. Students can understand the principles of language assessment. 3. Students can understand the principles of developing	1. Mahasiswa mampu menjelaskan pengertian Language testing and evaluation dengan Bahasa mereka sendiri (C2, A3, P2). 2. Mahasiswa mampu memahami dan menganalisis ciri-ciri approaches to language testing (C4, A2, P2).	1. Mahasiswa memahami sistim perkuliahan dan garis besar materi perkuliahan 2. Mahasiswa mampu memahami Kompetensi Based Assessment. 3. Mahasiswa mampu memahami	1. Gain a grounding in language testing that will enable them to participate in the development and administration of tests in an educational institution setting 2. be able to evaluate	Lesson learning outcomes or according to SNDIKTI (2016) called as Sub-CPMK is the breakdown process from course learning outcomes (CPMK) which should be measurable, realistic, specific and achievable. It also gives contribution in achieving CPL. Besides, it is the final outcomes that is planned for each unit of learning. Wolf, Czekanski, & Dillon (2013) affirmed that	Viewing the theories, all six Universities have contained the specific knowledge, skills, and attitudes expected in each unit of learning the course.

<p>model of Language Assessment and</p> <p>4. Providing examples on the implication of the communicative model of Language.</p> <p>5. Providing examples of communicative language assessment.</p> <p>6. Distinguishing between the concepts of communicative language assessment and that of structure-focused assessment.</p> <p>7. Providing examples of communicative language assessment vs structure-focused assessment.</p> <p>8. Describing the types of communicative language assessment.</p>	<p>Mengklasifikasi beberapa istilah dalam penilaian.</p> <p><b>Keterampilan:</b> mampu melengkapi tugas dengan tepat dan benar.</p> <p>3. <b>Sikap:</b> Mempertunjukkan sikap taqwa, disiplin, santun, proaktif, dan kerjasama</p> <p><b>Pengetahuan:</b> Mampu mendeteksi standardized test and unstandardized test</p> <p><b>Ketrampilan:</b> mampu mengerjakan tugas dengan tepat dan benar</p> <p>4. <b>Sikap:</b> Mempertunjukkan sikap taqwa, disiplin, santun,</p>	<p>classroom language testing.</p> <p>4. Students can analyze the design process of assessing listening.</p> <p>5. Students can analyze the design process of assessing reading.</p> <p>6. Students can develop assessment for receptive skills.</p> <p>7. Students can analyze the process of assessing Speaking.</p> <p>8. Students can analyze the process of assessing writing.</p> <p>9. Students can develop assessment for productive skills.</p> <p>10. Students can understand some principles and guidelines for</p>	<p>3. Mahasiswa mampu menganalisis dan membedakan objective and subjective test (C4, A3, P2).</p> <p>4. Mahasiswa mampu menjelaskan macam-macam test of grammar and usage dan mampu menyusun test of grammar and usage (C3, A4, P3).</p> <p>5. Mahasiswa mampu menjelaskan pengertian dan bentuk-bentuk testing for vocabulary, serta mampu menerapkan prinsip penyusunannya dalam menyusun testing and evaluating vocabulary (C3, A4, P3).</p> <p>6. Mahasiswa mampu menjelaskan pengertian dan bentuk-bentuk listening comprehension test, serta mampu menerapkan prinsip</p>	<p>karakteristik dan hakikat Competence Based Assessment .</p> <p>4. Mahasiswa mampu memahami penyusunan alat ukur.</p> <p>5. Mahasiswa mampu memahami kaidah pembuatan soal.</p> <p>6. Mahasiswa mampu memahami pembuatan soal listening.</p> <p>7. Mahasiswa mampu memahami pembuatan soal speaking.</p> <p>8. Mahasiswa mampu memahami pembuatan soal reading.</p>	<p>3. demonstrate an understanding of the principles and terminology involved in language testing</p> <p>4. demonstrate an understanding of the major trends in language testing.</p> <p>5. differentiate among different types of language test.</p>	<p>learning outcomes refer to specific measurable results (knowledge, attitudes), expected following learning experience.</p>
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9. Explaining Pragmatic language assessment	proaktif, dan kerjasama	Grading and Evaluation	penyusunannya dalam menyusun listening comprehension test (C3, A4, P3).	9. Mahasiswa mampu memahami pembuatan soal writing.			
10. Distinguishing between the concepts of Norm referenced and those of criterion referenced language assessments.	<p><b>Pengetahuan :</b> Mampu mengkategorikan prinsip-prinsip penilaian.</p> <p><b>Ketrampilan:</b> mampu mengerjakan tugas dengan tepat dan benar.</p>	11. Students can identify and explain some alternative language assessment	7. Mahasiswa mampu menjelaskan pengertian dan bentuk-bentuk testing speaking skill, serta mampu menerapkan prinsip penyusunannya dalam menyusun testing speaking skill (C3, A4, P3).	10. Mahasiswa mampu memahami pengolahan data			
11. Providing examples of Norm referenced and criterion referenced language assessments	5. <b>Sikap:</b> Mempertunjukkan sikap taqwa, disiplin, santun, proaktif, dan kerjasama.		8. Mahasiswa mampu menjelaskan pengertian dan bentuk-bentuk Testing Reading Comprehension, serta mampu menerapkan prinsip penyusunannya dalam menyusun Testing Reading Comprehension (C3, A4, P3).				
12. Distinguishing between the concepts of Discrete point and those of Integrative language assessments	<p><b>Pengetahuan :</b> Mampu menyimpulkan dan menyesuaikan kurikulum 2013</p>		9. Mahasiswa mampu menjelaskan pengertian dan bentuk-bentuk testing the writing skill, serta mampu menerapkan prinsip penyusunannya				
13. Providing examples of Discrete point integrative language assessments	<p><b>Ketrampilan:</b> mampu mengerjakan tugas dengan tepat dan benar</p> <p>6. <b>Sikap:</b> Mempertunjukkan sikap</p>						

14. Describing types of tests in language assessment.	taqwa, disiplin, santun, proaktif, dan kerjasama		dalam menyusun testing the writing skill (C3, A4, P3).				
15. Providing examples of types of tests in language assessment.	<b>Pengetahuan:</b> Mampu menelaah jenispenilaian afektif dan merancang instrumen		10. Mahasiswa mampu menjelaskan dan menganalisis Criteria and types of language test (C3, A3, P3).				
16. Explaining types of test items in language assessment	aspek affective dalam kurikulum 2013.		11. Mahasiswa mampu menjelaskan dan menginterpretasikan scoring test and feedback (C3, A3, P3).				
17. Providing examples of the types of test items in language assessment	<b>Ketrampilan:</b> mampu mengerjakan tugas dengan tepat dan benar.		12. Mahasiswa mampu menjelaskan dan menginterpretasikan Alternative assessment (C3, A3, P3)				
18. Explaining Iteman to analyze and determine the quality of test items.	7. <b>Sikap:</b> Mempertunjukkan sikap taqwa, disiplin, santun, proaktif, dan kerjasama.						
19. Differentiating how to assess the four language skills, listening, speaking, reading and writing, as well as language components	<b>Pengetahuan:</b> Mampu menelaah jenis penilaian kognitif dan dan merancang instrumen aspek kognitif dalam						

<p>grammar and vocabulary.</p> <p>20. Doing some statistical calculations relating to assessment.</p>	<p>kurikulum 2013.</p> <p><b>Ketrampilan:</b> mampu mengerjakan tugas dengan tepat dan benar.</p> <p>8. <b>Sikap:</b> Mempertunjukkan sikap taqwa, disiplin, santun, proaktif, dan kerjasama.</p> <p><b>Pengetahuan:</b> Mampu menelaah jenis penilaian psikomotor dan merancang instrumen aspek psikomotor dalam kurikulum 2013.</p> <p><b>Ketrampilan:</b> mampu mengerjakan tugas dengan tepat dan benar.</p> <p>9. <b>Sikap:</b> Mempertunjukkan sikap</p>						
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	<p>taqwa, disiplin, santun, proaktif, dan kerjasama.</p> <p><b>Pengetahuan:</b> Mampu menguji dan menafsirkan validitas hasil tes Ketr: mampu mengerjakan tugas dengan tepat dan benar.</p> <p><b>Ketrampilan:</b> mampu mengerjakan tugas dengan tepat dan benar.</p> <p>10. <b>Sikap:</b> Mempertunjukkan sikap taqwa, disiplin, santun, proaktif, dan kerjasama</p> <p><b>Pengtahuan:</b> Mampu menguji dan menafsirkan reliabilitas hasil tes, baik soal</p>						
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	<p>objective ataupun soal non objektif.</p> <p><b>Ketrampilan:</b> mampu mengerjakan tugas dengan tepat dan benar</p>						
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## 6. Component of Syllabus: Learning Indicators

Syllabus Codes						Scholars' theories	Remarks
Syllabus Component Contents							
UA	UC	UE	UG	UI	UJ		
<p>Learning Indicators <b>were not found</b> in the syllabus contents of University A</p>	<p>Kebenaran dan ketepatan tugas serta disiplin, santun, proaktif dan kerjasama.</p> <p>(The learning indicators for 16 meetings were the same as above)</p>	<p>Learning Indicators <b>were not found</b> in the syllabus contents of University E</p>	<ul style="list-style-type: none"> <li>• Ketepatan Menjelaskan pengertian dan ruang lingkup kajian language testing and evaluation</li> <li>• Kedalaman menjelaskan tujuan language testing and evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Mahasiswa mampu mentaati kontrak belajar yang telah disepakati</li> <li>• Mahasiswa mampu menjelaskan garis besar materi perkuliahan</li> </ul>	<p>Learning Indicators <b>were not found</b> in the syllabus contents of University J</p>	<p>This component is list of criteria and specific as well as measurable statements which identify learning results that need to be accomplished by students. Thus, the students are assessed referring to the indicators (SNDIKTI,2016)</p>	<p>Among six universities, there were three Universities that provided learning indicators namely University C, G, and I. Nonetheless, only University G and I which contained the details indicators for each meeting.</p>

			<ul style="list-style-type: none"> <li>• Kesesuaian kemampuan menjelaskan cakupan testing language skills and areas.</li> <li>• Ketepatan menjelaskan pengertian dan background Approaches to language testing</li> <li>• Ketepatan Menganalisis macam-macam Approaches to language testing</li> <li>• Kesesuaian ciri-ciri dan menganalisis perbedaan serta persamaan Approaches to language testing</li> <li>• Ketepatan membedakan antara objective and subjective test</li> <li>• Ketepatan menjelaskan pengertian dan</li> </ul>	<ul style="list-style-type: none"> <li>• Mahasiswa dapat: menjelaskan ruang lingkup Competence-Based Assessment</li> <li>• Mahasiswa dapat menjelaskan perkembangan Competence Based Assessment.</li> <li>• Mahasiswa dapat memaparkan objek kajian Competence Based Assessment.</li> <li>• Mahasiswa dapat menjelaskan karakteristik Competence Based Assessment.</li> <li>• Mahasiswa dapat mengidentifikasi karakteristik Competence Based Assessment.</li> </ul>		
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			<p>ciri-ciri objective and subjective test</p> <ul style="list-style-type: none"> <li>• Kesesuaian dalam penerapan prinsip dan prosedur objective and subjective test dalam penyusunan contoh soal</li> <li>• Kesesuaian dalam penerapan prinsip dan prosedur penyusunan test of grammar and usage dalam pembuatan contoh soal.</li> <li>• Kesesuaian soal test dengan materi pembelajaran.</li> <li>• Kesesuaian dalam penerapan</li> </ul>	<ul style="list-style-type: none"> <li>• Menjelaskan hakikat Competence Based Assessment.</li> <li>• Membedakan antara penilaian dan evaluasi.</li> <li>• Mahasiswa dapat menjelaskan penyusunan alat ukur.</li> <li>• Mahasiswa dapat mengidentifikasi penyusunan alat ukur.</li> <li>• Mendemonstrasikan penyusunan alat ukur.</li> <li>• Menganalisis penyusunan alat ukur.</li> <li>• Mahasiswa dapat menjelaskan kaidah pembuatan soal .</li> <li>• Mahasiswa dapat mengidentifikasi kaidah</li> </ul>		
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			<p>prinsip dan prosedur penyusunan testing vocabulary dalam pembuatan contoh soal</p> <ul style="list-style-type: none"> <li>• Kesesuaian soal test dengan materi pembelajaran.</li> <li>• Kesesuaian dalam penerapan prinsip dan prosedur penyusunan listening comprehension test dalam pembuatan contoh soal</li> <li>• Kesesuaian soal test dengan materi pembelajaran</li> <li>• Kesesuaian</li> </ul>	<p>pembuatan soal.</p> <ul style="list-style-type: none"> <li>• Mendemonstrasikan pembuatan soal.</li> <li>• Menganalisis kaidah pembuatan soal</li> <li>• Mahasiswa dapat mengidentifikasi pembuatan soal listening.</li> <li>• Menganalisis pembuatan soal listening</li> <li>• Mahasiswa dapat mengidentifikasi pembuatan soal speaking</li> <li>• Menganalisis pembuatan soal speaking</li> <li>• Mahasiswa dapat mengidentifikasi pembuatan soal reading</li> <li>• Menganalisis pembuatan soal reading.</li> </ul>		
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			<p>dalam penerapan prinsip dan prosedur penyusunan testing speaking skill dalam pembuatan contoh soal.</p> <ul style="list-style-type: none"> <li>• Kesesuaian soal test dengan materi pembelajaran.</li> <li>• Kesesuaian dalam penerapan prinsip dan prosedur penyusunan Testing Reading Comprehension dalam pembuatan contoh soal</li> <li>• Kesesuaian soal test dengan materi pembelajaran</li> <li>• Kesesuaian dalam penerapan prinsip dan prosedur</li> </ul>	<ul style="list-style-type: none"> <li>• Mahasiswa dapat mengidentifikasi pembuatan soal writing</li> <li>• Menganalisis pembuatan soal writing</li> <li>• Mahasiswa dapat menjelaskan pengolahan data</li> <li>• Mengidentifikasi pengolahan data</li> <li>• Menganalisis pengolahan data.</li> </ul>		
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			<p>penyusunan testing the writing skill dalam pembuatan contoh soal</p> <ul style="list-style-type: none"> <li>• Kesesuaian soal test dengan materi pembelajaran</li> <li>• Kedalaman dalam menjelaskan Criteria and types of language test.</li> <li>• Kedalaman dalam menjelaskan scoring test and feedback</li> <li>• kedalaman dalam menjelaskan Alternative assessment</li> </ul>			
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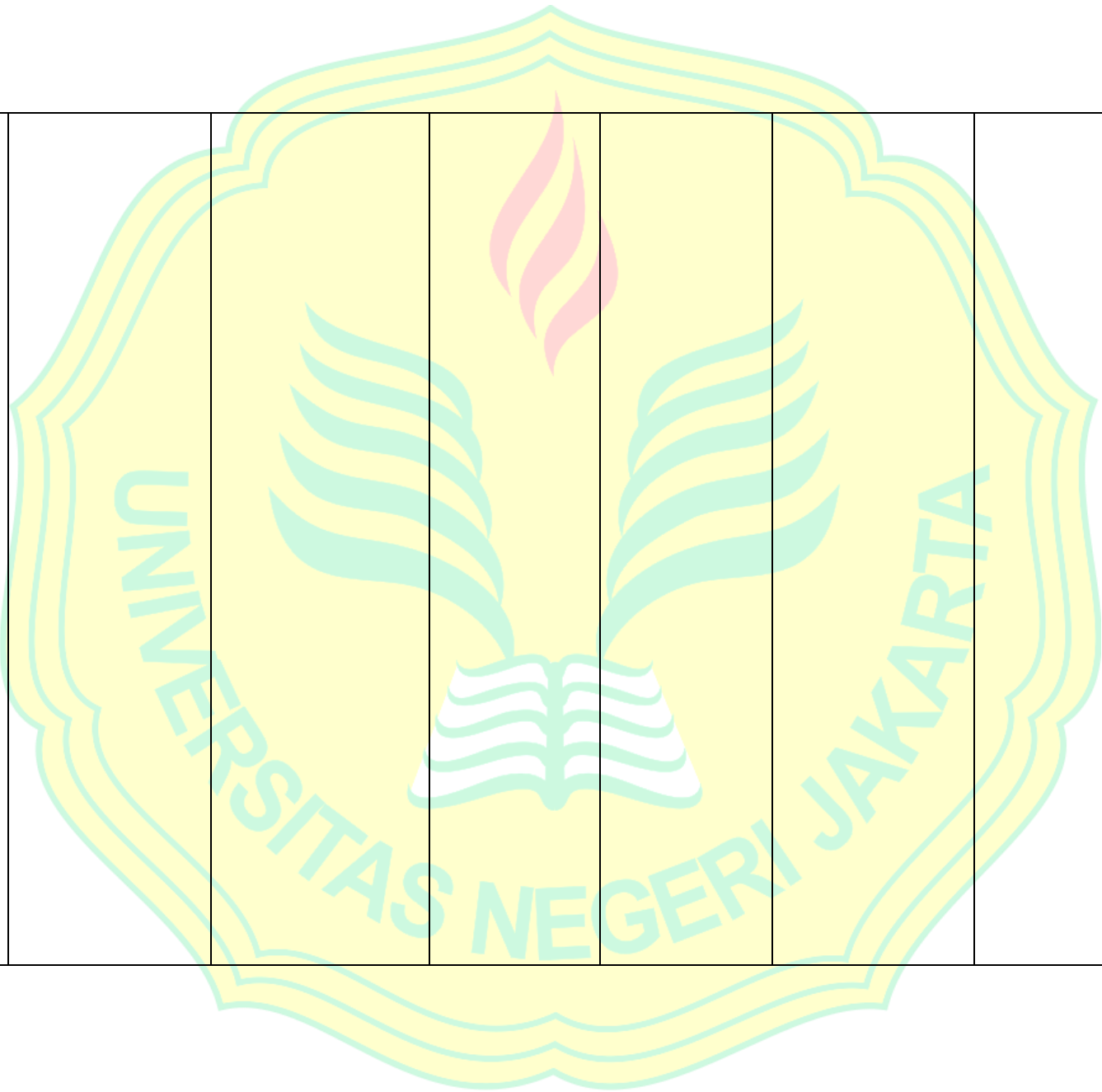
## 7. Component of Syllabus: Materials

Syllabus Codes						Scholars' theories	Remarks
Syllabus Component Contents							
UA	UC	UE	UG	UI	UJ		
<p><b>1. The sociolinguistic foundation of assessment:</b></p> <p>a. Definition of the sociolinguistic foundation of assessment</p> <p>b. Differences between sociolinguistic foundations of assessment with the conventional one.</p> <p><b>2. Implication of the communicative model of Language Assessment:</b></p> <p>a. Definition of communicative model of Language Assessment</p> <p>b. More elaboration of Implication of the</p>	<ol style="list-style-type: none"> <li>1. Testing, Assessment, Measurement Evaluation in teaching</li> <li>2. Standardized Test VS Teachers Made Test</li> <li>3. Principles of Assessment</li> <li>4. Assessment based on Curriculum 2013</li> <li>5. Assessing Affective</li> <li>6. Assessing Cognitive</li> <li>7. Assessing Psychomotor</li> </ol>	<ol style="list-style-type: none"> <li>1. Assessment concept and issues.</li> <li>2. Principles of language assessment.</li> <li>3. Designing classroom language Testing.</li> <li>4. Assessing Listening</li> <li>5. Assessing Reading</li> <li>6. Developing Assessment for Receptive Skills.</li> <li>7. Assessing Speaking</li> <li>8. Assessing Writing</li> </ol>	<ol style="list-style-type: none"> <li>1. Introduction to language testing.</li> <li>2. Approaches to language testing.</li> <li>3. Objective testing</li> <li>4. Test of grammar and Usage</li> <li>5. Testing Vocabulary</li> <li>6. Listening Comprehensi on Test</li> <li>7. Oral production test.</li> </ol>	<ol style="list-style-type: none"> <li>1. Ruang lingkup Competence Based Assessment</li> <li>2. Karakteristik dan hakikat Competence Based Assessment</li> <li>3. Penyusunan alat ukur.</li> <li>4. Kaidah pembuatan soal</li> <li>5. Pembuatan soal listening.</li> <li>6. Pembuatan soal speaking.</li> <li>7. Pembuatan soal reading</li> </ol>	<ol style="list-style-type: none"> <li>1. Introducing testing and assessment.</li> <li>2. Validity and authenticity.</li> <li>3. Reliability</li> <li>4. Test specifications and design.</li> <li>5. Writing items and tasks.</li> <li>6. Washback communicative language testing.</li> <li>7. Scoring language tests. Developing proficiency Descriptors.</li> <li>8. Testing writing.</li> </ol>	<p>Course materials provide the list of knowledge or skills, topics, units that will be learnt during the class. The content needs to be arranged and distributed in each meeting. Similarly, SNDIKTI (2016) assert that materials are content, topic or information that will be achieved at the end of teaching and learning the process. The resources of materials can be taken from the books, websites or link, software, and so on (Menges &amp; Davis, 1995). Further, materials of a</p>	<p>From six existing syllabuses, the syllabus of University A is the only one that provided sub-topics in each meeting as suggested by (Altman &amp; Cashin, 1992).</p>

<p>communicative model of Language Assessment.</p> <p><b>3.What is communicative language assessment:</b></p> <p>a. Definition of communicative language assessment</p> <p>b. Characteristics of communicative language assessment</p> <p><b>4.How is communicative language assessment different from structure-focused assessment?</b></p> <p>a. Definition of communicative language assessment</p> <p>b. Definition of structure-focused assessment</p> <p>c. Examples of communicative language assessment as well as structure-</p>	<p>8. Item validity analysis</p> <p>9. Reliability analysis</p>	<p>9. Developing Assessment for Productive Skills.</p> <p>10. Grading and Student Evaluation</p> <p>11. Beyond Tests: Alternative in Assessment</p>	<p>8. Testing Reading Comprehension</p> <p>9. Testing the writing skills.</p> <p>10. Criteria and types of test</p> <p>11. Interpreting test scores</p>	<p>8. Pembuatannya soal writing.</p> <p>9. Pengolahan data</p>	<p>9. Testing speaking and listening.</p> <p>10. Testing reading grammar and vocabulary</p> <p>11. Ethics, summary and evaluation</p>	<p>syllabus contain the main topic or sub-main topic that will be taught in a course (Altman &amp; Cashin, 1992).</p>	
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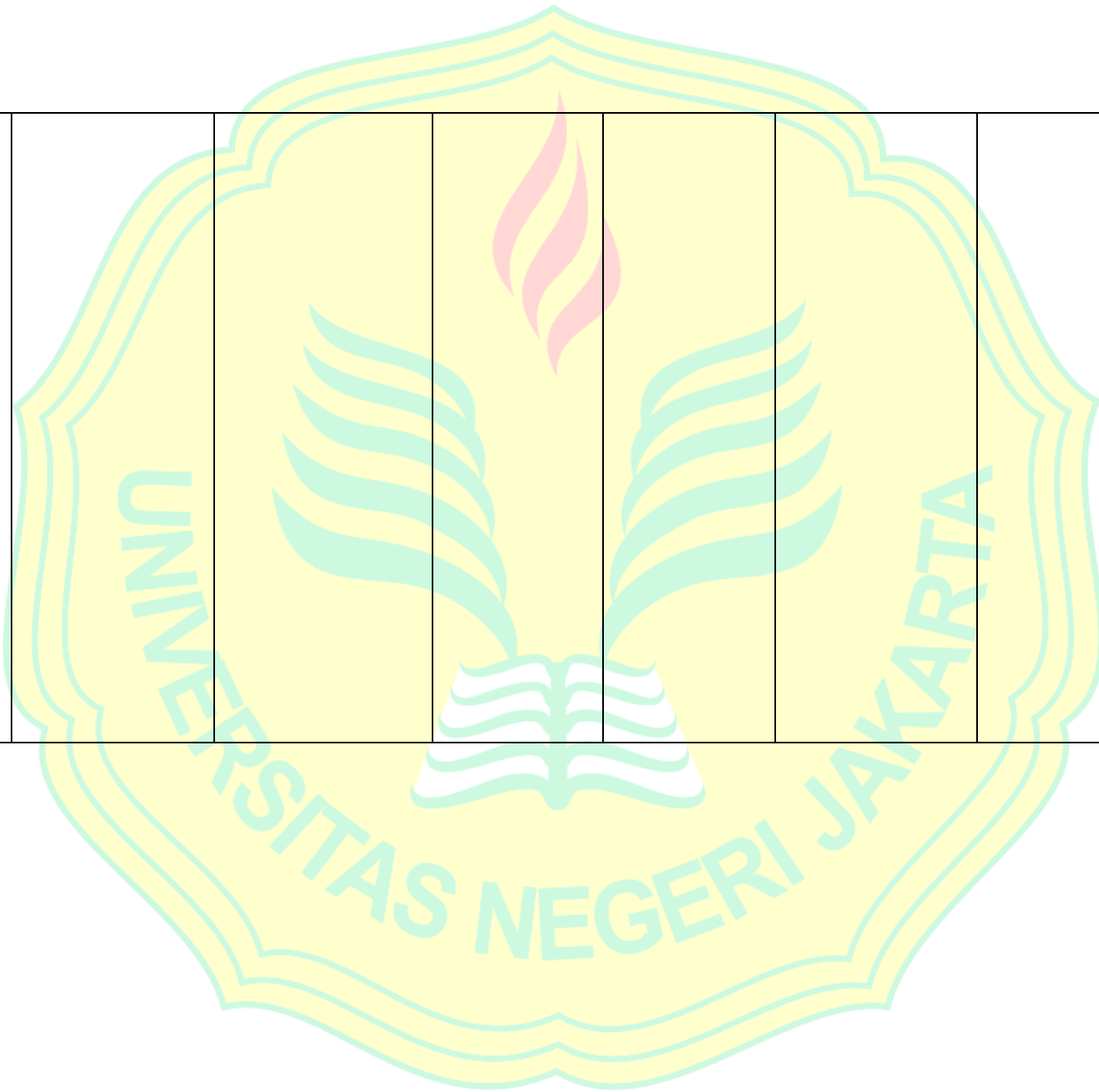
<p>focused assessment.</p> <p><b>5.Types of communicative language assessment</b></p> <p>a. Definition of each type of communicative language assessment</p> <p>b. Examples of each type communicative language assessment.</p> <p><b>6. Pragmatic language assessment</b></p> <p>a. Definition of Pragmatic language assessment</p> <p>b. Complete elaboration of Pragmatic language assessment</p> <p><b>7.Norm referenced and criterion referenced language assessments</b></p> <p>a. Definition of</p>							
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<p>Norm referenced language assessments</p> <p>b. Definition of criterion referenced language assessments</p> <p>c. Examples of both types language assessments</p> <p><b>8. Discrete point vs Integrative language assessments</b></p> <p>a. Definition of discrete point language assessments</p> <p>b. Definition of integrative language assessments</p> <p>c. Examples of both types language assessments</p> <p><b>9. Types of tests in Language assessment</b></p> <p>a. How to analyse item tests using Ite-man.</p> <p><b>10. The items, passage items,</b></p>							
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<p><b>and discrete items</b></p> <p>a. The items in language assessment</p> <p>b. The passage items</p> <p>c. The discrete items in language assessment</p> <p><b>11. How to assess the four language skills listening, speaking, reading and writing, as well as language components – grammar and vocabulary Statistical calculations</b></p> <p>a. Assessment of the four language skills.</p> <p>b. Statistical calculations</p>							
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### 8. Component of Syllabus: Teaching Methods

Syllabus Codes						Scholars' theories	Remarks
Syllabus Component Contents							
UA	UC	UE	UG	UI	UJ		
1. Presentation 2. Discussion 3. Brainstorming 4. Lecturing	1. Presentation 2. Discussion 3. Lecturing	Teaching method was <b>not stated</b> in the syllabus content of University E	1. Presentation 2. Discussion 3. Brainstorming 4. Lecturing 5. Case study	1. Jigsaw, contra jigsaw, 2. Peta konsep, 3. Learning community, 4. Direct instruction, 5. Cooperative learning. TTW (Think, Talk, and Write), 6. SAVI (Somatic, Auditory, Visual, and Intellectual),	1. Lecturing 2. Interactive group discussion 3. Presentation	Teaching method is the way employed in the teaching learning activity based on the belief that it will enhance and support students' achievements. The methods can be in form of group discussion, simulation, case study, collaborative learning, cooperative learning, project-based learning, problem-based learning etc (SNDIKTI,2016). Additionally, Davis (2009) stated that methods of instruction inform methods applied by instructors for teaching such as lectures, discussions, group works, etc.	The methods employed in the existing syllabuses were in line with the explanations of experts.

## 9. Component of Syllabus: Assignments

Syllabus Codes						Scholars' theories	Remarks
Syllabus Component Contents							
UA	UC	UE	UG	UI	UJ		
<p>1. <b>Group assignment:</b> Doing mini research project on analyzing item tests analysis that has been used by SMP or SMA students on a national examination (Indo: UN) or school final semester examination (Indo: UAS)</p> <p>2. <b>Individual assignment:</b> Making a model of language assessment covering all the four language skills (listening, speaking, reading and writing) as well as language components (structure and vocabulary).</p>	<p>There <b>was not any assignment</b> stated in the syllabus content of University C.</p>	<p>Peer-Review Workshops</p>	<p><b>Tugas 1:</b> Mahasiswa menuliskan review materi tentang pengertian lguage testing and evaluatios serta cakupannya dengan bahasa mereka sendiri kemudian diposting di blog pribadi masing-masing</p> <p><b>Tugas 2:</b> mahasiswa menuliskan review materi tentang pengertian language testing and evaluation serta cakupannya dengan bahasa mereka sendiri kemudian diposting di blog pribadi masing-masing</p>	<p>There <b>was not any assignment stated</b> in the syllabus content of University I</p>	<p>There <b>was not any assignment stated</b> in the syllabus content of University J.</p>	<p>Hurd (2012) asserted that assignment is pieces of work that are set by teachers as a part of students' learning that usually contributes towards the final course mark or grade.</p>	<p>University A, E and G offered the assignments in each meeting.</p>

			<p>mahasiswa</p> <p><b>Tugas 3:</b> mahasiswa menuliskan review materi tentang pengertian dan perbedaan antara objective dan subjective test mereka sendiri kemudian diposting di blog pribadi masing-masing mahasiswa.</p> <p><b>Tugas 4:</b> mahasiswa membuat contoh objective test dan subjective test masing-masing sebanyak 5 soal dan diposting di blog masing-masing.</p> <p><b>Tugas 5:</b> mahasiswa membuat contoh test of grammar and usage masing-masing soal untuk 10 kategori test for grammar usage dan diposting di blog masing-masing</p>			
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			<p><b>Tugas 6:</b> mahasiswa membuat soal untuk testing vocabulary masing-masing 2 soal untuk 5 kategori testing vocabulary dan diposting di blog masing-masing.</p> <p><b>Tugas 7:</b> mahasiswa membuat soal untuk listening comprehension test masing-masing 2 soal untuk 4 kategori testing vocabulary dan diposting di blog masing-masing</p> <p><b>Tugas 8:</b> mahasiswa membuat soal untuk testing speaking skill masing-masing 1 soal untuk tiap kategori testing speaking skill dan menuliskan speaking rubric sebagai penilaian speaking skill test. Hasil kerja mahasiswa diposting di blog masing-masing</p> <p><b>Tugas 9:</b></p>			
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			<p>mahasiswa membuat soal untuk Testing Reading Comprehension masing-masing 1 soal untuk tiap kategori Testing Reading Comprehension. Hasil kerja mahasiswa diposting di blog masing-masing.</p> <p><b>Tugas 10:</b> mahasiswa membuat soal untuk testing the writing skill masing-masing 1 soal untuk tiap kategori testing the writing skill dan menuliskan writing rubric sebagai penilaian writing skill test. Hasil kerja mahasiswa diposting di blog masing-masing.</p> <p><b>Tugas 11:</b> mahasiswa menuliskan review tentang scoring test and feedback. Hasil kerja mahasiswa diposting di blog masing-masing</p>			
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## 10. Component of Syllabus: Teaching and Learning Activities

Syllabus Codes						Scholars' theories	Remarks
Syllabus Component Contents							
UA	UC	UE	UG	UI	UJ		
<p><b>1.</b></p> <p>a. Introduction: Pre-presentation, discussion on the sociolinguistic foundation of assessment that they have known already.</p> <p>b. Material presentation</p> <p>c. Question and answer on the topic just discussed.</p> <p><b>2.</b></p> <p>a. Introduction: Pre-presentation, discussion on Implication of the communicative model of Language Assessment</p> <p>b. Material presentation.</p> <p>c. Question and answer on Implication of the communicative model of Language</p> <p><b>3.</b></p>	<p>Teaching and learning activities <b>was not stated</b> in the syllabus of University C</p>	<p>Teaching and learning activities <b>was not stated</b> in the syllabus of University E</p>	<p><b>1.</b></p> <p>a. Brainstorming pemahaman sekilas tentang language testing and evaluation</p> <p>b. Dosen menyampaikan materi tentang Introduction to Language Testing and Evaluation</p> <p>c. Diskusi dan tanya jawab antara dosen dan mahasiswa.</p> <p>d. Review analisis kajian Language Testing and Evaluation beserta cakupannya</p> <p>e. Klarifikasi dan pengambilan kesimpulan</p> <p><b>2.</b></p>	<p>1. Penugasan untuk membuat makalah</p> <p>2. Diskusi</p> <p>3. Demonstrasi</p>	<p><b>1.</b></p> <p>a. Introduce fundamental concepts of assessment</p> <p>b. Contrast classroom assessment with large-scale testing</p> <p>c. Discuss the various purposes of language assessment and types of tests.</p> <p><b>2.</b></p> <p>a. To provide a conceptual basis for making validity judgements of tests and testing processes.</p> <p>b. To introduce concept of validity.</p>	<p>Teaching and Learning activities inform activities that must be performed by students in the course in order to achieve expected competences (RISTEKDIKTI, 2016). Similarly, (Danhiar, 2015 &amp; Ahmed et al., 2016) stated that this component encompasses the students' and teachers' activities during teaching and learning process. It can be in form of lecturing, questions and answer, presentation, brainstorming, and so on.</p>	<p>Teaching and learning activities in the existing syllabuses aligned with the explanation from experts.</p>



<p>a. Introduction: Pre-presentation discussion on communicative language assessment</p> <p>b. Material presentation.</p> <p>c. Question and answer on communicative language assessment</p> <p><b>4.</b></p> <p>a. Introduction: Pre-presentation discussion on communicative language assessment vs structure-focused assessment</p> <p>b. Material presentation.</p> <p>c. Question and answer on communicative language assessment vs structure-focused.</p> <p><b>5.</b></p> <p>a. Introduction: brainstorming on Types of communicative language assessment.</p> <p>b. Presenting new materials</p> <p>c. Question and answer on types of communicative language assessment.</p> <p><b>6.</b></p> <p>a. Introduction: Brainstorming on</p>			<p>a. Review sekilas tentang language testing and evaluation yang telah dipelajari sebelumnya.</p> <p>b. Dosen menyampaikan materi tentang Approaches to language testing</p> <p>c. Diskusi dan tanya jawab antara dosen dan mahasiswa.</p> <p>d. Klarifikasi dan pengambilan kesimpulan.</p> <p><b>3.</b></p> <p>a. Brainstorming pemahaman sekilas tentang objective and subjective tes</p> <p>b. Dosen Menyampaikan materi tentang objective and subjective test</p> <p>c. Diskusi dan tanya jawab antara dosen dan mahasiswa.</p> <p>d. klarifikasi dan pengambilan kesimpulan.</p> <p><b>4.</b></p>		<p>c. To introduce key constructs and models used for describing language ability;</p> <p>d. To discuss elements and constraints of test authenticity.</p> <p><b>3.</b></p> <p>a. To introduce the concept of reliability</p> <p>b. To introduce methods of reliability analysis</p> <p>c. To discuss strategies for improving test reliability</p> <p><b>4.</b></p> <p>a. To introduce main considerations for developing Test specifications;</p> <p>b. Develop skills in spec-driven test assembly</p> <p><b>5.</b></p> <p>a. To introduce common test techniques</p>		
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<p>Pragmatic language assessment.</p> <p>b. Presenting new materials on Pragmatic language assessment</p> <p>c. Question and answer on the new presented materials.</p> <p><b>7.</b></p> <p>a. Introduction: Brainstorming on Norm referenced, and criterion referenced language assessments.</p> <p>b. Presenting new materials on: Norm referenced, and criterion referenced language assessments</p> <p>c. Question and answer on the new presented materials.</p> <p><b>8.</b></p> <p>a. Introduction: Brainstorming on Discrete point vs Integrative language assessments.</p> <p>b. Presenting new materials on: Discrete point vs Integrative language assessments</p>			<p>a. Brainstorming pemahaman sekilas tentang jenis test of grammar and usage.</p> <p>b. Mahasiswa Presentasi untuk dalam kelompok menyampaikan materi tentang test of grammar and usage.</p> <p>c. Diskusi dan tanya jawab antara dosen dan mahasiswa.</p> <p>d. Latihan menuliskan contoh soal test of grammar and usage.</p> <p>e. Klarifikasi dan pengambilan kesimpulan.</p> <p><b>5.</b></p> <p>a. Brainstorming tentang macam-macam test for vocabulary</p> <p>b. Mahasiswa Presentasi untuk dalam kelompok menyampaikan materi tentang testing vocabulary</p>		<p>b. To develop skills in writing specific test items</p> <p>c. To raise awareness of the impact of task type on test performance</p> <p>d. To raise awareness of the beneficial effect of moderation in developing test tasks and items.</p> <p><b>6.</b></p> <p>a. To develop critical thinking about the impact of tests on language teaching and learning</p> <p>b. To discuss the challenges and opportunities in reducing negative washback</p> <p>c. To develop survey design skills for evaluating the washback effect of a test</p> <p><b>7.</b></p> <p>a. Raise awareness of the impact of scoring on</p>		
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<p>c. Question and answer on the new presented materials.</p> <p><b>9.</b></p> <p>a. Introduction: Brainstorming on the types of tests in language assessment.</p> <p>b. Presenting new materials on: types of tests in language assessment</p> <p>c. Question and answer on the new presented materials.</p> <p><b>10.</b></p> <p>a. Introduction: Brainstorming on the types of test items in language assessment.</p> <p>b. Presenting new materials on types of test items in language assessment and how to analyze the test items using Ite-man.</p> <p>c. Question and answer on the new presented materials.</p> <p><b>11.</b></p> <p>a. Introduction: Brainstorming on the items, passage items, and discrete items.</p>			<p>c. Diskusi dan tanya jawab antara dosen dan mahasiswa</p> <p>d. Latihan menuliskan contoh soal testing vocabulary</p> <p>e. Klarifikasi dan pengambilan kesimpulan.</p> <p><b>6.</b></p> <p>a. Brainstorming tentang macam-macam listening omprehension test.</p> <p>b. Mahasiswa Presentasi untuk dalam kelompok menyampaikan materi tentang listening comprehension n test.</p> <p>c. Diskusi dan tanya jawab antara dosen dan mahasiswa.</p> <p>d. Latihan menuliskan contoh soal listening comprehension test</p> <p>e. Klarifikasi dan pengambilan kesimpulan.</p>		<p>reliability and validity;</p> <p>b. To compare Different approaches to developing band descriptors and scoring</p> <p>c. To critically discuss existing band scales for proficiency</p> <p><b>8.</b></p> <p>a. To enhance the understanding of and the metalinguistic skills in describing writing ability</p> <p>b. To evaluate sample writing using descriptors.</p> <p>c. To enhance skills in writing evaluative feedback and comments</p> <p><b>9.</b></p> <p>a. To enhance the understanding of and the metalinguistic skills in describing</p>		
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<p>b. Presenting new materials.</p> <p>c. Question and answer on the new presented materials.</p> <p><b>12.</b></p> <p>a. Introduction: Brainstorming on the Assessment of the four language skills and Statistical calculations.</p> <p>b. Presenting new materials.</p> <p>c. Question and answer on the new presented materials.</p>			<p>7.</p> <p>a. Brainstorming tentang macam-macam testing speaking skill.</p> <p>b. Mahasiswa Presentasi untuk dalam kelompok menyampaikan materi tentang testing speaking skill.</p> <p>c. Diskusi dan tanya jawab antara dosen dan mahasiswa.</p> <p>d. Latihan menuliskan contoh soal testing speaking skill.</p> <p>e. Klarifikasi dan pengambilan kesimpulan</p> <p>8.</p> <p>a. Brainstorming tentang macam-macam Testing Reading Comprehension</p> <p>b. Mahasiswa Presentasi untuk dalam kelompok menyampaikan materi tentang Testing Reading Comprehension</p> <p>c. Diskusi dan tanya jawab antara dosen dan mahasiswa</p> <p>d. Latihan menuliskan contoh soal Testing Reading Comprehension</p>		<p>speaking and listening abilities.</p> <p>b. To develop speaking tests for specific target language contexts;</p> <p>c. To critically discuss characteristics of designed test</p> <p><b>10.</b></p> <p>a. To enhance the understanding of and the metalinguistic skills in describing reading abilities</p> <p>b. To develop reading tests for specific target language contexts</p> <p>c. To critically discuss validity tests of reading, grammar and vocabulary</p> <p><b>11.</b></p> <p>a. To discuss ethical conduct in language testing</p> <p>b. To provide peer feedback on presentations</p>		
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			<ul style="list-style-type: none"> <li>e. Klarifikasi dan pengambilan kesimpulan.</li> </ul> <p>9.</p> <ul style="list-style-type: none"> <li>a. Brainstorming tentang macam-macam testing the writing skill.</li> <li>b. Mahasiswa Presentasi untuk dalam kelompok menyampaikan materi tentang testing the writing skill</li> <li>c. Diskusi dan tanya jawab antara dosen dan mahasiswa</li> <li>d. Latihan menuliskan contoh soal testing the writing skill</li> <li>e. Klarifikasi dan pengambilan kesimpulan</li> </ul> <p>10.</p> <ul style="list-style-type: none"> <li>a. Brainstorming pemahaman sekilas tentang Criteria and types of language test.</li> <li>b. Dosen menyampaikan materi tentang Criteria and types of language test</li> <li>c. Diskusi dan tanya jawab antara dosen dan mahasiswa</li> <li>d. Review analisis kajian Criteria and types of language test</li> </ul>	C. Summary		
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			<ul style="list-style-type: none"> <li>e. Klarifikasi dan pengambilan kesimpulan</li> </ul> <p>11.</p> <ul style="list-style-type: none"> <li>a. Brainstorming pemahaman Sekilas tentang scoring test and feedback.</li> <li>b. Dosen menyampaikan materi tentang scoring test and feedback</li> <li>c. Diskusi dan tanya jawab antara dosen dan mahasiswa.</li> <li>d. Review analisis kajian scoring test and feedback</li> <li>e. Klarifikasi dan pengambilan kesimpulan</li> </ul> <p>12.</p> <ul style="list-style-type: none"> <li>a. Brainstorming pemahaman sekilas tentang Alternative assessment</li> <li>b. Dosen menyampaikan materi tentang Alternative assessment.</li> <li>c. Diskusi dan tanya jawab antara dosen dan mahasiswa.</li> <li>d. Review analisis kajian Alternative assessment</li> <li>e. Klarifikasi dan pengambilan kesimpulan</li> </ul>			
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## 11. Component of Syllabus: Learning Media

Syllabus Codes						Scholars' theories	Remarks
Syllabus Component Contents							
UA	UC	UE	UG	UI	UJ		
1. OHP 2. LCD 3. White board 4. Hand out 5. Pictures and diagrams	<b>Software:</b> 1. E-Learning, ANA test, SPSS  <b>Hardware:</b> 2.Laptop, LCD Projector, books and Journals	1.Multimedia computer  2. LCD  3. Projector and internet facilities	<b>Perangkat Lunak:</b> 1.E-Learning, Social Media Group, dll  <b>Perangkat Keras :</b> 2.Proyektor, Whiteboard, dll	Learning media was <b>not found</b> in the syllabus content of University I	Learning media was <b>not found</b> in the syllabus content of University J	Learning media deals with the tools used in teaching and learning process in order to help the teachers in accomplishing the objectives and learning outcomes of the course such as books, LCD, computer/ laptop, disks, CD-ROM's, flash drives, lab supplies, and so forth (Danhiar, 2015&Nurwandani et al., 2016).	University C and G specifically divided learning media into software and hardware.



## 12. Component of Syllabus: Assessment and Grading Scales

Syllabus Codes						Scholars' theories	Remarks
Syllabus Component Contents							
UA	UC	UE	UG	UI	UJ		
<p><b>1. Assessment Criteria:</b></p> <p>a. Taking part in face to face meeting at least 80% (a consideration for the students' eligibility to take part in the final semester examination).</p> <p>b. Taking part in Quizzes I and II (or their substitutions).</p> <p>c. Handing in both individual and group assignments (mini research project).</p> <p>d. Taking part in Mid Semester Exam.</p> <p>e. Taking part in the Final Semester Exam.</p> <p><b>2. Load of Scoring</b></p> <p>Presence 10% Quizzes I and II 20% Mini Research Project 20%</p>	<p><b>1. Komponen Penilaian :</b></p> <p>1. Sikap 2. Ketrampilan Umum 3. Ketrampilan Khusus 4. UTS 5. UAS 6. DII</p> <p><b>2. Bobot</b></p> <p>1. 20% 2. 15% 3. 20% 4. 15% 5. 20% 6. 10%</p> <p><b>3. Standar Konversi Nilai yang direncanakan</b></p> <p>A Nilai Total <math>\geq 80</math> B <math>65 \leq</math> Nilai Total <math>&lt; 80</math> C <math>55 \leq</math> Nilai Total <math>&lt; 65</math> D <math>45 \leq</math> Nilai Total <math>&lt; 55</math> E Nilai Total <math>&lt; 45</math></p>	<p><b>Grading System</b></p> <p><b>1. Hard Skills</b></p> <p>a. Quizzes and Discussion Forum 15 %</p> <p>b. Presentation 10 %</p> <p>c. Tests for Receptive Skills 20 %</p> <p>d. Tests for Productive Skills 20 %</p> <p>e. Alternative Assessment 15 %</p> <p><b>2. Soft Skills 20 %</b></p> <p>Discipline, Classroom Participation, Empathy and Trustworthiness</p>	<p><b>Kriteria:</b></p> <p>ketepatan penyusunan soal test atau evaluasi dalam pembelajaran Bahasa Inggris. Total:505</p> <p><b>Bentuk:</b></p> <p>non tes, tertulis. Penyusunan Soal</p> <p>UTS: 20 % UAS: 30%</p>	<p><b>Komposisi Penilaian :</b></p> <p>Analisis 20 % Sintesis 20 % Evaluasi 10 %</p> <p><b>Aspek Penilaian</b></p> <p>a. Ujian Akhir Semester 30 % b. Ujian Tengah Semester 30 % c. Tugas Mandiri 20 % d. Keaktifan Mahasiswa 20 %</p> <p><b>Total 100 %</b></p>	<p><b>Course Assessment:</b></p> <p>a. Assignment b. Portfolio c. Presentation</p> <p><b>Weight:</b></p> <p>a. 40% b. 50% c. 10%</p>	<p>Assessment contains the details about how the students are evaluated or assessed and what type of exams will be organized in measuring students' competence to achieve learning outcomes and indicators that describe the competencies that are assessed. Meanwhile, Grading scale is about what factors will be included in assessment, how they will be weighted and translated into grades. Also, this is about the information regarding to the required procedures. (Altman&amp;Cashin,1992; Wolf,Czekanski,&amp;Dillon ,2013;Permendikti no.44,2015; Ahmed et al.,2016).</p>	<p>All six Universities provided types of assessment and grading scales for each task and exams given.</p>

Mid Semester Exam 25% Final Semester exam 25% Total 100%							
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3. **Scoring with Criterion reference:**  
 <7.5 A (excellent)  
 6.6 – 7.5 B (very good)  
 5.5 – 6.5 C (good)  
 5.0 – 5.4 D (pass)  
 <5.0 E (fail)

### 13. Component of Syllabus: Schedule

Syllabus Codes						Scholars' theories	Remarks
Syllabus Component Contents							
UA	UC	UE	UG	UI	UJ		
Meeting 1-16  Week 4: Quiz 1 Week 7: Mid Week 10: Quiz 2 Week 16: UAS	Minggu ke 1- 16  Minggu ke 12: <b>MID</b>  Minnngu ke 16:  <b>UAS</b>	Meeting 1-16  Meeting 7: <b>(Class Consultation)</b>  Meeting 11: <b>(Class Consultation)</b>  Meeting 12:	Minggu ke 1- 16  Minggu ke 8: <b>Ujian Tengah Semester</b>  Minggu ke 16: Ujian Akhir Semester	Pertemuan ke 1-16  Pertemuan ke 8: <b>UTS</b>  <b>Pertemuan</b> ke 16: <b>UAS</b>	Week 1- 16  Week 16: Summary <b>(Presentation)</b>	The schedule caters the information about when the learning of each topics tackled. It should also include the firm dates for exams, quizzes, or other means of assessment. For examples paper or performance due date and any required special events such as seminar, public speaking etc (Davis,	The six universities gave the details information about the time table of each topic, exam, quizzes take place.



		Peer-Review Workshops Submission & Meeting 16: Peer-Review Workshops Submission &				2009 & Wolf, Czekanski, & Dillon ,2013).	
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#### 14. Component of Syllabus: Time Allocation

Syllabus Codes						Scholars' theories	Remarks
Syllabus Component Contents							
UA	UC	UE	UG	UI	UJ		
Time allocation <b>was not found in the</b> syllabus content of University A	Estimasi Waktu: <i>3 x 50 menit</i>	Time allocation <b>was not found in the</b> syllabus content of University E	TM: (50' x 2) x 1 BT+BM (1+1) x3 <b>Keterangan:</b> 1. TM: tatap Muka, BT: Belajar Terstruktur, BM: Belajar Mandiri 2. 1 sks setara dengan 50 menit TM, 60 menit BT, dan 60 menit BM setiap pekan. 3. Gardasi Bloom C: cognisi, A: afeksi, P: Psikomotor	Time allocation <b>was not found in the</b> syllabus content of University I	Time allocation <b>was not found in the</b> syllabus content of University J	Permendikti no.44 (2015) asserted that time allocation is about the time duration provided by the instructor for each of class meetings. It usually provides 50 minutes for each of credits in a meeting.	Time allocation merely found in the syllabus contents of University C and G

## 15. Component of Syllabus: References

Syllabus Codes						Scholars' theories	Remarks
Syllabus Component Contents							
UA	UC	UE	UG	UI	UJ		
<p><b>Bibliography:</b></p> <ol style="list-style-type: none"> <li>Henning, G. 1987. A guide to language testing: Development, Evaluation and Research. Cambridge: Newbury House Publishers.</li> <li>Isaac, S. &amp; Michael, W.B. 1982. Handbook in research and evaluation: for education and behavioral sciences. San Diego, California: Edits Publishers.</li> <li>Gronlund, N.E. &amp; Waugh, C.K. 2009. Assessment of student achievement. New Jersey: Pearson.</li> <li>Lyman, H.B. 1971. Test scores and what they mean. Englewood Cliffs,</li> </ol>	<p><b>Daftar Pustaka :</b></p> <p><b>Wajib :</b></p> <ol style="list-style-type: none"> <li>Brown, H Douglas. 2004. Language Assessment: Principle and Classroom Practices. New York: Person Education, Inc.</li> <li>Jhonson, David W. and Jhonson, Roger T. 2002. Meaningful Assessment. Boston: Allyn and Bacon.</li> <li>Kunandar. 2013. Penilaian Autentik: Penilaian Hasil Belajar Peserta Didik Berdasarkan Kurikulum 2013. Jakarta. PT. Rajagrafindo Persada.</li> <li>Nitko, Anthony J. 1996. Educational</li> </ol>	<p><b>Readings:</b></p> <ol style="list-style-type: none"> <li>Brown, H. D. (2010). Language Assessment: Principles and Classroom Practices. White Plains: Pearson Education. (Required Reading)</li> <li>Buck, G. (2001). Assessing Listening. Cambridge: Cambridge University Press.</li> <li>Fulcher, G. (2013). Practical language testing. London: Hodder Education.</li> <li>Weigle, S. C. (2002). Assessing Writing. Cambridge: Cambridge University Press.</li> </ol>	<p><b>Pustaka :</b></p> <p><b>Utama:</b></p> <ol style="list-style-type: none"> <li>Heaton, J.B. (1988). Writing English Language Tests. New York: Longman Inc</li> <li>Flucher, Glenn and Davidson, Fred. (2016). Language Testing and Assessment; An Advanced Resources Book. New York: Routledge</li> <li>Tsagari, Dina et al. (2017). Handbook of Assessment for Language Teachers. www.taleproject.eu. Erasmus</li> </ol> <p><b>Pendukung :</b></p>	<p><b>REFERENSI:</b></p> <ol style="list-style-type: none"> <li>Brown, H. Douglas. (1994). Teaching by Principles: An Interactive Approach to Language Pedagogy. Prentice Hall Regents Englewood Cliffs, Newjersey.</li> <li>Gronlund, E. Norman. Assessment of Student Achievement. Allyn and Bacon. Boston. London. Toronto. Sydney. Tokyo. Singapore.</li> <li>Hughes, Athur. (1989). Testing for Language Teachers. Cambridge University Press.</li> </ol>	<p><b>Course Resources:</b></p> <p><b>Textbook Details</b></p> <ol style="list-style-type: none"> <li>Hughes, A. 2003. Testing for Language Teachers. 2nd edition. Cambridge: CUP.</li> <li>Study Kit LING5003 available for free download from Moodle study desk.</li> </ol> <p><b>Journals</b></p> <p>Language Testing</p> <p><b>Recommended sources:</b></p> <ol style="list-style-type: none"> <li>Fulcher, G. &amp; Davidson, F. (2007) Language testing and</li> </ol>	<p>Reference provides list of resources used in relation to the course topics or materials. It may in the form of documents, articles, books etc. Davis (2009) asserts that in the resources part, instructor need to give the way how the students approach the materials as well as links the students to appropriate supporting materials on the web (web-based resources). The reference sometimes divided into major reading and supplementary reading. Major reading is the main books, document, articles used as regard to the</p>	<p>Each university supported by the list of resources both off line and online.</p>

<p>5. New Jersey:Prentice-Hall, Inc. Suparman, Ujang. 2010. Language AssessmentBandar Lampung: Lampung University.Suparman, Ujang. 2011. The implementation of Ite-man to improve the quality of English test items as a foreign language: An assessment analysis. Aksara: Jurnal Bahasa, Seni dan Pengajarannya. Vol. XII, No. 1, April 2011. Halalaman: 85 – 96.</p> <p>6. Suparman, Ujang. 2013. Improving the quality of test items of English as a foreign language by means of Ite-man. Proceeding on the International Conferenceon Teacher Education Conference, organized by FKIP Lampung University at Bukit Randu Hotel, Bandar Lampung, 1-4 July 2013.</p>	<p>Assessment of Students 2 nd Ed. New Jersey: A Simon &amp; Scustery Company.</p> <p>5. O'Malley, J. Michael and Lorraine Valdez Pierce. 1996. Authentic Assessment for English Language Learners. New York: Addison Wesley Publishing.</p> <p><b>Pendukung :</b> Publishing. Pendukung</p> <p>1. Bachman, F Lyle. Fundamental Considerations in Language Testing. New York: Oxford University Press.</p> <p>2. Harris, David P. 1974. Testing English as a Second Language. New Delhi: Tata McGraw-Hill Publishing Company.</p> <p>3. Huges, Arthur. 1990. Testing for Language Teachers. New York: Cambrige University Press.</p> <p>4. Madsen, Harold S. 1983. Techniques in Testing. New Yorl: Oxford</p>		<p>1. Bachman, Lyle F and Palmer, Adrian S. (1996). Language Testing in Practice: Designing and Developing Useful Language Tests. Oxford: Oxford University Press</p> <p>2. Alderson, J. Charles; Clapham, Caroline and Wall, Dianne. (1995). Language Test Construction and Evaluation. Cambridge: Cambridge University Press</p>	<p>4. Shohamy, Elana. (1992). An Introduction to Language Testing. Xford University Press.</p>	<p>assessment. Routledge. (highly recommended)</p> <p>2.Alderson, C., C. Clapham &amp; D. Wall. 1995. Language Test Construction and Evaluation.Cambridge: CUP. (A thorough, useful practical guide to the construction of tests.)</p> <p>3.Bachman, L. 1990. Fundamental Considerations in Language Testing. OUP. (Advanced and theoretical)</p> <p>4.Bachman, L. &amp; A. Palmer. 1996. Language Testing in Practice. OUP.(A more teacher friendly, practical book than Bachman 1990)</p> <p>4.Brown, Douglas. 2005. Language Assessment. Principles and Practice. Longman.(Very</p>	<p>learned in a course. While supplementary reading, is additional books, document, articles to the detailed bibliographic information used to support and enrich the course materials.</p>	
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	<p>University Press.  5. Weir J, Cyril. 1990. Communicative Language Testing. New York: Prentice Hall. 6. .1993. Understanding and Developing Language Test. New York: Prentice Hall. 7. Yusuf, A Muri. 2011. Assessment dan Evaluasi Pendidikan. Padang: UNP Press.  <b>Jurnal:</b>  1. Afriyanti, Rika. 2015. An Analysis of English Tests at International Standard School in Padang in 2010/2011 – 2011/2012 Academic Year. TELL – US (Teaching English Literature and Linguistic – Usage). Vol 1. No. 1.  2. Al-Yari, Ali-Sa’ad Sadeq, Alhammadi, Saleh Fayza, and Alyami, Ayied Salah. 2013. Evaluation of Language Testing: An Applied Linguistic Perspective. International Journal of English Language Education. Vol. 1 No. 2. Special Issue. P. 217 – 54.</p>				<p>simple, easy to read, practical)</p>		
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	<p>3. Earl, Kerry and Giles, David. 2011. An-other Look at Assessment: Assessment in Learning. New Zealand Journal of Teachers' Work. Vol.8. Issue 1. 11 – 20.</p> <p>4. Yulmiati. 2012. Constructing Validity of Reading Comprehension Test. Jurnal Pelangi. Vol No 2.</p> <p>5. Yulmiati. 2015. Analisis Kebutuhan Terhadap Pengembangan Instrumen Penilaian Otentik. Jurnal Pelangi. Volume 7 / No.1.</p> <p>6. Yulmiati. 2015. Instrumen Penilaian Otentik pada Skill Membaca Teks Naratif untuk SMA Kelas X. Jurnal Kependidikan. Volume 1/No.1. Mei 2015. ISSN: 2443-3152.</p> <p>7. Yulmiati. 2016. Theoretical Reviews on Affective Assessment Toward The Understanding Of Senior High School</p>						
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	<p>English Teachers In Padang of West Sumatera. Proceedings of ISELT FBS Universitas Negeri Padang. Vol 4. No 2.</p> <p>8. Yulmiati. 2016. Validitas Instrumen Penilaian Otentik Pada Skill Membaca Teks Naratif Siswa SMA. Seminar Nasional Program Studi Pendidikan Ekonomi STKIP PGRI Sumatera Barat. Prosiding Seminar Nasional Program Studi Pendidikan Ekonomi STKIP PGRI Sumatera Barat.</p>						
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## 16. Component of Syllabus: Course Policy

Syllabus Codes						Scholars' theories	Remarks
Syllabus Component Contents							
UA	UC	UE	UG	UI	UJ		
There was no course policy in the syllabus contents of University A	<p><b>Norma Akademik:</b></p> <p><b>1. Perkuliahan dimulai</b> sesuai dengan jadwal yang tertera. Namun demikian jika terjadi keterlambatan oleh mahasiswa ataupun dosen karena hal yang sangat penting maka diberi tenggang waktu keterlambatan selama 10 menit. Jika mahasiswa datang lebih dari waktu tenggang keterlambatan maka mahasiswa diberikan tugas tambahan.</p> <p><b>2. Ketidakhadiran mahasiswa</b> selama satu semester hanya 3 kali. Apabila lebih dari 3 kali maka mahasiswa dianggap mengundurkan diri pada mata kuliah ini dan tidak berhak</p>	There was no course policy in the syllabus contents of University E	There was no course policy in the syllabus contents of University G	There was no course policy in the syllabus contents of University I	Plagiarism is presenting someone else's thoughts or work as your own. It can take many forms, from not having appropriate academic referencing to deliberate cheating. In many cases plagiarism is the result of inexperience about academic conventions. The University has resources and information to assist you to avoid plagiarism. The Learning Centre assists students with understanding academic integrity and how to not plagiarise. Information is available on their website:	This element comprises rules for students' guideline to achieve the expected classroom climate and objectives should address consequence related to cheating, plagiarism and other academic dishonesty. The course policy covers Attendance, Academic Dishonesty, Rights, Missed Exams, Course Participation, Laboratory Safety Guideline and Disclaimer (Davis, 2009&Hurd,2012)	The contents of course policy from University C were in line with what Davis and Hurd explained. While, the course policy of University J merely focused on plagiarism.

	<p>mengikuti ujian mid dan semester.</p> <p><b>3. Mahasiswa dilarang mencontek atau berbuat curang</b> lainnya terkait dengan tugas mata kuliah. Apabila mahasiswa terindikasi melakukan kecurangan maka akan diberi sanksi.</p> <p><b>4. Mahasiswa berpakaian rapi.</b> Bagi yang perempuan memakai baju kemeja dan rok/celana dasar. Bagi pria memakai baju kemeja dan celana dasar.</p> <p>5. Mahasiswa tidak diperbolehkan memakai sandal ke kelas.</p> <p><b>6. Bagi mahasiswa yang memiliki Handphone</b> agar menggunakan nada hening(silent) selama perkuliahan. Mahasiswa juga dilarang untuk menjawab panggilan handphone didalam kelas.</p> <p>7. Semua tugas agar diserahkan tepat waktu. Untuk tugas Mid-semester mahasiswa diminta untuk melakukan telaah soal secara qualitative yang digunakan disekolah. Sementara itu untuk</p>				<p><a href="http://www.lc.unsw.edu.au/plagiarism/">http://www.lc.unsw.edu.au/plagiarism/</a>.</p> <p>They also hold workshops and can help students one-on-one. If plagiarism is found in your work when you are in first year, your lecturer will offer your assistance to improve your academic skills. They may ask you to look at some online resources, attend the Learning Centre, or sometimes resubmit your work with the problem fixed. However, more serious instances in first year, such as stealing another student's work or paying someone to do your work, may be investigated under the Student Misconduct Procedures. Repeated plagiarism (even in first year), plagiarism after first year, or serious instances, may also be investigated under the Student Misconduct Procedures. The penalties under the procedures can</p>		
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	tugas semester mahasiswa diminta untuk menganalisa soal secara quantitative (item analysis)				include a reduction in marks, failing a course or for the most serious matters (like plagiarism in an Honours thesis) or even suspension from the university. The Student Misconduct Procedures are available here: <a href="http://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf">http://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf</a>		
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### 17. Component of Syllabus: Perquisite

Syllabus Codes						Scholars' theories	Remarks
Syllabus Component Contents							
UA	UC	UE	UG	UI	UJ		
The students who are going to take this course have to have passed all subjects relating to language skills (basic listening, intermediate listening, advanced listening;	Mata Kuliah Language Assessment ini sebagai prasyara untuk mengambil MK Micro Teaching.	<b>There was no prerequisite found</b>	<b>There was no prerequisite found</b>	<b>There was no prerequisite found</b>	<b>There was no prerequisite found</b>	Davis (2009) stated that prerequisites consist of prior course and knowledge/skills needed to success in the current course.	The prerequisite in syllabus A and C were in line with Davis' theory.

<p>basic speaking, intermediate speaking, advanced speaking; basic reading, intermediate reading, advanced reading; basic writing, intermediate writing, and advanced writing. Furthermore, they have to take part in the classroom activities at least 80%. They should have and read resource books used and should come to the class on time or ideally in time every time they have the ET Assessment class.</p>							
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## B. Language Assessment Instrument Development Course

### 1. Component of Syllabus: Basic Information

Syllabus Codes				Scholars' theories	Remarks
Syllabus Component Contents					
UB	UD	UF	UH		
There <i>was no</i> basic information in the syllabus contents of University B	The basic information of language assessment course from University D covered: 1. Course Title 2. Course Code/Credit 3. Prerequisites 4. Course Status	There <i>was no</i> basic information in the syllabus contents of University F	The basic information of language assessment course from University H covered: 1. Nama Mata kuliah 2. Program Studi 3. Semester; 4. Kode; 5. SKS 6. Dosen	According to Davis (2009) basic information encompasses the information such as name of university, semester, year, course title, and the descriptions of how to contact a course instructor such as instructor webpage URL and course web page URL; as well as group mail list address. In addition, it consists of title, course number, credit hours, prerequisites, the location of classroom, and the days and hours class/lab/studio/etc. meets (Altman & Cashin, 1992).	Although the basic information of University D and H did not give the complete information needed, the contents aligned with the description suggested by experts.

### 2. Component of Syllabus: Course Description

Syllabus Codes				Scholars' theories	Remarks
Syllabus Component Contents					
UB	UD	UF	UH		
				Course description offers a brief introduction about the course.	

<p>This course covers language teaching and testing, approaches in language testing (LT), problems in LT, purposes and types of LT, criteria of tests, correspondence of syllabus and tests, subjective and objective tests, test of language elements and skills, test specifications and procedure of test construction, test scoring, score interpretation, test evaluation and direct experience in constructing and evaluating language tests based on types, purposes, and criteria of good language test construction.</p>	<p>This course develops students' understanding of and skills in organizing classroom-based assessment of English language education programs. Topics of discussion include fundamental concepts of educational assessment in English as a Foreign Language (EFL) teaching context, planning and implementation of classroom assessment activities as well as the interpretation and utilization of information generated through classroom assessment activities.</p>	<p>There <b>was no course description</b> in the syllabus content of University F</p>	<p>This course will provide students with principles of language testing and assessment. It will discuss varieties of tests, role of tests, techniques of test construction and administration. Students will be exposed to the ways on how to use statistical analysis to interpret test results. This course provides students with understanding of the background theories and principles of assessment in English Language Teaching in schools. Topics include the basic concepts of assessment in ELT, the approaches, the functions, and the types of assessment instruments; and elementary statistics related to language assessment. The course will also provide and guide students to be able to construct any types of English tests and assessment :English skills (Listening, Speaking, Reading and Writing) and other language components ( structure, vocabulary, etc).</p>	<p>Davis (2009) points out four substances to be put in course description they are firstly, prerequisites, which is requirements to join the course such as the need of prior course, mastering certain knowledge or getting instructor permission. Secondly, overview of the course such as what the course about, the general topics or focus, the role to other course, aims, and reasons to learn the course. Third, students learning objectives in a brief which tells what the students will be expected to know and what competences they will demonstrate. The last is a brief of instructional methods. Shortly, it can be inferred that course description gives an information about the courses and overview in formulating course learning outcomes (Capaian Pembelajaran Mata Kuliah) (Nurwandani et al., 2016).</p>	<p>The contents of the course descriptions in the three existing syllabuses have followed the experts' suggestions Nonetheless, the prerequisite as one of components that is important to be exist in course description was not stated.</p>
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### 3. Component of Syllabus: Expected Learning Outcomes (CPL)

Syllabus Codes				Scholars' theories	Remarks
Syllabus Component Contents					
UB	UD	UF	UH		
There were <b>no expected learning outcomes</b> in the syllabus contents of University B.	There were <b>no expected learning outcomes</b> in the syllabus contents of University D.	There were <b>no expected learning outcomes</b> in the syllabus contents of University F.	<p><b>Capaian Pembelajaran Prodi</b> [Sikap, Pengetahuan, dan Keterampilan]</p> <p><b>SU4:</b> Berkontribusi dalam peningkatan mutu perencanaan pembelajaran disekolah, dan bertanggungjawab atas pekerjaan di bidang keahliannya secara mandiri, serta memiliki sikap sopan, jujur, percaya diri, dan kooperatif</p> <p><b>SK6:</b> Menunjukkan sikap bertanggungjawab atas pekerjaan di bidang keahliannya secara mandiri</p> <p><b>PU5:</b> Menjustifikasi pengetahuan tentang konsep, prinsip-prinsip dan karakteristik, metodologi dan perencanaan pembelajaran Bahasa Inggris yang mencakup konsep kurikulum yang berlaku, kompetensi inti, kompetensi dasar, indikator capaian, materi, proses, penilaian, dan</p>	CPL is the general statement of expected learning outcomes which are intended by the study programs to the graduates that covers three components which are Knowledge, Attitude, and (general and specific) Skills. For ELESF that belong to undergraduate degree, the level of mastery formulated in CPL is in level 6 of Indonesian National Qualification Framework (KKNI) (SNDIKTI,2016)	The expected learning outcomes (CPL) from University H aligned with SNDIKTI 's suggestion.

			<p>alat/media pembelajaran untuk tingkat Sekolah Menengah Pertama (SMP/MTs) dan Sekolah Menengah Atas (SMA/MK)</p> <p><b>PK1:</b> Memahami langkah-langkah prosedural dan strategis dalam memunculkan ide yang inovatif, mengembangkan ya kemudian mengaplikasikannya.</p> <p><b>KU1:</b> Mampu menerapkan pemikiran logis, kritis, sistematis, dan inovatif dalam konteks pengembangan atau implementasi ilmu pengetahuan dan teknologi yang memperhatikan dan menerapkan nilai humaniora yang sesuai dengan bidang keahliannya.</p> <p><b>KU5:</b> Mampu mengambil keputusan secara tepat dalam konteks penyelesaian masalah di bidang keahliannya, berdasarkan hasil analisis informasi dan data</p> <p><b>KK3:</b> Menyusun dan mempraktikkan rencana pembelajaran sesuai dengan format baku yang berlaku secara Nasional.</p>	
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#### 4. Component of Syllabus: Course Learning Outcomes (CPMK)

Syllabus Codes				Scholars' theories	Remarks
Syllabus Component Contents					
UB	UD	UF	UH		
<p>This course aims at equipping students with theoretical knowledge of the principles and forms of language tests. Besides, it is intended to train and give practical experience to students to construct and evaluate language tests. Also, it is expected to be useful for providing theoretical and practical knowledge and experience to students to measure and evaluate teaching and learning achievement in a variety of forms, types, and purposes of tests based on language test construction criteria.</p>	<p>On completion of the course, students should have the knowledge and skills necessary to carry out planning and implementation of classroom assessment in EFL teaching context and to make use of information obtained through classroom-based assessment for improvement of the learning and teaching in the respective language learning program.</p>	<p>Setelah mempelajari Mata Kuliah ini, mahasiswa diharapkan dapat memiliki kemampuan pengetahuan tentang prinsip-prinsip dasar pembuatan pokok uji kemampuan berbahasa Inggris.</p>	<p><b>Affective</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate moral, ethics, norms, and good personality</li> </ol> <p><b>Cognitive</b></p> <ol style="list-style-type: none"> <li>1. Understanding the essential concepts of English language testing construction /development.</li> <li>2. Understanding the development of language testing and its relationship with the development of English language teaching in nature.</li> <li>3. Applying the steps of language testing and assessment construction.</li> <li>4. Applying the current issues on language testing and assessment development.</li> </ol>	<p>Course Learning Outcomes or Capaian Pembelajaran Mata kuliah (CPMK) the terms that proposed by SNDIKTI (2016) is a formulation of expected students' ability which covers cognitive, psychomotor and affective goals that students acquired during the course. In other terms, CPMK is similar to course objectives which elaborate a behaviour, skill, or action that a student can demonstrate if they have achieved mastery of the objective (Altman &amp; Cashin, 1992).</p>	<p>The course learning outcomes of four existing syllabuses accommodated the contents that were proposed by SNDIKTI and Altman &amp; Cashin. However, among four existing syllabuses, university H offered the detail information regarding to the course Learning Outcomes.</p>



			<p>5. Analyzing the quality of teacher made test</p> <p><b>Psychomotor</b></p> <ol style="list-style-type: none"> <li>1. Presenting the underline theories of English Language Testing and assessment, and its development.</li> <li>2. Practicing the stages of developing the tests of all language competencies.</li> <li>3. Designing any test tasks types (Traditional and Authentic Assessments).</li> <li>4. Reporting the results of teacher made test analysis</li> </ol>	
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### 5. Component of Syllabus: Lesson Learning Outcomes (Sub-CPMK)

Syllabus Codes				Scholars' theories	Remarks
Syllabus Component Contents					
UB	UD	UF	UH		
After attending this course, the students are expected to have competence and skills as follows:	<p><b>Meeting 1-3</b>  <i>Students are able to:</i></p> <ol style="list-style-type: none"> <li>1. Describe the Purpose, Objective and Target of ELA Course.</li> </ol>	<ol style="list-style-type: none"> <li>1. Setelah mempelajari Mata Kuliah ini, mahasiswa diharapkan dapat memiliki pengetahuan tentang prinsip</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Affective:</b> Have a good attitude, discipline and responsibility. <b>Cognitive:</b></li> </ol>	Lesson learning outcomes or according to SNI/IKTI (2016) called as Sub-CPMK is the breakdown process from course learning outcomes (CPMK) which should be measurable, realistic, specific and achievable. It also gives contribution in achieving CPL.	In different manner, University H divided the lesson learning outcomes through three aspects namely affective, cognitive, and psychomotor.



<p>—To identify the relation between language teaching and language testing;</p> <p>—To identify the approaches generally used in constructing language tests;</p> <p>—To identify the problems that may occur in language testing in practice;</p> <p>—To identify types and purposes of language tests;</p> <p>—To identify the good language test criteria;</p> <p>—To evaluate the relation between learning objectives and tests;</p> <p>—To differentiate objective and subjective tests;</p> <p>—To construct language tests in the forms of discrete point and integrated skills;</p> <p>—To construct tests of language components;</p> <p>—To construct tests of language skills;</p> <p>—To identify and construct English language test specifications (blueprint);</p> <p>—To identify the procedure of language test construction;</p> <p>—To interpret test scores;</p> <p>—To evaluate English language tests; and</p>	<p>2. Define the concept of ‘Assessment’ and differentiate it from ‘Evaluation’ and ‘Testing’ activities.</p> <p>3. Outline the purposes of Classroom Assessment (CA) and identify types of assessment activities accordingly.</p> <p>4. Give examples of CATs as proposed by Angelo &amp; Cross (1993).</p> <p><b>Meeting 4-5</b></p> <p><i>Students are able to:</i></p> <p>1. Define the five principles of language assessment;</p> <p>2. Outline strategies to ensure best application of the language assessment principles.</p> <p><b>Meeting 6-9</b></p> <p><i>Students are able to:</i></p> <p>1. Explain what traditional assessment and alternative assessment are and their complementary positions in current educational setting.</p> <p>2. Identify different assessment techniques/formats and describe their strengths and weaknesses.</p> <p>3. Construct assessment tasks/items of traditional and alternative methods.</p> <p><b>Meeting 10-11</b></p> <p><i>Students are able to:</i></p>	<p>prinsip dasar pembuatan pokok uji kemampuan berbahasa Inggris.</p> <p>2. Mahasiswa dapat memahami berbagai jenis tes yang sesuai tujuan.</p> <p>3. Mahasiswa mampu memahami bermacam bentuk tes.</p> <p>4. Mahasiswa menyusun rubrik berdasarkan <b>TIK</b>.</p> <p>5. Mahasiswa memahami cara menghitung skor.</p> <p>6. Mahasiswa memahami dan dapat menyusun tes Integrative dan Communicative.</p> <p>7. Mahasiswa dapat memahami konsep dan menyusun discrete point</p> <p>8. Mahasiswa memahami dan dapat menyusun tes “Structure”</p> <p>9. Mahasiswa dapat membuat soal Test of Reading untuk SMP/SMA.</p>	<p>Understand the goals of the course, materials, activities/ procedures, assessment as well as the rules of the course.</p> <p><b>Psychomotor:</b> Practice all the plans in RPS during the course</p> <p>2. —</p> <p><b>Affective:</b> Have a good attitude, discipline and responsibility.</p> <p><b>Cognitive:</b> Understand the concepts of language testing and assessment and its washback.</p> <p><b>Psychomotor:</b> Illustrate the concepts of language testing and assessment and its washback</p> <p>3. —</p> <p><b>Affective:</b> Have a good attitude, discipline and responsibility</p> <p><b>Cognitive:</b> Understand type of tests based on some categories</p> <p><b>Psychomotor:</b> Categorize types of tests</p> <p>4. —</p> <p><b>Affective:</b> Have a good attitude, discipline and responsibility</p> <p><b>Cognitive:</b> Understand characteristics of good tests</p> <p><b>Psychomotor:</b></p> <p>5. —</p>	<p>Besides, it is the final outcomes that is planned for each unit of learning. Wolf, Czekanski, &amp; Dillon (2013) affirmed that learning outcomes refer to specific measurable results (knowledge, skills, attitudes); expected following learning experience.</p>	
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<p>-To construct English language test</p>	<ol style="list-style-type: none"> <li>Determine the purpose and objectives of a set of CA activities;</li> <li>Write up the specification/blue print for a set of CA Activities;</li> <li>Develop the tools/instrument and the guidelines for administering, scoring/marking and preparing report of the CA activities.</li> </ol> <p><b>Meeting 12-14</b></p> <p><i>Students are able to:</i></p> <ol style="list-style-type: none"> <li>Plan and develop appropriate set of assessment instrument to assess Listening Comprehension performance.</li> <li>Plan and develop appropriate set of assessment instrument to assess Reading comprehension performance.</li> </ol> <p><b>Meeting 15-17</b></p> <p><i>Students will be able to:</i></p> <ol style="list-style-type: none"> <li>Plan and develop appropriate set of assessment instrument to assess Speaking performance.</li> <li>Plan and develop appropriate set of assessment instrument to assess Writing performance.</li> </ol> <p><b>Meeting 18-20</b></p> <p><i>Students will be able to:</i></p> <ol style="list-style-type: none"> <li>Plan and develop appropriate set of assessment instrument to assess student performance in Grammar.</li> </ol>	<ol style="list-style-type: none"> <li>Mahasiswa dapat membuat tes kemampuan menulis.</li> <li>Mahasiswa dapat membuat Test of Oral Ability.</li> <li>Mahasiswa dapat menginterpretasikan hasil tes.</li> </ol>	<p><b>Affective:</b> Have a good attitude, discipline and responsibility.</p> <p><b>Cognitive:</b> Understand the steps of designing the tests Understand learning taxonomy</p> <p><b>Psychomotor:</b> Illustrate the steps of test development provide samples of learning taxonomy.</p> <p>6.—</p> <p><b>Affective:</b> Have a good attitude, discipline and responsibility.</p> <p><b>Cognitive:</b> distinguish learning taxonomy</p> <p><b>Psychomotor:</b> Categorize learning domains</p> <p>7.—</p> <p><b>Affective</b> Cooperate, discipline and responsibility</p> <p><b>Cognitive:</b> analyse K-13 Curriculum</p> <p><b>Psychomotor:</b> summarize K-13</p> <p>8.—</p> <p><b>Affective:</b> Have a good attitude, discipline and responsibility.</p> <p><b>Cognitive:</b> Understand Authentic Assessment</p> <p>9.—</p> <p><b>Affective:</b> Have a good attitude, discipline and responsibility.</p> <p><b>Cognitive:</b> understand the concepts of developing test tasks for KD3</p>		
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	<p>2. Plan and develop appropriate set of assessment instrument to assess student performance in Vocabulary.</p> <p><b>Meeting 21-23</b></p> <p><i>Students will be able to:</i></p> <ol style="list-style-type: none"> <li>1. Describe information obtained from assessment activities.</li> <li>2. Make inference on the strengths and weaknesses of a language program with reference to data obtained from assessment.</li> <li>3. With reference to assessment data, recommend follow up actions to improve student learning.</li> </ol> <p><b>Meeting 24</b></p> <p><i>Students will be able:</i></p> <ol style="list-style-type: none"> <li>1. to reflect on their learning experience throughout the program for better understanding of both the newly obtained knowledge and skills as well as their current strengths &amp; weaknesses.</li> </ol>		<p><b>Psychomotor:</b> design test tasks for KD3</p> <p>10.—</p> <p><b>Affective:</b> Have a good attitude, discipline and responsibility.</p> <p><b>Cognitive:</b> understand traditional discrete/Objective: Reading Skills/ Focus: Cognitive Domain.</p> <p><b>Psychomotor:</b> design the tasks: KD4 (All Skills).</p> <p>11.—</p> <p><b>Affective:</b> Have a good attitude, discipline and responsibility.</p> <p><b>Cognitive:</b> Understand Authentic Assessment (Junior High School: K-2013)</p> <p><b>Psychomotor:</b> Design authentic tests tasks (Junior High School: K-2013.</p> <p>12.—</p> <p><b>Affective:</b> Have a good attitude, discipline and responsibility.</p> <p><b>Cognitive:</b> understand Authentic Assessment (Junior High School: K-2013)</p> <p><b>Psychomotor:</b> Perform authentic tests tasks (Junior High School: K-2013.</p> <p>13.—</p> <p><b>Affective:</b> Have a good attitude, discipline and responsibility.</p>		
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			<p><b>Cognitive:</b> understand Authentic Assessment (Senior High School: K 2013)</p> <p><b>Psychomotor:</b> design authentic tests tasks (Senior High School: K 2013)</p> <p>14.—</p> <p><b>Affective:</b> Have a good attitude, discipline and responsibility.</p> <p><b>Cognitive:</b> understand Authentic Assessment (Senior High School: K 2013)</p> <p><b>Psychomotor:</b> design authentic tests tasks (Senior High School: K 2013)</p> <p>15.—</p> <p><b>Affective:</b> Have a good attitude, discipline and responsibility</p> <p><b>Cognitive:</b> understand Authentic Assessment tasks types</p> <p><b>Psychomotor:</b> design authentic tests tasks for certain competencies /selected topics</p> <p>16.—</p> <p><b>Affective:</b> Have a good attitude, discipline and responsibility.</p> <p><b>Cognitive:</b> Analyse the quality of teacher made test Interpreted the quality of the test</p> <p><b>Psychomotor:</b> Report of quality of test</p>	
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## 6. Component of Syllabus: Learning Indicators

Syllabus Codes				Scholars' theories	Remarks
Syllabus Component Contents					
UB	UD	UF	UH		
There were <b>no Learning Indicators</b> in the syllabus content of University B	There were <b>no Learning Indicators</b> in the syllabus content of University D	There were <b>no Learning Indicators</b> in the syllabus content of University F	<p>1. <b>Show good attitude,</b> discipline and responsibility. <b>Summarize</b> the goals of the course, materials, activities/ procedures, assessment as well as the rules of the course.</p> <p>2. <b>Show good attitude,</b> discipline and responsibility. <b>Explain the concepts of language</b> testing and assessment and its washback precisely. <b>Summarize</b> English language testing development: Traditional VS Non-Traditional (Authentic assessment, computerized/CALT</p> <p>3. <b>Show good attitude,</b> discipline and responsibility</p>	This component is list of criteria and specific as well as measurable statements which identify learning results that need to be accomplished by students. Thus, the students are assessed referring to the indicators (SNDIKTI,2016)	The division of learning indicators of University H was the same as the course and lesson learning outcomes stated earlier.

			<p><b>Differentiate</b> type of tests based on some categories</p> <p><b>Categorize</b> the test types.</p> <p>4.</p> <p><b>Show good attitude,</b> discipline and responsibility</p> <p><b>Explain</b> characteristics of good tests</p> <p>5.</p> <p><b>Explain</b> learning taxonomy domain and Steps of test task development</p> <p><b>provide</b> samples of learning taxonomy and illustrate Steps of test task development</p> <p>6.</p> <p><b>Differentiate</b> learning domains of each type and levels</p> <p><b>List</b> action verbs for each domain</p> <p>7.</p> <p><b>Elaborate</b> the language competences stated in K-13</p> <p><b>summarize</b> K13</p> <p>8.</p> <p><b>Explain</b> the concept and types of Authentic Assessment in K 2013, steps in developing AA.</p> <p>9.</p>	
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			<p><b>Explain</b> the concept of developing test tasks for KD3</p> <p><b>Design</b> the test tasks</p> <p>10.</p> <p><b>Explain</b> the concept of traditional ing/structure test</p> <p><b>Design</b> the test tasks</p> <p>11.</p> <p><b>Explain</b> the concept of Authentic Assessment (Junior High School: K 2013)</p> <p><b>Design</b> the authentic tests tasks (Junior High School: K 2013</p> <p>12.</p> <p><b>Explain</b> the models of Authentic Assessment (Junior High School: K 2013)</p> <p><b>Develop</b> the authentic tests tasks on their own (Junior High School: K 2013</p> <p><b>Perform</b> authentic tests tasks (Junior High School: K 2013</p> <p>13.</p> <p><b>Explain</b> the models of Authentic Assessment (Senior High School: K 2013)</p> <p><b>design</b> the authentic tests tasks on their own (Senior High School: K 2013</p> <p>14.</p>	
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			<p><b>Explain</b> the models of Authentic Assessment (Senior High School: K 2013)</p> <p><b>Display</b> the authentic tests tasks on their own (Senior High School: K 2013).</p> <p>15.</p> <p><b>Select</b> relevant task types of AA for certain learners</p> <p><b>Develop</b> relevant task types of AA for certain learners</p>	
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## 7. Component of Syllabus: Materials

Syllabus Codes				Scholars' theories	Remarks
Syllabus Component Contents					
UB	UD	UF	UH		
1. Introduction: Testing and Evaluation Teaching and Testing 2. Approaches in Language Testing 3. Problems in Language Testing 4. Purposes and Types of Language Tests	<p><b>Meeting 1-3</b></p> 1. Introduction to ELA Course 2. Introduction to assessment a. Evaluation vs. Assessment vs. Testing b. Purposes of CA: Assessment of Learning (AoL), Assessment for Learning (AfL), and Assessment as Learning (AaL). c. Assessment and teaching	1. Kind of Test and Testing 2. Validity test and Reliability test 3. Constructing Rubrics on Language Test 4. Subjective Assessment and Objective score	<p><b>Meeting 2-3</b></p> a. Introduction to evaluation in Language Teaching: Testing and teaching, The role of language testing (Why testing?), Testing and Evaluation, Assessment, What should be tested/assessed?, b. The Washback. An overview of English language testing	Course materials provide the list of knowledge or skills, topics, units that will be learnt during the class. The content needs to be arranged and distributed in each meeting. Similarly, SNDIKTI (2016) asserts that materials are content, topic or information that will be achieved at the end of teaching and learning the process. The resources of materials can be taken from the books, websites or link, software, and so on (Menges & Davis, 1995). Further, materials of a syllabus contain the main	From four universities, the existing syllabus of University H was the only one that divided the topics into sub- topics.



<p>5. Criteria of Good Language Tests</p> <p>6. Relationship between Instructional Objectives and Tests</p> <p>7. Subjective Test vs. Objective Test</p> <p>8. Discrete point &amp; integrated skills.</p> <p>9. Testing Grammar and Usage.</p> <p>10. Testing Vocabulary</p> <p>11. Testing Listening Comprehension</p> <p>12. Testing Speaking: Procedures</p> <p>13. Testing Reading Comprehension</p> <p>14. Testing Writing Skills</p> <p>15. Score Interpretation</p> <p>16. Test Specification</p> <p>17. Test Construction</p> <p>18. Test Evaluation</p>	<p>d. Classroom Assessment Techniques (CATs) Framework for CA: Context &amp; Scope of CA</p> <p><b>Meeting 4-5</b> Principles of Language Assessment:</p> <ol style="list-style-type: none"> <li>1. Practicality,</li> <li>2. Validity,</li> <li>3. Reliability,</li> <li>4. Authenticity,</li> <li>5. Washback</li> </ol> <p><b>Meeting 6-9</b></p> <ol style="list-style-type: none"> <li>1. Traditional Assessment vs. Alternative Assessment</li> <li>2. Traditional Assessment</li> <li>3. Alternative Assessment</li> </ol> <p><b>Meeting 10-11</b> Planning CA:</p> <ol style="list-style-type: none"> <li>1. Stages in CA Planning</li> <li>2. Assessment specification/blueprint</li> <li>3. Construction of assessment Instrument</li> <li>4. Administration guidelines</li> <li>5. Scoring/marking</li> <li>6. Data processing &amp; reporting</li> </ol> <p><b>Meeting 15-17</b> Assessing Productive Skills:</p> <ol style="list-style-type: none"> <li>1. Types of Speaking and Writing performance</li> <li>2. Macro &amp; Micro skills of Speaking and Writing</li> </ol>	<ol style="list-style-type: none"> <li>5. Integrative and Communicative Test</li> <li>6. Discrete Point Test</li> <li>7. Test of Grammar and Usage</li> <li>8. Test of Reading</li> <li>9. Test of Writing</li> <li>10. Test of Oral Ability</li> <li>11. Test of Listening</li> <li>12. Interpreting Test Scores.</li> </ol>	<p>development: Traditional VS Non Traditional (Authentic assessment, computerized/CALT)</p> <p>c. Approaches in Language Testing</p> <p><b>Meeting 4,5</b></p> <ol style="list-style-type: none"> <li>a. Type of test/ Categories: Purposes, : Placement test, Diagnostic test, Achievement test, Proficiency test, etc.. Standardized test and teacher made test</li> <li>b. Marking/Scoring: subjective and objective, integrated and discrete, dictation, cloze, etc.</li> <li>c. Development/ Design: Direct and Indirect</li> </ol> <p><b>Meeting 6,7</b></p> <ol style="list-style-type: none"> <li>a. Quality of a good test: Reliability, Validity, Practicality, Comparison (Item Analysis)</li> </ol> <p><b>Meeting 9</b> Evaluation/ Assessment Steps Learning Taxonomy: Cognitive, Affective, Psychomotor FOCUS: HOTS Steps of test task development</p> <p><b>Meeting 10</b> Planning Stage Learning Objectives</p>	<p>topic or sub-main topic that will be taught in a course (Altman &amp; Cashin, 1992).</p>
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	<p>3. Types of tasks to assess Speaking and Writing performance  4. Scoring Speaking and Writing performance  <b>Meeting 18-20</b>  Assessing Grammar and Vocabulary performance:  1. Types of Grammar and Vocabulary performance  2. Types of tasks to assess Grammar and Vocabulary performance  3. Scoring Grammar and Vocabulary performance</p> <p><b>Meeting 21-23</b>  1. Describing Assessment Results  2. Interpreting Assessment Results  3. Reporting Assessment Results  4. Utilizing Assessment Results</p> <p><b>Meeting 24</b>  Program Evaluation:  1. Reflection  2. Self-assessment</p>		<p>Understanding the taxonomy of Learning Objectives: Cognitive, Affective, and Psychomotor  <b>Meeting 11,12</b></p> <p>a. Goals of Learning English in Indonesia (Overview): 2013 English Curriculum: KD3, KD4  b. Assessment in K-13 (Permendikbud) FOCUS : HOTs (Critical Thinking Skills).</p> <p><b>Meeting 13</b></p> <p>a. Authentic Assessment in K 2013: Concepts and Practice  b. Table of Specifications:  c. Formulating the objectives and indicators: Cognitive, affective, Psychomotor)  d. Selecting the items/ tasks /materials  e. Determining the scoring/rating rubric</p> <p><b>Meeting 14,15</b></p> <p>a. Designing the tests tasks: KD3: (structure, vocabulary, pronunciation, intonation, spelling, mechanics, etc: test types samples: MC, T/F, Matching, etc)  b. Table of Specifications: Formulating the objectives and indicators  c. Selecting the tasks item/materials</p>	
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		<p>d. Determining the scoring</p> <p><b>Meeting 17,18</b>          Designing the tests tasks:</p> <p>a. KD4: (All skills: Listening, Speaking, Reading, Writing: test types/samples)</p> <p>b. Table of Specifications: Formulating the objectives and indicators          Selecting the tasks item/materials.</p> <p>c. Determining the scoring.</p> <p><b>Meeting 19,20,21</b></p> <p>a. Developing Authentic Assessment ( Junior High School: K 2013)          Table of Specifications: Grade VII,VIII,IX</p> <p>b. formulating the objectives and indicators: Cognitive and Psychomotor, affective</p> <p>c. Selecting the items/ tasks /materials</p> <p>d. Determining the scoring/rating rubric</p> <p><b>Meeting 22,23,24</b>          Presenting the Result of the workshop          Authentic assessment tasks developed:          Grade VII, VIII, IX</p> <p><b>Meeting 25,26,27</b>          Developing Authentic Assessment: Senior High School Grade X,XI,XII          Table of Specifications:          Formulating the objectives and indicators: Cognitive,</p>		
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			<p>Selecting the items/ tasks /materials  Determining the scoring/rating rubric  <b>Meeting 28, 29</b>  Presenting the Result of the workshop (G/P):  Authentic assessment tasks developed:  Grade X, XI, XII  <b>Meeting 30</b>  Developing Task Based Assessment (Any Levels of Learners: general to specific purposes)  Table of Specifications:  Formulating the objectives and indicators: Cognitive, affective, Psychomotor  Selecting the tasks /materials  Determining the scoring/rating rubric  <b>Meeting 31</b>  Interpreting result: Frequency distribution and mean, Standard deviation (statistical calculation)  Item Analysis: Item difficulty analysis, item discrimination, Option analysis, etc. Reliability (some formulas): Repeated test, Spilt half, Equivalent test  Validity/reliability (Statistical Calculation)  Changing Raw Scores (calculation)  Standard Deviation, etc  <b>Meeting 32</b>  Reporting the Analysis Result and Recommendation</p>		
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### 8. Component of Syllabus: Teaching Method

Syllabus Codes				Scholars' theories	Remarks
Syllabus Component Contents					
UB	UD	UF	UH		
There was <b>no teaching method employed</b> in the syllabus content of University B.	<ol style="list-style-type: none"> <li>Lecturing</li> <li>Mini Seminar</li> <li>Q &amp;A sessions</li> <li>Individual &amp; group work.</li> </ol>	<ol style="list-style-type: none"> <li>Menjelaskan,</li> <li>Diskusi,</li> <li>Memberikan latihan</li> </ol>	<ol style="list-style-type: none"> <li>CLT</li> <li>Discussion (Goup and Pair)</li> <li>Cooperative Learning</li> <li>Think, pair, share (TPS)</li> <li>Jigsaw</li> <li>Workshop</li> <li>Project Learning based</li> </ol>	Teaching method is the way employed in the teaching learning activity based on the belief that it will enhance and support students 'achievements. The methods can be in form of group discussion, simulation, case study, collaborative learning, cooperative learning, project-based learning, problem-based learning etc (SNDIKTI,2016). Additionally, Davis (2009) stated that methods of instruction inform methods applied by instructors for teaching such as lectures, discussions, group works, etc.	Kinds of teaching methods employed in the three Universities corresponded to Davis and SNDKITI Explanation.

### 9. Component of Syllabus: Assignments

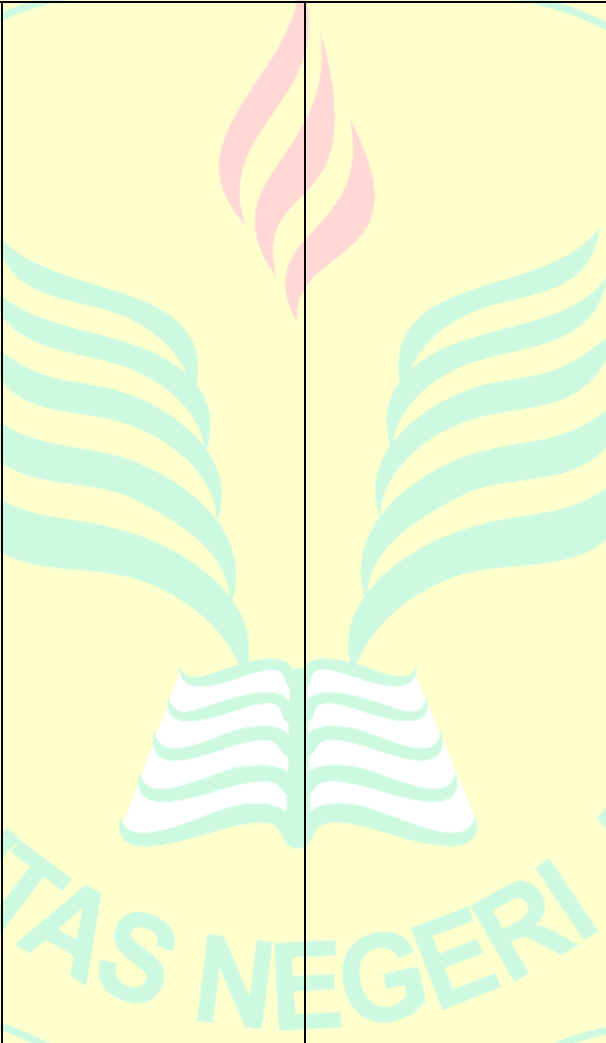
Syllabus Codes				Scholars' theories	Remarks
Syllabus Component Contents					
UB	UD	UF	UH		

<p>Activities and assignments given to the students in this course are as follows:</p> <ol style="list-style-type: none"> <li>Participation in classroom activities</li> <li>Individual and/or group presentation</li> <li>Mid-semester Test</li> <li>Take home assignment (individual or group)</li> <li>Final assignment in the form of test construction, try-out, analysis, and report</li> </ol>	<p><b>Assignment 1</b> Critical Analysis of a set of CA tools of student's interest.</p> <p><b>Assignment 2</b> CA tools Development for a specific EFL Education program.</p>	<p>TUGAS: Tugas harian, Pekerjaan Rumah, Kuis</p>	<p>There were no any assignments stated in the syllabus content of University</p>	<p>Hurd (2012) asserted that Assignments are pieces of work that are set by teachers as part of students' learning that usually contributes towards the final course mark or grade.</p>	<p>University F did not mention the detail assignments given to the students.</p>
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### 10. Component of Syllabus: Teaching and Learning Activities

Syllabus Codes				Scholars' theories	Remarks
Syllabus Component Contents					
UB	UD	UF	UH	<p>Teaching and Learning activities inform activities that must be performed by students in the course in order to achieve expected competences (RISTEKDIKTI, 2016).</p> <p>Similarly, (Danhiar, 2015 &amp; Ahmed et al., 2016) stated that this component encompasses the students' and teachers' activities during teaching and learning process. It can be in form of</p>	<p>University D was more detail in describing type of teaching and learning activities as it divided the activities into teacher and students' activities.</p>
<ol style="list-style-type: none"> <li>Identifying the relations between teaching and testing.</li> <li>Identifying the approaches generally used in constructing tests.</li> <li>Asking and answering questions in identifying the problems in language testing.</li> </ol>	<p><b>Meeting 1-3:</b> <b>Students:</b></p> <ul style="list-style-type: none"> <li>Do reading assignment,</li> <li>Attend to class presentations to confirm &amp; refine knowledge from reading,</li> </ul>	<p>There were no any learning activities stated in the syllabus content of University F</p>	<p>There were no any learning activities stated in the syllabus content of University H</p>		



<p>4. Asking and answering question in identifying the criteria of good language tests.</p> <p>5. Asking and answering Questions in evaluating the relation of test objectives and tests.</p> <p>6. Differentiating between objective and subjective tests</p> <p>7. Constructing language tests in the forms of discrete point and integrated skills.</p> <p>8. Constructing language Components</p> <p>9. Constructing language Components (Vocabulary)</p> <p>10. Constructing language skills</p> <p>11. Practicing in interpreting test scores</p> <p>12. Constructing test items</p> <p>13. Evaluating language tests</p>	<ul style="list-style-type: none"> <li>Engaged actively in QA session,</li> <li>Do class assignment</li> </ul> <p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>Introduce topic and lead students to explore further the topic through given tasks and QA</li> </ul> <p><b>Meeting 4- 5:</b></p> <p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>Introduce topic and lead students to explore further the topic through given tasks and QA.</li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>Do reading assignment</li> <li>Attend to teacher presentation to confirm and refine knowledge from reading</li> <li>Engaged actively in QA session.</li> <li>Do class assignment</li> </ul> <p><b>Meeting 6-9</b></p> <p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>Introduce topic and lead students to explore further the topic through given tasks and QA</li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>Do reading assignment</li> <li>Attend to teacher presentation to confirm</li> </ul>		<p>lecturing, questions and answer, presentation, brainstorming, and so on.</p>	
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	<p>and refine knowledge from reading</p> <ul style="list-style-type: none"> <li>Engaged actively in QA session.</li> <li>Do class assignment</li> </ul> <p><b>Meeting 10-11</b></p> <p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>Introduce topic and lead students to explore further the topic through given tasks and QA</li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>Do reading assignment</li> <li>Attend to teacher presentation to confirm and refine knowledge from reading.</li> <li>Engaged actively in QA session.</li> <li>Do class assignment</li> </ul> <p><b>Meeting 12-14</b></p> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>Do reading assignment</li> <li>Attend to class presentations to confirm &amp; refine knowledge from reading.</li> <li>Engaged actively in QA session</li> <li>Do class assignment</li> </ul> <p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>Introduce topic and lead students to explore further the topic through given tasks and QA.</li> </ul>				
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	<p><b>Meeting 15-17:</b></p> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• Do reading assignment</li> <li>• Attend to class presentations to confirm &amp; refine knowledge from reading.</li> <li>• Engaged actively in QA session</li> <li>• Do class assignment</li> </ul> <p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>• Introduce topic and lead students to explore further the topic through given tasks and QA session</li> </ul> <p><b>Meeting 18-20:</b></p> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• Do reading assignment</li> <li>• Attend to class presentations to confirm &amp; refine knowledge from reading.</li> <li>• Engaged actively in QA session.</li> <li>• Do class assignment</li> </ul> <p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>• Introduce topic and lead students to explore further the topic through given tasks and QA</li> </ul> <p><b>Meeting 21-23:</b></p> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• Do reading assignment</li> </ul>				
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	<ul style="list-style-type: none"> <li>Attend to class presentations to confirm &amp; refine knowledge from reading.</li> <li>Engaged actively in QA session</li> <li>Do class assignment</li> </ul> <p><b>Teacher:</b> Introduce topic and lead students to explore further the topic through given tasks and QA.</p> <p><b>Meeting 24</b> Complete Program evaluation questionnaire and Self-assessment form.</p>				
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### 11. Component of Syllabus: Learning Media

Syllabus Codes				Scholars' theories	Remarks
Syllabus Component Contents					
UB	UD	UF	UH		
1. Multimedia 2. Computer 3. LCD 4. Projector and 5. Internet facilities.	1. Course Module 2. Ppt slides 3. Graphic organizer 4. Internet	1. OHP 2. OHT 3. Papan Tulis 4. Mic 5. Hand-out 6. Kamus, 7. Gambar	There <b>was no learning media</b> in the syllabus content of University H	Learning media deals with the tools used in teaching and learning process in order to help the teachers in accomplishing the objectives and learning outcomes of the course such as books, LCD, computer/ laptop, disks, CD-ROM's, flash drives, lab supplies, and so forth (Danhiar, 2015&Nurwandani et al., 2016).	The media of teaching and learning used in University <i>B, D, and F</i> refer to what the expert proposed.

## 12. Component of Syllabus: Assessment and Grading Scales

Syllabus Codes				Scholars' theories	Remarks
Syllabus Component Contents					
UB	UD	UF	UH		
<p><b>a. Aspects Scored</b></p> <p>The determination of final score is done based on the evaluation of the following aspects:</p> <p>1) Participation of classroom activities 10%</p> <p>2) Home assignments 10%</p> <p>3) Class Presentation 0%</p> <p>4) Mid-semester Test 40%</p> <p>5) Final semester test and/or assignment 40%</p> <p><b>b. Criteria of Final Score</b></p> <p>The criteria of students' score achievement is stated in letter and number that reflect the rate percentage of material mastery as follows:</p> <p>Percentage (%) of Mastery</p> <p>A 4 &gt; 90</p>	<p>1. Assessment of student's performance in this unit will be based on the following scheme:</p> <p>a. Mid Term Test Week 1 to Week 8 Topics A written test consisting of both objective and subjective items 20%</p> <p>b. Assignment 1 Critical analysis of the Design and development of a set of CBA instrument for a target audience of participant's interest 25%.</p> <p>c. Assignment 2 A set of classroom assessment tool designed by students for a particular group of target audience of student's own interest. 40%.</p> <p>d. Classwork Quality of participant's involvement throughout the program (amount &amp; relevance of contribution, readiness for classroom discussion and sharing of ideas)10%.</p> <p>e. Participation Quality of participant's involvement throughout the program (amount &amp; relevance of contribution, readiness</p>	<p><b>KELULUSAN:</b> Tugas,Kehadiran, Kuis, UTS, UAS</p>	<p><b>Penilaian:</b> Penilaian Acuan Patokan Kompetensi Tinggi; <b>Item Penilaian;</b> Presensi : 10%; Quis :10%; Group Presentation : 15%; UTS: 20%; Tugas : 20% UAS: 25%</p>	<p>Assessment contains the details about how the students are evaluated or assessed and what type of exams will be organized in measuring students' competence to achieve learning outcomes and indicators that describe the competencies that are assessed. Meanwhile, Grading scale is about what factors will be included in assessment, how they will be weighted and translated into grades. Also, this is about the information regarding to the required procedures. Regarding to the required procedures. (Altman&amp;Cashin,1992; Wolf,Czekanski,&amp;Dillon,2013;Permendikti no.44,2015; Ahmed et al.,2016).</p>	<p>The existing syllabus from University F provided the assessment but there was no grading scale stated.</p>

B 3 76 – 90	for classroom discussion and sharing of ideas) 5%				
C 2 66 – 75	2. Grading in the course will be based on the following scheme:				
D 1 56 – 65	a. 80 – 100% A Excellent				
E 0 < 55	b. 70 – 79% B Good				
	c. 60 – 69% C Satisfactory				
	d. 55 – 59% D				
	e. Less Satisfactory < 55% E FAIL				

### 13. Component of Syllabus: Schedule

Syllabus Codes				Scholars' theories	Remarks
Syllabus Component Contents					
UB	UD	UF	UH	The schedule caters the information about when the learning of each topics tackled. It should also include the firm dates for exams, quizzes, or other means of assessment. For examples paper or performance due date and any required special events such as seminar, public speaking etc (Davis, 2009 & Wolf, Czekanski, & Dillon ,2013).	Each university contained the course calendar or schedules for informing the time of each topic including the quiz or exam tackled,

<p>Meeting 1-20</p> <p><b>Meeting 1-19</b></p> <p>Introduction, lecturing and doing a sequence of assignments.</p> <p><b>Meeting 20:</b></p> <p>Final Test</p>	<p>Class sessions 1-24</p> <p><b>Class sessions 1-23</b></p> <p>Introduction lecturing and doing a sequence of assignments and classwork.</p> <p><b>Class sessions 24</b></p> <p>Final test</p>	<p>Pertemuan 1-16</p> <p><b>Pertemuan 8:</b> Mid tes</p> <p><b>Pertemuan 16:</b> Final test</p>	<p>Pertemuan 1-32</p> <p><b>Pertemuan 8</b></p> <p>Quiz 1 : All covered Materials</p> <p><b>Pertemuan 16</b></p> <p>Mid Test</p> <p><b>Pertemuan 32</b></p> <p>Reporting the Analysis Results (Final test)</p>		
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#### 14. Component of Syllabus: Time Allocation

Syllabus Codes				Scholars' theories	Remarks
Syllabus Component Contents					
UB	UD	UF	UH		
There was <b>no time allocation mentioned</b> in the syllabus content of University B	There was <b>no time allocation mentioned</b> in the syllabus content of University D	There was <b>no time allocation mentioned</b> in the syllabus content of University F	Waktu Belajar 100 minutes	Permendikti no.44 (2015) asserted that time allocation is about the time duration provided by the instructor for each of class meetings. It usually provides 50 minutes for each of credits in a meeting.	Among four Universities, time allocation offered only in University H.

#### 15. Component of Syllabus: References

Syllabus Codes				Scholars' theories	Remarks
Syllabus Component Contents					
UB	UD	UF	UH		
<b>a. Main References:</b> 1) Jabu, Baso. 2008. English Language Testing. Makassar: Badan Penerbit UNM. 2) Alderson, J. Charles., Caroline Clapham, and Dianne Wall. 1995. Language Test Construction and Evaluation. Cambridge: Cambridge University Press.	<b>References</b> <b>Readings:</b> 1. Angelo, T. A., & Cross, K. P. (1993). Classroom Assessment Techniques. Jossey-Bass. <a href="https://drive.google.com/file/d/0ByFFzwSvN4odTm5FVXpoQ1pGTlk/edit?usp=sharing">https://drive.google.com/file/d/0ByFFzwSvN4odTm5FVXpoQ1pGTlk/edit?usp=sharing</a>	<b>REFERENSI:</b> 1. Adkins, Dorothy C., 1974. Test Construction. Ohio: Charles E. Merrill Publishing Co. 2. Gronlund, Norman E., 1977. Constructing Achievement Test. USA: Prentice Hall. 3. Harris, Michael and Paul McCann., 2001. 1994.	1. Airasian, Pr.W. and Russel, M.K. 2008. Classroom Assessment. Mcgraw-Hill Higher Education. Boston. 2. Arikunto, S. 2003. Dasar-Dasar Evaluasi Pendidikan. (Edisi revisi). Bumi Aksara, Jakarta 3. Fulcher, G, and Davidson, F 2007.	Reference provides list of resources used in relation to the course topics or materials. It may in the form of documents, articles, books etc. Davis (2009) asserts that in the resources part, instructor need to give the way how the students approach the materials as well as links the students to appropriate supporting materials on the web (web-based resources). The reference sometimes divided into major reading and supplementary reading. Major reading is the main books, document, articles used as	University B and D supported the reference with the main and supporting reference as suggested by Davis.



<p>3) Heaton J. B. 1975. Writing English Language Tests. London: Longman.</p> <p>4) Henning, Grant. 1987. A Guide to Language Testing: Development, Evaluation, Research. Boston: Heinle &amp; Heinle Publishers.</p> <p><b>b. Supporting References (Recommend Ed):</b></p> <p>1) Bachman, L.F. &amp; A.S. Palmer. 1996. Language Testing in Practice. Oxford:OUP.</p> <p>2) Bachman, L.F. 1990. Fundamental Consideration in Language Testing. Oxford:OUP.</p> <p>3) Bailey, Kathleen M. 1998. Learning about Language Assessment: Dilemmas, Decisions, and Directions. Pacific Grove: Heinle &amp; Heinle Publishers.</p> <p>4) Carroll, Brendan J. 1980. Testing Communicative Performance. Oxford: Pergamon Press.</p> <p>5) Carroll, Brendan J. and Patrick J. Hall. 1985. Make Your Own Language Test. Oxford: Pergamon Institute of English.</p> <p>6) Davies, Alan. 1982. "Criteria for Evaluating Tests of English as a Foreign Language" in Heaton, B. (Ed.) Language Testing. 1982:11-16.</p>	<p>2.Alderson et al_1995_Language test construction and evaluation. Ernst KlettSprachen.</p> <p><a href="https://drive.google.com/file/d/0ByFFzwSvN4odRGFiVmp2V1UyX0k/edit?usp=sharing">https://drive.google.com/file/d/0ByFFzwSvN4odRGFiVmp2V1UyX0k/edit?usp=sharing</a></p> <p>3.Brown, H. D. (2004). Language Assessment: Principles and ClassroomPractices. NY: Longman.</p> <p><a href="https://drive.google.com/file/d/0ByFFzwSvN4odZWtkdE1XWE9JZxc/edit?usp=sharing">https://drive.google.com/file/d/0ByFFzwSvN4odZWtkdE1XWE9JZxc/edit?usp=sharing</a></p> <p>4.Brown, J. D. (1996). Testing in language programs. New Jersey Prentice Hall Regents.</p> <p><a href="https://drive.google.com/file/d/0ByFFzwSvN4odV0oxeUg2LWpxbUE/edit?usp=sharing">https://drive.google.com/file/d/0ByFFzwSvN4odV0oxeUg2LWpxbUE/edit?usp=sharing</a></p> <p>5.Davidson, F., &amp; Lynch, B. K. (2002). Testcraft - A teachers guide to writing and using language test specifications. YUP.</p> <p><a href="https://drive.google.com/file/d/0ByFFzwSvN4odNHExd2JsMzN5N00/edit?usp=sharing">https://drive.google.com/file/d/0ByFFzwSvN4odNHExd2JsMzN5N00/edit?usp=sharing</a></p> <p>5.Division of Academic Affairs, UNC Charlotte.</p>	<p>Assessment. Oxford: Heinemann.</p> <p>4. Hughes, Arthur. 1989. Testing for Language Teacher. Glasgow: Cambridge University Press.</p> <p>5. McNamara, Tim, 1996. Measuring Second language Performance. Essex, England: Addison Wesley Longman Limited.</p> <p>6. Urr, Penny.1991. A Course in Language Teaching. Cambridge: Cambridge University Press.</p>	<p>Language Testing and Assessment. An Advanced Resource Book; Routledge Taylor and Francis Group.New York.</p> <p>4.Brown, H.D. (2004). Language assessment Principles and Classroom Practice. New York. Pearson Education, Inc.</p> <p>5.Green, A.2013.Washback in Language Assessment. International Journal of Language Studies</p> <p>6.Gronlund,N.E.2002Measurement and Evaluation in Teaching. 5th Edition. Macmillan Publishing Company. New York</p> <p>7. Heaton, JB. 1991. Writing English Language Tests. Longman Group UK Limited. New York.</p> <p>8. Hughes, A. 2006. Testing for Language Teachers. Cambridge University Press. Cambridge.</p> <p>9.Kemendikbud.2013.Kurikulum 2013. Kemendikbud. Jakarta.</p> <p>10.Mcnamara, 2007. Language Testing.</p> <p>11.Oller. J.W. 1979. Language Test at School.Longman.USA.</p>	<p>regard to the learned in a course. While supplementary reading, is additional books, document, articles to the detailed bibliographic information used to support and enrich the course materials.</p>	
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<p>7) Cohen, Andrew D. 1994. Assessing Language Ability in the Classroom. Boston: Heinle &amp; Heinle Publishers</p> <p>8) Harrison, A. 1983. A Language Testing Handbook. London: Macmillan Publishers.</p> <p>9) Hughes, Arthur. 1989. Testing for Language Teachers. Cambridge: CUP.</p> <p>10) Madsen, H. S. 1983. Techniques in Testing. Oxford: OUP.</p> <p>11) Morrow, Keith. 1982. "Testing Spoken Language" in Heaton, B. (Ed.) Language Testing. 1982:56-58.</p> <p>12) Read, John. 1991. "The Validity of Writing Test Tasks" in Sarini Anivan (Ed.) Anthology Series 25, RELC, 1991:77-91.</p> <p>13) Underhill, Nick. 1987. Testing Spoken Language: A Handbook of Oral Testing Technique. Cambridge: CUP.</p>	<p>(2013, October 29). Writing Objectives Using Bloom's Taxonomy. Retrieved from Center for Teaching &amp; Learning: <a href="http://teaching.uncc.edu/articles-books/best-practice-articles/goals-objectives/writing-objectives-using-blooms-taxonomy">http://teaching.uncc.edu/articles-books/best-practice-articles/goals-objectives/writing-objectives-using-blooms-taxonomy</a></p> <p>6. Doyle, L., Herrington, A., LaDuc, L., Mullin, W., Stassen, M., Tyson, J., et al. (2000). Establishing Learning Objectives - Application for Course Planning &amp; Assessment. Office of Academic Planning &amp; Assessment, University of Massachusetts Amherst. <a href="https://drive.google.com/file/d/0ByFFzwSvN4odT3Jq_aXVzNIZfYnM/edit?usp=sharing">https://drive.google.com/file/d/0ByFFzwSvN4odT3Jq_aXVzNIZfYnM/edit?usp=sharing</a></p> <p>7. Earl, L. M., &amp; Katz, M. S. (2006). Rethinking classroom assessment with purpose in mind: Assessment for learning, assessment as learning, assessment of learning. Manitoba Education, Citizenship &amp; Youth.</p> <p>8. Hamidi, E. (2010). Fundamental issues in L2 classroom assessment practices.</p>		<p>12. O'Malley, J.M. and Pierce, L.V. 1996. Authentic Assessment. Practical Approaches for Teachers. Addison-Wesley Publishing company. Vancouver B.C. Canada.</p> <p>13. Rachmawati, et al. 2009. Penyusunan dan Pengujian Penilaian Kelas. Research and Evaluation Methods Program. School of Education University of Massachusetts. USA.</p> <p>14. Randall, J. et al. 2010. Assessing Active Learning. Research and Evaluation Methods Program School of Education University of Massachusetts. USA.</p> <p>15. Shohamy, E. 1985. A Practical Handbook in Language Testing for the Second Language Teacher. Raanana. Tel Aviv. Israel.</p> <p>16. <a href="http://language-testing.info">http://language-testing.info</a>.</p>		
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	3.Surveycrest. Easy Free Online Survey Creator at Your Finger Tips. <a href="http://www.surveycrest.com/?login=1">http://www.surveycrest.com/?login=1</a>				
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### 16. Component of Syllabus: Course Policy

Syllabus Codes				Scholars' theories	Remarks
Syllabus Component Contents					
UB	UD	UF	UH		
There was no course policy mentioned in the syllabus contents of University B	<p><b>Course Policies</b></p> <p><b>1. Class Attendance</b></p> <p>Students are required to attend &gt; 80% of class sessions. In cases where a student is not able to attend class due to illnesses or another assignment from JBSI administrator, a formal notification of the absence is required, i.e. Medical certificate for illnesses or a memo from Head of JBSI for special assignment. Punctuality is an important code of conduct.</p>	There was no course policy mentioned in the syllabus contents of University F	There was no course policy mentioned in the syllabus contents of University H	This element comprises rules for students' guideline to achieve the expected classroom climate and objectives should address consequence related to cheating, plagiarism and other academic dishonesty. The course policy covers Attendance, Academic Dishonesty, Rights, Missed Exams, Course Participation, Laboratory Safety Guideline and Disclaimer (Davis, 2009&Hurd,2012)	The content of course policy of University D aligned with the experts' explanation.

	<p>Late arrival may be recorded as missing from class.</p> <p>Failure in meeting the above requirements may result in a Grade E in the respective course.</p> <p><b>b. Missed Exams/Assignments</b></p> <p>Exams and assignments are major components of assessment and evaluations. Missing exams and/or assignments will lead to a Grade D (FAIL) in the course (cf. Section 5: Assessment &amp; Grading).</p> <p><b>Academic Dishonesty:</b></p> <p>Cheating in any form is an offence. Such performance does not have a place in the course and will result in a disqualification.</p> <p><b>d. Code of Conduct</b></p> <p>Students are expected to begin developing the required personality traits of a professional Indonesian EFL educator. Professional quality is expected to be seen in all aspects of their work, academic and social interactions with other class members, as well as in their personal appearance.</p>				
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## Appendix 9: The Analysis of Assessing Competences Qualification in the Existing Course Syllabuses

### A. Language Assessment Course

Syllabus Code	Course Description	Course Contents in the Existing Syllabuses			The Assessment Qualification		Remarks
		Course Learning Outcomes	Lesson Learning Outcomes	Topics	Assessing Competence Scope	EPG Level	
UA	The course is intended to provide a sufficient insight to the English Study Program students, S1 program, on the concepts of Language Assessment intensively. They are expected to have better understanding of Language Assessment principles not only of first language but more importantly	The students are expected to understand the concepts relating to Language Assessment and some statistical calculation relating to assessment.	The students are expected to be able to explain precisely the concepts of sociolinguistic foundation of assessment.	The sociolinguistic foundation of assessment.	Explain <b>(Knowledge)</b>	1.1	The EPG level of the course in University A was dominated by 1.1 and <b>2.1</b> level while the scope of assessing competence was in <b>Knowledge area</b> . It can be seen from the outcomes of the course that required the students to understand the theory related to language assessment.
			The students are expected to be able to describe clearly the implication of the communicative model of language assessment.	Implication of the communicative model of Language Assessment	Describe <b>(Knowledge)</b>		
			The students are expected to describe how communicative language assessment is different from structure-focused assessment,	How is communicative Language assessment different from structure-focused assessment?	Describe <b>(Knowledge)</b>		
			The students are expected to be able to elaborate in detail the items, passage items, and discrete items.	Discrete point vs Integrative language assessments	Elaborate <b>(Knowledge)</b>		

Syllabus Code	Course Description	Course Contents in the Existing Syllabuses			The Assessment Qualification		Remarks
		Course Learning Outcomes	Lesson Learning Outcomes	Topics	Assessing Competence Scope	EPG Level	
	of second language, have comprehensive concepts and insights on the assessment variation in language teaching; on item test analysis to determine good quality of the test items based on standard criteria.		The students are expected to be able to provide examples of communicative language assessment.	Implication of the communicative model of Language Assessment	Provide <b>(Knowledge)</b>	21	
			The students are expected to be able to differentiate between the concepts of norm-referenced and criterion-referenced language assessments.	Norm referenced and criterion referenced language assessments	Differentiate <b>(Knowledge)</b>		
			The students are expected to be able to explain Pragmatic language assessment	Pragmatic language assessment	Explain <b>(Knowledge)</b>		
			The students are expected to be able to do some statistical calculations relating to assessment.	1. How to assess the four language skills listening, speaking, reading and writing, as well as language components; grammar and vocabulary. 2. Statistical calculations.	Do <b>(Skills)</b>		

Syllabus Code	Course Description	Course Contents in the Existing Syllabuses			The Assessment Qualification		Remarks
		Course Learning Outcomes	Lesson Learning Outcomes	Topics	Assessing Competence Scope	EPG Level	
UC	Mata Kuliah ini mengkaji tentang konsep teoritis dalam kegiatan evaluasi 170endid. Merencanakan tujuan, alat, disain, dan menggunakan hasil penilaian untuk menyimpulkan hasil pembelajaran. Prinsip-prinsip evaluasi pengajaran bahasa juga diberikan sehingga diharapkan nantinya mahasiswa mampu <b>melakukan penilaian hasil belajar dan</b>	Setelah menempuh mata kuliah ini mahasiswa memiliki kemampuan:menyempurnakan soal yang dirancang guru dengan menggunakan prinsip-prinsip pembuatan penilaian yang baik, dalam mendesain instrumen penilaian sikap, pengetahuan dan ketrampilan, merumuskan hasil penilaian dan mengadministrasikannya.	Mampu mengklasifikasikan beberapa istilah dalam penilaian.	Testing, Assessment, Measurement, and Evaluation in Teaching	Classify <b>(Knowledge)</b>	1.1	The EPG level of the course in University C was dominated mostly by <b>1.1 1.2, 2.1</b> level while the scope of assessing competence were in <b>Knowledge and Skill areas</b> . This can be inferred that the outcomes intended by the course was the ability to adjust the test by using the principles of language assessment.
			Mampu mendeteksi standardized test and unstandardized test.	Standardized Test VS Teachers Made Test	Detect/Recognize <b>(Knowledge)</b>		
			Mampu mengkategorikan prinsip-prinsip penilaian.	Principle of Assessment.	Categorize <b>(Knowledge)</b>		
			Mampu menelaah jenis penilaian afektif instrumen aspek afektif dalam kurikulum 2013.	Assessing affective	Analyze <b>(Knowledge)</b>	1.2	
			Mampu menelaah jenis penilaian kognitif instrumen aspek kognitif dalam kurikulum 2013.	Assessing cognitive.	Analyze <b>(Knowledge)</b>		
			Mampu menelaah jenis penilaian kognitif instrumen aspek psikomotor dalam kurikulum 2013.	Assessing psychomotor	Analyze <b>(Knowledge)</b>		



Syllabus Code	Course Description	Course Contents in the Existing Syllabuses			The Assessment Qualification		Remarks
		Course Learning Outcomes	Lesson Learning Outcomes	Topics	Assessing Competence Scope	EPG Level	
	<p><b>menyimpulkan keberhasilan</b> proses belajar mengajar yang telah dilaksanakan. Melalui mata kuliah ini diharapkan mahasiswa nantinya mampu mengambil keputusan strategis yang berkaitan dengan bidang pengetahuan terkait serta mengaitkannya dengan kehidupan nyata melalui pemanfaatan IPTEKS</p>		Mampu menyimpulkan dan menyesuaikan kurikulum 2013.	Assessment based on Curriculum 2013.	<p>Conclude and Conform</p> <p><b>(Knowledge)</b></p> <p><b>(Skill)</b></p>	2.1	
UE	This course provides a broad overview on second/foreign language	Upon completion of this course, students should be able to link their experience in taking language tests with available theories, be critical in examining	Students can describe the concepts and issues of language assessment.	Assessment concept and issues.	Describe <b>(Knowledge)</b>	1.1	From the analysis of course outcomes of

Syllabus Code	Course Description	Course Contents in the Existing Syllabuses			The Assessment Qualification		Remarks
		Course Learning Outcomes	Lesson Learning Outcomes	Topics	Assessing Competence Scope	EPG Level	
	assessment and evaluation. The course examines the theoretical base of language assessment and evaluation, the principles of developing language assessment, item analysis, grading and scoring, interpreting the results of assessment and evaluation. It provides students with theoretical foundation of language assessment and evaluation as well as practical experience in examining available tests	available test items, analyze assessment for speaking, reading, writing and listening standardized national examination.	Students can understand the principles of language assessment.	Principles of language assessment	Understand <b>(Knowledge)</b>	1.1	University E, it can be seen that the EPG level dominated by various level namely <b>1.1,1.2</b> and <b>2.1</b> Meanwhile, the scopes of assessing competences were in <b>Knowledge and skill areas.</b>
			Students can analyze the designs process of assessing listening.	Assessing Listening	Analyze <b>(Knowledge)</b>	2.1	
			Students can analyze the process of assessing speaking.	Assessing Speaking	Analyze <b>(Knowledge)</b>	2.1	
			Students can analyze the process of assessing writing.	Assessing Writing.	Analyze <b>(Knowledge)</b>	2.1	
			Students can analyze the process of assessing reading.	Assessing Reading.	Analyze <b>(Knowledge)</b>	2.1	
			Students can identify and explain some alternative language assessment.	Alternative Assessment in	Identify and Explain <b>(Knowledge)</b>	1.2	
			Students can understand some principles and guidelines for Grading and Evaluation.	Grading and Student Evaluation.	Understand <b>(Knowledge)</b>	1.1	

Syllabus Code	Course Description	Course Contents in the Existing Syllabuses			The Assessment Qualification		Remarks
		Course Learning Outcomes	Lesson Learning Outcomes	Topics	Assessing Competence Scope	EPG Level	
UG	Mata kuliah ini bertujuan untuk memberikan pemahaman teoritis pada mahasiswa tentang prosedur Language Testing and evaluation. Selain itu, secara praktis membahas proses mekanisme penyusunan tes dan evaluasi pembelajaran bahasa, jenis tes dan evaluasi serta kriteria penilaian dan evaluasi. Kemampuan mahasiswa dalam menganalisis prosedur penilaian dan evaluasi pembelajaran Bahasa Inggris secara detail serta	Mahasiswa mampu menguasai konsep dan teori Language Testing and Evaluation, memahami macam-macam Approach to language testing serta mampu menganalisis karekateristik masing-masing approach, memahami serta menerapkan prinsip dan prosedur objective and subjective testing dalam penyusunan tes objektif serta tes esai, memilih secara adekuat pendekatan dan model penilaian untuk kepentingan pembelajaran Bahasa Inggris, menganalisis criteria and types of language test dan menganalisis dan menginterpretasikan Test Scores dalam evaluasi pembelajaran Bahasa Inggris.	Mahasiswa mampu menjelaskan pengertian Language testing and evaluation dengan Bahasa mereka sendiri.	Introduction to Language Testing and Evaluation	Explain <b>(Knowledge)</b>	1.1	From the analysis of course outcomes from University G, it can be inferred that the EPG level dominated by <b>1.1, 2.1 and 2.2</b> level. Meanwhile, the scopes of assessing competence were in <b>Knowledge and Principle areas.</b>
		Mahasiswa mampu memahami dan menganalisis ciri-ciri approaches to language testing	Approaches to Language Testing.	Understand and Analyze <b>(Knowledge)</b>	1.1 and 2.1		
		Mahasiswa mampu menganalisis dan membedakan objective and subjective test.	Objective and Subjective Testing	Analyze and Differentiate <b>(Knowledge)</b>	1.1 and 2.1		
		Mahasiswa mampu menjelaskan macam-macam test of grammar and usage.	Test of grammar and usage.	Explain <b>(Knowledge)</b>	1.1		
		Mahasiswa mampu menjelaskan pengertian dan bentuk-bentuk testing for vocabulary, serta mampu menerapkan prinsip penyusunannya dalam menyusun testing and evaluating vocabulary.	Testing Vocabulary	Explain and Apply <b>(Knowledge)</b> <b>(Principle)</b>	2.2		

Syllabus Code	Course Description	Course Contents in the Existing Syllabuses			The Assessment Qualification		Remarks
		Course Learning Outcomes	Lesson Learning Outcomes	Topics	Assessing Competence Scope	EPG Level	
	kemampuan mahasiswa dalam mengaplikasikan prosedur penilaian dan evaluasi pembelajaran bahasa dalam menyusun contoh language testing and evaluation adalah luaran dari mata kuliah ini.		Mahasiswa mampu menjelaskan pengertian dan bentuk-bentuk listening comprehension test, serta mampu menerapkan prinsip penyusunannya dalam menyusun listening comprehension.	Listening Comprehension test.	Explain and Apply <b>(Knowledge)</b> <b>(Principle)</b>	2.2	
			Mahasiswa mampu menjelaskan pengertian dan bentuk-bentuk testing speaking skill. serta mampu menerapkan prinsip penyusunannya dalam menyusun testing the speaking skill.	Testing Speaking skill	Explain and Apply <b>(Knowledge)</b>	2.2	
			Mahasiswa mampu menjelaskan pengertian dan bentuk-bentuk Testing Reading Comprehension, serta mampu menerapkan prinsip penyusunannya dalam menyusun Testing Reading	Testing Reading skill	Explain and Apply <b>(Knowledge)</b> <b>(Principle)</b>	2.2	
			Mahasiswa mampu menjelaskan pengertian dan bentuk-bentuk testing the writing skill, serta mampu menerapkan prinsip	Testing Writing skill	Explain and Apply <b>(Knowledge)</b>		

Syllabus Code	Course Description	Course Contents in the Existing Syllabuses			The Assessment Qualification		Remarks
		Course Learning Outcomes	Lesson Learning Outcomes	Topics	Assessing Competence Scope	EPG Level	
			penyusunannya dalam menyusun testing the writing skill.		<b>(Principle)</b>		
			Mahasiswa mampu menjelaskan dan menganalisis Criteria and types of language test	Criteria and types of language test	Explain and Analyze <b>(Knowledge)</b>	2.2	
			Mahasiswa mampu menjelaskan dan menginterpretasi kan scoring test and feedback.	Scoring and Feedback	Explain and Interpret <b>(Knowledge)</b> <b>(Skill)</b>	2.1	
UI	Mata kuliah Competence Based Assessment merupakan salah satu mata kuliah utama yang memberikan dasar pengetahuan, dan	Mahasiswa memahami Competence Based Assessment dan ruang lingkungnya, karakteristik, fungsi pengukuran, penilaian dan kegiatan evaluasi pendidikan serta membahas tentang penyusunan berbagai bentuk alat ukur termasuk penilaian berbasis kelas sesuai	Mahasiswa mampu memahami Competence Based Assessment	Ruang lingkup Competence Based Assessment	Understand <b>(Knowledge)</b>	1.1	The analysis of course outcomes from University I showed that the EPG level dominated by
			Mahasiswa dapat mengidentifikasi karakteristik Competence Based Assessment.	Karakteristik dan hakikat Competence Based Assessment	Identify <b>(Knowledge)</b>		

Syllabus Code	Course Description	Course Contents in the Existing Syllabuses			The Assessment Qualification		Remarks
		Course Learning Outcomes	Lesson Learning Outcomes	Topics	Assessing Competence Scope	EPG Level	
	<p>analisis tentang tentang pengukuran, penilaian dan kegiatan evaluasi pendidikan serta membahas tentang penyusunan berbagai bentuk alat ukur termasuk penilaian berbasis kelas sesuai dengan tujuan pembelajaran dan kaidah-kaidah penyusunan tes kemudian mengolah data dan menyimpulkan hasilnya untuk keperluan perbaikan.</p>	dengan tujuan pembelajaran dan kaidah- kaidah penyusunan tes kemudian mengolah data dan menyimpulkan hasilnya untuk keperluan perbaikan.	Mahasiswa dapat mengidentifikasi penyusunan alat ukur.	Penyusunan alat ukur	Identify <b>(Knowledge)</b>		1.1 and 2.1, while the assessing competence scope was in <b>Knowledge and skill area.</b>
			Mahasiswa dapat menjelaskan dan mengidentifikasi kaidah pembuatan soal .	Kaidah pembuatan soal	Explain and Identify <b>(Knowledge)</b>		
			Mahasiswa dapat mengidentifikasi dan menganalisis pembuatan soal listening, reading, writing, dan speaking.	Pembuatan soal listening, reading, writing, dan speaking.	Identify and Analyze <b>(Knowledge and Skill)</b>	2.1	
			Mahasiswa mampu memahami pengolahan data.	Pengolahan data.	Understand <b>(Knowledge)</b>	1.1	



Syllabus Code	Course Description	Course Contents in the Existing Syllabuses			The Assessment Qualification		Remarks
		Course Learning Outcomes	Lesson Learning Outcomes	Topics	Assessing Competence Scope	EPG Level	
UJ	This course introduces participants to the fundamental principles and best practice of language testing. While the focus is on the testing theories and methods are applicable across various languages and diverse assessment contexts. The course has a dual focus on theory and practice.	Upon successful completion of the course students will be able to introduce the basic types of language tests, and some of the important concepts and issues in language testing, as well as a few very basic statistical procedures; provide guidance and practice in designing, trialing, and administering language tests; introduce some approaches and issues in the evaluation of tests; and consider some of the important test administration issues in language testing.	Gain a grounding in language testing that will enable them to participate in the development and administration of tests in an educational institution setting	Introducing testing and assessment	Participate <b>(Knowledge)</b>	1.1	The results of course outcomes analysis from University J revealed that the EPG level dominated by 1.1, and 2.1 while the scope of assessing competence was in <b>Knowledge and skill areas.</b>
			Students are able to demonstrate an understanding of the major trends in language testing.	Major trends in language test	Understand <b>(Knowledge)</b>	1.1	
			Students are able to demonstrate an understanding of the principles and terminology involved in language testing.	Validity, authenticity, and reliability	Understand <b>(Knowledge)</b>	1.1	
			Students are able to raise awareness of the beneficial effect of moderation in developing test tasks and items	Writing items and tasks	Raise awareness <b>(Knowledge)</b>	2.1	
			Students are able to evaluate language tests critically	Testing language skills	Evaluate <b>(Knowledge and skill)</b>		



Syllabus Code	Course Description	Course Contents in the Existing Syllabuses			The Assessment Qualification		Remarks
		Course Learning Outcomes	Lesson Learning Outcomes	Topics	Assessing Competence Scope	EPG Level	
			Students are able to differentiate among different types of language test.	Scoring language tests Developing proficiency descriptors	Differentiate <b>(Knowledge)</b>		

### B. Language Assessment Instrument Development Course

Syllabus Code	Course Description	Course Contents in the existing Syllabuses			The EPG Developmental Phases in the Existing Syllabuses		Remarks
		Course Learning Outcomes	Lesson Learning Outcomes	Topics	Assessing Competence Scope	EPG Level	
UB	This course covers language teaching and testing, approaches in language testing (LT), problems in LT, purposes and types of LT, criteria of tests,	This course aims at equipping students with theoretical knowledge of the principles and forms of language tests. Besides, it is intended to train and give practical experience to students to construct and provide theoretical and practical knowledge and experience to students to	Students are expected to have competence and skills to identify the relation between language teaching and language testing	Introduction: Testing and Evaluation Teaching and Testing	Identify <b>(Knowledge)</b>	2.1	The results of course outcomes analysis from University B showed that EPG level dominated by <b>2.1, 2.2, and 3.1.</b> While the assessing
			Students are expected to have competence and skills to identify the approaches generally used in constructing language tests	Approaches in Language Testing	Identify <b>(Knowledge)</b>		

Syllabus Code	Course Description	Course Contents in the existing Syllabuses			The EPG Developmental Phases in the Existing Syllabuses		Remarks	
		Course Learning Outcomes	Lesson Learning Outcomes	Topics	Assessing Competence Scope	EPG Level		
	correspondence of syllabus and tests, subjective and objective tests, test of language elements and skills, test specifications and procedure of test construction, test scoring, score interpretation, test evaluation and direct experience in constructing and evaluating language tests based on types, purposes, and criteria of good language test construction.	measure and evaluate teaching and learning achievement in a variety of forms, types, and purposes of tests based on language test construction criteria.	Students are expected to have competence and skills to identify the problems that may occur in language testing in practice	Problems in Language Testing	Identify <b>(Knowledge)</b>		competence scope were in the area of <b>Knowledge and Skills.</b>	
			Students are expected to have competence and skills to identify types and purposes of language tests	Purposes and Types of Language Tests	Identify <b>(Knowledge)</b>			
			Students are expected to have competence and skills identify the good language test criteria	Criteria of Good Language Tests	Identify <b>(Knowledge)</b>			2.1
			Students are expected to have competence and skills to evaluate the relation between learning objectives and tests	Relationship between Instructional Objectives and Tests	Evaluate <b>(Knowledge)</b>			2.2
			Students are expected to have competence and skills to differentiate objective and subjective tests	Subjective Test vs. Objective Test	Differentiate <b>(Knowledge)</b>			2.1

Syllabus Code	Course Description	Course Contents in the existing Syllabuses			The EPG Developmental Phases in the Existing Syllabuses		Remarks
		Course Learning Outcomes	Lesson Learning Outcomes	Topics	Assessing Competence Scope	EPG Level	
			Students are expected to have competence and skills to construct language tests in the forms of discrete point and integrated skills	Discrete point & integrated skills	Construct <b>(Skill)</b>	3.1	
			Students are expected to have competence and skills to construct tests of language components	Testing Grammar and Usage, Testing Vocabulary	Construct <b>(Skill)</b>	3.1	
			Students are expected to have competence and skills to construct tests of language skills	Testing Listening Comprehension	Construct <b>(Skill)</b>	3.1	
			Students are expected to have competence and skills to identify and construct English language test specifications (blueprint)	Test Specification	Identify and Construct <b>(Knowledge)</b> <b>(Skill)</b>	2.1 and 3.1	

Syllabus Code	Course Description	Course Contents in the existing Syllabuses			The EPG Developmental Phases in the Existing Syllabuses		Remarks
		Course Learning Outcomes	Lesson Learning Outcomes	Topics	Assessing Competence Scope	EPG Level	
			Students are expected to have competence and skills to identify the procedure of language test construction	Testing Speaking: Procedures	Identify <b>(Knowledge)</b>	2.1	
			Students are expected to have competence and skills to interpret test scores	Score Interpretation	Interpret <b>(Skill)</b>	2.2	
			Students are expected to have competence and skills to evaluate English language tests	Test Evaluation	Evaluate <b>(Knowledge)</b>	2.2	
			Students are expected to have competence and skills to construct English language test	Test Construction	Construct <b>(Skill)</b>	3.1	
UD	This course develops students' understanding of and skills in organizing	On completion of the course, students are able to define classroom based assessment and differentiate it from evaluation and testing activities, demonstrate an understanding of the rationale,	Students are able to define the concept of 'Assessment' and differentiate it from 'Evaluation' and 'Testing' activities Students are able to outline the purposes of Classroom Assessment	Introduction To Assessment	Define and Differentiate <b>(Knowledge)</b>  Outline	1.1  1.1 2.1	The findings of course outcomes analysis from University D showed that EPG

Syllabus Code	Course Description	Course Contents in the existing Syllabuses			The EPG Developmental Phases in the Existing Syllabuses		Remarks
		Course Learning Outcomes	Lesson Learning Outcomes	Topics	Assessing Competence Scope	EPG Level	
	classroom based assessment of English language education programs. Topics of discussion include fundamental concepts of educational assessment in English as a Foreign Language (EFL) teaching context, planning and implementation of classroom assessment activities as well	purposes, and strategies for conducting classroom-based assessment and how to interpret and make use of information obtained from classroom based assessment activities, critically evaluate classroom based assessment tools used in EFL Education Programs, and develop a set of classroom assessment tool for use with a specific EFL Education Programs.	(CA) and identify types of assessment activities accordingly.	Principles of Language Assessment: 1. Practicality 2. Validity 3. Reliability 4. Authenticity 5. Washback	Identify <b>(Knowledge)</b>	1.2	level dominated by all level in EPG which <b>1.1,1.2, 2.1, 2.2, 3.1, and 3.2.</b> Meanwhile, the assessing competence level were in the areas of <b>Knowledge and Skill.</b>
Students are able to give examples of CATs as proposed by Angelo & Cross (1993).			Give/Provide <b>(Knowledge)</b>				
Students are able to define the five principles of language assessment:		Define <b>(Knowledge)</b>	1.1				
Students are able to outline strategies to ensure best application of the language assessment principles.		Outline <b>(Knowledge)</b>	2.1				

Syllabus Code	Course Description	Course Contents in the existing Syllabuses			The EPG Developmental Phases in the Existing Syllabuses		Remarks	
		Course Learning Outcomes	Lesson Learning Outcomes	Topics	Assessing Competence Scope	EPG Level		
	as the interpretation and utilization of information generated through classroom assessment activities		Students are able to explain what traditional assessment and alternative assessment are and their complementary positions in current educational setting.	a. Traditional Assessment vs. Alternative Assessment	Explain <b>(Knowledge)</b>	3.1		
			Students are able to identify different assessment techniques/formats and describe their strengths and weaknesses.	b. Traditional Assessment c. Alternative Assessment	Identify <b>(Knowledge)</b>			
			Students are able to construct assessment tasks/items of traditional and alternative methods.		Construct <b>(Skill)</b>			
			Students are able to determine the purpose and objectives of a set of CA activities.	Planning CA: 1. Stages in CA Planning 2. Assessment specification/blue print	Determine <b>(Skill)</b>			2.2
			Students are able to write up the specification /blue e-print for a set of CA Activities	3. Construction of assessment Instrument 4. Administration guidelines 5. Scoring/marking	Write up <b>(Skill)</b>			2.2

Syllabus Code	Course Description	Course Contents in the existing Syllabuses			The EPG Developmental Phases in the Existing Syllabuses		Remarks
		Course Learning Outcomes	Lesson Learning Outcomes	Topics	Assessing Competence Scope	EPG Level	
			Students are able to develop the tools/instrument and the guidelines for administering, scoring/marking and preparing report of the CA activities.	6. Data processing & reporting	Construct <b>(Skill)</b>	3.1	
			Students are able to plan and construct p appropriate set of assessment instrument to assess Listening and Reading Comprehension performance.	Assessing Receptive Skills: 1. Types of Listening and Reading Comprehension performance 2. Macro & Micro skills of Listening and Reading Comprehension performance 3. Types of tasks to assess Listening and Reading Comprehension performance 4. Scoring Listening and Reading Comprehension performance	Plan and Construct <b>(Skill)</b>	3.1	



Syllabus Code	Course Description	Course Contents in the existing Syllabuses			The EPG Developmental Phases in the Existing Syllabuses		Remarks
		Course Learning Outcomes	Lesson Learning Outcomes	Topics	Assessing Competence Scope	EPG Level	
			Students are able to Plan and construct appropriate set of assessment instrument to assess Speaking and Writing performance.	Assessing Productive Skills: 1. Types of Speaking and Writing performance 2. Macro & Micro skills of Speaking and Writing 3. Types of tasks to assess Speaking and Writing performance 4. Scoring Speaking and Writing performance	Plan and Construct  (Skill)	2.2 and 3.1	

Syllabus Code	Course Description	Course Contents in the existing Syllabuses			The EPG Developmental Phases in the Existing Syllabuses		Remarks
		Course Learning Outcomes	Lesson Learning Outcomes	Topics	Assessing Competence Scope	EPG Level	
			Students are able to plan and construct appropriate set of assessment instrument to assess student performance in Grammar and Vocabulary.	Assessing Grammar and Vocabulary performance: 1. Types of Grammar and Vocabulary performance 2. Types of tasks to assess Grammar and Vocabulary performance 3. Scoring Grammar and Vocabulary performance	Plan and Construct  (Skill)	2.2 and 3.1	
			Students are able to describe information obtained from assessment activities.	1. Describing Assessment Results 2. Interpreting Assessment Results	Describe  (Knowledge)	2.1	
			Students are able to make inference on the strengths and weaknesses of a language program with reference to data obtained from assessment.	3. Reporting Assessment Results 4. Utilizing Assessment	Conclude  (Skill)		

Syllabus Code	Course Description	Course Contents in the existing Syllabuses			The EPG Developmental Phases in the Existing Syllabuses		Remarks
		Course Learning Outcomes	Lesson Learning Outcomes	Topics	Assessing Competence Scope	EPG Level	
			Students are able to recommend follow-up actions to improve student learning.	Results	Recommend <b>(Principle)</b>	2.1	
UF	The syllabus from University F did not comprise course description. Yet, the analysis was conducted in the course and lesson learning outcomes of the syllabus.	Setelah mempelajari Mata Kuliah ini, mahasiswa diharapkan dapat memiliki kemampuan pengetahuan tentang prinsip-prinsip dasar pembuatan pokok uji kemampuan berbahasa Inggris	Mahasiswa diharapkan dapat memiliki pengetahuan tentang prinsip-prinsip dasar pembuatan pokok uji kemampuan berbahasa Inggris.	Language Testing	Understand <b>(Knowledge)</b>	1.1	The findings of course outcomes analysis from University F revealed that the EPG level dominated by 1.1, <b>2.1 and 3.1</b> . While the scope of assessing competence were in the areas of <b>Knowledge and skill</b> .
			Mahasiswa dapat memahami berbagai jenis tes yang sesuai tujuan.	Kind of Test and Testing.	Understand <b>(Knowledge)</b>	1.1	
			Mahasiswa dapat memahami ciri-ciri tes yang baik.	Test validity and Test Reliability.	Understand <b>(Knowledge)</b>	1.1	
			Mahasiswa mampu memahami bermacam bentuk tes.	Types of test items	Understand <b>(Knowledge)</b>	1.1	

Syllabus Code	Course Description	Course Contents in the existing Syllabuses			The EPG Developmental Phases in the Existing Syllabuses		Remarks
		Course Learning Outcomes	Lesson Learning Outcomes	Topics	Assessing Competence Scope	EPG Level	
			Mahasiswa menyusun rubrik berdasarkan TIK.	Constructing Rubrics on Language test	Construct (Skill)	3.1	
			Mahasiswa memahami cara menghitung skor.	Subjective Assessment and Objective score	Understand (Knowledge)		
			Mahasiswa memahami dan dapat menyusun tes Integrative dan Communicative.	Integrative and Communicative Test	Understand and Construct (Knowledge) (Skill)		
			Mahasiswa memahami dan dapat menyusun tes "Structure".	Test of Grammar and Usage	Understand and Construct (Knowledge) (Skill)		
			Mahasiswa dapat membuat soal Test of Reading untuk SMP/SMA.	Test of Reading	Construct (Skill)		
			Mahasiswa dapat membuat Test of Oral Ability.	Test of Oral Ability	Construct (Skill)	3.1	

Syllabus Code	Course Description	Course Contents in the existing Syllabuses			The EPG Developmental Phases in the Existing Syllabuses		Remarks
		Course Learning Outcomes	Lesson Learning Outcomes	Topics	Assessing Competence Scope	EPG Level	
			Mahasiswa dapat membuat Test of Listening.	Test of Listening	Construct <b>(Skill)</b>	3.1	
			Mahasiswa dapat menginterpretasikan hasil tes.	Interpreting Test Scores.	Interpret <b>(Skill)</b>	2.1	
UH	This course will provide students with principles of language testing and assessment. It will discuss varieties of tests, role of tests, techniques of test construction and administration.	<b>Cognitive</b> 1.Understanding the essential concepts of English language testing /development. 2.Understanding the development of language testing and its relation with the development of English language teaching in nature.	<b>Cognitive:</b> Understand the concepts of language testing and assessment and its washback.  <b>Psychomotor:</b> Illustrate the concepts of language testing and assessment and its washback	Introduction to evaluation in Language Teaching: Testing and teaching, the role of language testing (Why testing?), Testing and Evaluation, Assessment, what should be tested/assessed? The Washback.	Understand and Illustrate <b>(Knowledge)</b>	1.1	The findings of course outcomes analysis from University H showed that the level of EPG dominated by <b>1.1, 2.1, and 3.1</b> . Meanwhile, the

Syllabus Code	Course Description	Course Contents in the existing Syllabuses			The EPG Developmental Phases in the Existing Syllabuses		Remarks
		Course Learning Outcomes	Lesson Learning Outcomes	Topics	Assessing Competence Scope	EPG Level	
	Students will be exposed to the ways on how to use statistical analysis to interpret test results.	3. Applying the steps of language testing and assessment construction 4. Applying the current issues on language testing and assessment development: 5. Analyzing the quality of teacher made test	<i>Cognitive:</i> Understand type of tests based on some categories <i>Psychomotor:</i> Categorize types of tests	Type of test/Categories	Apply and Categorize  <b>(Knowledge)</b>	2.1	scope of assessing competence were in <b>Knowledge and Skill</b> areas.
<i>Psychomotor</i>  1. Presenting the underline theories of English Language Testing and assessment, and its development. 2. Practicing the stages of developing the tests of all language competencies. 3. Designing any test tasks types (Traditional and Authentic Assessments) 4. Reporting the results of teacher made test analysis		<i>Cognitive:</i> Understand characteristics of good tests <i>Psychomotor:</i> -	Quality of a good test: Reliability, Validity, Practicality, Comparison (Item Analysis)				
		<i>Cognitive:</i> Understand the steps of designing the tests Understand learning taxonomy <i>Psychomotor:</i> Illustrate the steps of test development provide samples of learning taxonomy	Evaluation/ Assessment Steps	Understand, Illustrate and provide  <b>(Knowledge)</b>  Distinguish and Categorize  <b>(Knowledge)</b>			
		<i>Cognitive:</i> distinguish learning taxonomy <i>Psychomotor:</i> Categorize learning domains	Planning Stage Learning Objectives				

Syllabus Code	Course Description	Course Contents in the existing Syllabuses			The EPG Developmental Phases in the Existing Syllabuses		Remarks
		Course Learning Outcomes	Lesson Learning Outcomes	Topics	Assessing Competence Scope	EPG Level	
			Cognitive: analyze K- 13 Curriculum Psychomotor: summarize K-13	Goals of Learning English in Indonesia (Overview): 2013 English Curriculum: KD3, KD4 Assessment in K-13 (Permendikbud)	Analyze and Summarize  <b>(Knowledge)</b>	2.1	
			Cognitive: Understand Authentic Assessment	Authentic Assessment in K 2013: Concepts and Practice Table of Specifications: Formulating the objectives and indicators: Cognitive, affective, Psychomotor) Selecting the items/ tasks /materials Determining the scoring/rating rubric	Understand  <b>(Knowledge)</b>	1.1	



Syllabus Code	Course Description	Course Contents in the existing Syllabuses			The EPG Developmental Phases in the Existing Syllabuses		Remarks
		Course Learning Outcomes	Lesson Learning Outcomes	Topics	Assessing Competence Scope	EPG Level	
			<p><i>Cognitive:</i> understand the concepts of developing test tasks for KD3 Focus: Cognitive Domain</p> <p><i>Psychomotor:</i> design test tasks for KD3</p>	<p>Designing the tests tasks: KD3: (structure, vocabulary, pronunciation, intonation, spelling, mechanics, etc: test types samples: MC, T/F, Matching, etc) Table of Specifications: Formulating the objectives and indicators Selecting the tasks item/materials Determining the scoring</p>	<p>Understand and Design <b>(Knowledge)</b> <b>(Skill)</b></p>	3.1	
			<p><i>Cognitive:</i> understand traditional: discrete/Objective: Reading Skills/ Focus: Cognitive Domain.</p> <p><i>Psychomotor:</i> design the tasks: KD4 (All Skills)</p>	<p>Designing the tests tasks: KD4: (All skills: Listening, Speaking, Reading, Writing: test types/samples) Table of Specifications</p>	<p>Understand and Design <b>(Knowledge)</b> <b>(Skill)</b></p>	3.1	

Syllabus Code	Course Description	Course Contents in the existing Syllabuses			The EPG Developmental Phases in the Existing Syllabuses		Remarks
		Course Learning Outcomes	Lesson Learning Outcomes	Topics	Assessing Competence Scope	EPG Level	
			<i>Cognitive:</i> Understand Authentic Assessment (Junior High School: K 2013) <i>Psychomotor:</i> Design authentic tests tasks (Junior High School: K 2013)	Developing Authentic Assessment (Junior High School: K 2013) Table of Specifications: Grade VII, VIII, IX	Understand and Design  <b>(Knowledge)</b>  <b>(Skill)</b>		
			<i>Cognitive:</i> understand Authentic Assessment (Junior High School: K 2013) <i>Psychomotor:</i> Perform authentic tests tasks (Junior High School: K 2013)	Authentic assessment tasks developed: Grade VII, VIII, IX	Understand and Perform	3.1	
			<i>Cognitive:</i> understand Authentic Assessment (Senior High School: K 2013) <i>Psychomotor:</i> design authentic tests tasks (Senior High School: K 2013)	Developing Authentic Assessment: Senior High School Grade X, XI, XII	Understand and Design  <b>(Knowledge)</b>  <b>(Skill)</b>		

Syllabus Code	Course Description	Course Contents in the existing Syllabuses			The EPG Developmental Phases in the Existing Syllabuses		Remarks
		Course Learning Outcomes	Lesson Learning Outcomes	Topics	Assessing Competence Scope	EPG Level	
			<i>Cognitive:</i> understand Authentic Assessment tasks types <i>psychomotor:</i> design authentic tests tasks for certain competencies /selected topics	Developing Task Based Assessment (Any Levels of Learners: general to specific purposes) Table of Specifications: Formulating the objectives and indicators: Cognitive, affective, Psychomotor Selecting the tasks /materials Determining the scoring/rating rubric	Understand and Design  <b>(Knowledge)</b>  <b>(Skill)</b>	3.1	

Syllabus Code	Course Description	Course Contents in the existing Syllabuses			The EPG Developmental Phases in the Existing Syllabuses		Remarks
		Course Learning Outcomes	Lesson Learning Outcomes	Topics	Assessing Competence Scope	EPG Level	
			<i>Cognitive:</i> Analyze the quality of teacher made test Interpret the quality of the test <i>Psychomotor:</i> Report of quality of test	Interpreting result: Frequency distribution and mean, Standard deviation (statistical calculation) Item Analysis: Item difficulty analysis, item discrimination, Option analysis, etc. Reliability (some formulas): Repeated test, Spilt half, Equivalent test Validity/reliability (Statistical Calculation) Changing Raw Scores (calculation) Standard Deviation, etc.	Analyze and Interpret  <b>(Knowledge)</b>  <b>(Skill)</b>	          <b>2.1</b>    <b>2.2</b>	

## Appendix 10: The Integration of ICT Competence in Syllabus Components

### A. Language Assessment Course

Syllabus Components' Codes			Learning Products' Codes
C1: Basic information	C7: Materials.		AVT: Analysis Variation of Test
C2: Course description.	C8: Teaching Method.	<b>C13: Schedule</b>	P: Presentation
C3: Expected Learning Outcomes (CPL)	C9: Assignments	<b>C14: Time Allocation</b>	R: Review
C4: Course Learning outcomes (CPMK)	C10: Teaching and Learning activities	C15: References	
C5: Lesson Learning outcomes (Sub-CPMK)	C11: Learning Media	C16: Course Policy	
C6: Learning Indicators	C12: Assessment and Grading scales		

Code	ICT Competences Indicators	Source	ICT Competences Level			ICT Competences Infused (in)																		
			TL	KD	KC	Learning Products			Syllabus Components															
						AVT	P	R	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	C11	C12	C13*	C14*	C15	C16
UN 1	Use the search engines in computer devices.	(UNESCO,2011)	√			x	√	x	√	x	x	x	x	x	x	√	√	√	x	x	x	x	√	√
UN2	Identify key concepts and processes of ICT in the subject area.		√			x	√	√	x	√	√	√	√	x	√	√	√	√	x	x	x	x	x	x

Code	ICT Competences Indicators	Source	ICT Competences Level			ICT Competences Infused (in)																		
			TL	KD	KC	Learning Products			Syllabus Components															
						AVT	P	R	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	C11	C12	C13*	C14*	C15	C16
UN3	Recognize how a browser works and use a URL to access a website.	(UNESCO,2011)	√			×	√	×	√	√	√	×	√	√	√	√	√	√	√	×	×	×	√	√
UN4	Use common hardware in supporting teaching and learning activity (Laptop, Projector, LCD TV, DVD player, speaker).		√			√	√	√	√	×	×	√	√	√	√	×	√	√	√	√	×	×	×	×
UN5	Implement the several ICT resources for online reading.		√			√	√	√	√	×	×	×	×	×	×	√	√	√	√	√	×	×	√	×
UN6	Use presentation software and digital resources to support learning activity (PPT, Prezi, Canva, Keynote).		√			√	√	√	√	×	×	×	√	√	√	×	√	√	√	√	×	×	×	×
UN7	Use ICT resources to support teachers 'own acquisition of subject matter and pedagogical knowledge (Digital Classroom, Website, Social Site).		√	√		√	√	√	√	×	×	×	×	×	×	×	√	×	√	√	×	×	√	×
UN8	Recognize the basic function of graphics software and use the software package to create a simple		√	√	√	×	√	√	√	×	×	×	×	×	×	×	√	×	√	√	×	×	×	×

Code	ICT Competences Indicators	Source	ICT Competences Level			ICT Competences Infused (in)																				
			TL	KD	KC	Learning Products			Syllabus Components																	
						AVT	P	R	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	C11	C12	C13*	C14*	C15	C16		
	graphic display, such as: PPT, Ink space, Keynote, and Pixlr.	(UNESCO,2011)																								
UN9	Demonstrate the basic tasks and use word processors, such as: Microsoft office, WPS, text entry, editing text, formatting text, printing.		√	√		√	√	√	√	×	×	√	√	√	√	×	√	√	√	√	×	×	×	×	×	
UN10	Use ICT to access and share resources to support their activities and their own professional learning.		√	√		√	√	√	√	×	√	×	√	√	√	√	√	√	√	√	√	×	×	√	√	
UN11	Develop online and face-to-face learning communities.				√	√	√	√	√	×	×	×	×	×	×	×	×	√	√	√	×	×	×	×	×	×
UN12	Distinguish the use of ICT resources for individuals and small groups of students in the regular classroom such as Digital classroom platforms (Google classroom, Edmodo, Moodle, Padlet), Social sites (Email, WhatsApp, Facebook, Flickr, and BlogSpot).		√	√		√	√	√	√	×	×	×	×	×	×	×	×	√	√	√	×	×	×	×	×	×



Code	ICT Competences Indicators	Source	ICT Competences Level			ICT Competences Infused (in)																		
			TL	KD	KC	Learning Products			Syllabus Components															
						AVT	P	R	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	C11	C12	C13*	C14*	C15	C16
UN13	Incorporate appropriate ICT activities into lesson plans so as to support students' acquisition of school subject matter knowledge		√	√	√	√	√	√	×	√	√	×	×	×	×	√	×	√	√	×	×	×	×	
UN14	Design teaching and learning activities of ICT integration to acquire the skills of searching for managing, analysing, evaluating and using information.				√	√	×	√	×	×	√	√	×	×	×	×	√	√	√	√	×	×	√	×
UN15	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.				√	√	√	√	×	√	×	×	×	×	×	√	√	√	√	×	×	×	×	
UN16	Apply ICT to develop students' communications and collaboration skills.	(UNESCO, 2011)	√	√		√	√	√	√	×	√	√	√	√	√	×	√	√	√	√	×	×	√	×

Code	ICT Competences Indicators	Source	ICT Competences Level			ICT Competences Infused (in)																			
			TL	KD	KC	Learning Products			Syllabus Components																
						AVT	P	R	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	C11	C12	C13*	C14*	C15	C16	
UN17	Incorporate multimedia production, web production and publishing technologies into their projects in ways that support students' ongoing knowledge production and communication with other audiences.		√	√		√	√	√	√	×	×	×	×	×	×	×	√	√	√	√	×	×	√	√	
UN18	Initiate a vision of integrating ICT into the curriculum and classroom practices in the school		√			√	√	√	√	×	×	×	×	×	×	×	√	×	√	√	×	×	√	√	
UN19	Develop both knowledge- and performance-based rubrics to assess own understanding of key subject matter and ICT skills.			√	√	×	×	×	×	×	×	×	×	×	×	×	×	×	√	×	×	×	×	×	
UN20	Design online materials that support students' deep understanding of key concepts and their application to real world problems.				√	√	√	√	√	×	×	×	×	×	×	×	√	√	×	×	×	×	×	√	×

Code	ICT Competences Indicators	Source	ICT Competences Level			ICT Competences Infused (in)																	
			TL	KD	KC	Learning Products			Syllabus Components														
						AVT	P	R	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	C11	C12	C13*	C14*	C15
UN21	Operate various open-ended software packages appropriate to their subject matter area, such as visualization, data analysis, role-play simulations, and online references.	(UNESCO,2011)	√	√		√	√	√	√	×	×	×	×	×	×	×	√	√	√	×	×	√	√
UN22	Use a network and appropriate software to manage, monitor, and assess progress of various student projects.		√	√		√	√	√	√	×	×	×	×	×	×	√	×	×	×	×	×	×	×
UN23	Create an email account for a sustained series of email correspondence.		√	√	√	√	√	√	√	×	×	×	×	×	×	×	√	×	×	×	×	×	×
HE24	Prepare instructional materials for students using basic technology tools (e.g., word-processing software, presentation software, and software that creates Internet resources).	(Healey,2008)	√	√	√	√	√	√	×	×	×	×	×	×	×	√	√	√	√	×	×	×	×
HE25	Recognize the use of new technologies for teaching learning activities and professional purposes (e.g., podcasts for listening and		√			√	×	√	√	×	×	×	×	×	×	×	√	×	√	×	×	×	×

Code	ICT Competences Indicators	Source	ICT Competences Level			ICT Competences Infused (in)																		
			TL	KD	KC	Learning Products			Syllabus Components															
						AVT	P	R	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	C11	C12	C13*	C14*	C15	C16
	speaking, blogs for writing and reading).																							
HE26	Demonstrate familiarity with a variety of forms of assessment that employ technology.		√	√		√	×	×	×	×	×	√	×	×	×	×	×	×	×	×	×	×	×	×
HE27	Use an electronic forum (e.g., blog, Google classroom) to post information for students about the class.		√	√		√	×	√	√	×	×	×	×	×	×	×	√	√	√	√	×	×	×	×
HE28	Demonstrate the integration of the technology in innovative ways.		√	√		√	√	√	×	√	√	√	√	√	√	×	√	×	×	√	×	×	×	×
HE29	Demonstrate the understanding of various features of social media, blogs, and electronic mails in providing feedbacks.		√	√		×	×	√	√	×	×	×	×	×	×	×	×	√	×	×	√	√	×	×
HE30	Demonstrate the use of ICT tools to organize and retrieve materials and students' data.		√	√		√	×	√	√	×	×	×	×	×	×	×	√	√	×	×	√	×	×	√
HE31	Evaluate students' works that are posted in blogs, social medias, or electronic mails.			√		√	×	√	√	×	×	×	×	×	×	×	×	×	√	×	√	×	×	×
HE32	Adapt technology-based activities and tasks to align with the learning		√	√		√	√	√	√	×	×	√	×	×	×	×	×	×	√	√	√	√	√	√

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	goals and with the needs and abilities of the students.																							
HE33	Interpret computer-based test scores for stakeholders (e.g., TOEFL, other standardized tests).			√		×	×	×	×	×	×	×	×	×	×	×	×	×	×	√	×	×	×	×
HE34	Use available digital devices to achieve teaching goals (e.g., turning the device on and off; opening, closing and resizing software windows; saving, editing, and organizing files and folders; copying, cutting, and pasting components within a document; recognizing file times; launching and exiting software applications; and similar universal tasks).	(Healey, 2008)	√	√		×	√	√	√	×	×	×	×	×	×	×	×	×	√	×	√	×	×	×
HE35	Use computer-based diagnostic, formative, and summative testing where feasible.		√	√		√	×	×	×	×	×	×	×	×	×	×	×	×	×	√	×	×	×	×
HE36	Use technology-enhanced assessment results to plan instruction.		√	√		×	×	×	×	×	×	×	×	×	×	×	×	×	√	×	√	×	×	×

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HE37	Use appropriate procedures for evaluating student use of technology (e.g., rubrics, checklists, matrices).		√	√		√	×	√	×	×	×	×	×	×	×	×	×	×	√	×	×	×	×	
EP38	Use for potential teaching material on the internet.	(EPG, 2011)	√			√	×	√	×	×	×	×	×	×	√	√	×	×	×	×	×	√	×	
EP39	Use word-processing software to write a worksheet, following standard conventions.		√			√	√	√	√	×	×	×	√	√	√	×	×	√	√	×	×	×	×	×
EP40	Use any standard Windows/Mac software, including media players.		√			√	√	√	√	×	×	×	√	√	√	×	√	√	√	×	×	×	×	×
EP41	Coordinate project work with digital media (using, for example, a camera, the internet, social networks)		√	√		√	√	√	√	×	×	×	×	×	×	×	×	√	√	√	×	×	×	×
EP42	Develop technology-enriched learning environments that enable all students to pursue their individual curiosities.				√	√	√	√	√	×	×	×	×	×	×	×	×	√	√	√	×	×	×	√

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EP43	Create lessons with downloaded texts, pictures, graphics, etc.	(EPG, 2011)	√	√	√	√	√	√	√	×	×	×	×	×	√	√	√	×	×	√	×	×	×	×
EP44	Design blended learning modules using a learning management system				√	√	√	√	×	×	×	×	×	×	×	√	×	√	×	×	×	×	×	×
IS45	Adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity		√	√		√	√	√	√	×	×	×	×	×	×	×	×	√	√	×	×	×	√	√
IS46	Model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning	(ISTE, 2008)			√	√	√	√	×	×	×	×	×	×	×	√	×	×	√	×	×	×	×	×
IS47	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.		√	√	√	√	√	√	√	×	×	×	×	×	×	×	×	×	√	×	×	×	×	×



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IS48	Facilitate ICT tools in brainstorming either at the classroom or at a distance.		√	√		×	×	×	×	×	×	×	×	×	×	×	√	×	√	×	×	×	×	×
IS49	Address the diverse needs of all learners by using learner-centered strategies and providing equitable access to appropriate digital tools and resources.		√	√	√	√	√	√	×	×	×	×	×	×	×	×	√	×	×	×	×	×	×	×
CM50	Implement mobile device that employ a computer at their core such as cell phones, personal digital assistant (PDA), MP3 player etc.	(Celce Murcia, 2014)	√	√		√	√	√	√	×	×	×	×	×	×	×	×	√	√	×	×	×	×	×
CM51	Organize ICT tools to recall the prior knowledge.		√	√		√	√	√	√	×	×	×	×	×	×	×	×	√	×	×	√	×	×	×
DC52	Implement the appropriate ICT tools in giving fast feedback to students' error.	(Dilek Cakiki, 2006)	√	√		×	×	√	×	×	×	×	×	×	×	×	×	×	×	√	×	×	×	×
DC53	Provide learning opportunities outside the classroom for individual differences through ICT.		√	√	√	√	×	√	√	×	×	×	×	×	×	×	×	√	×	×	×	×	×	×

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DC54	Provide different types of ICT facilities and availabilities for teaching materials.	(Tomei, 2005)	√	√	√	√	√	√	√	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	
DC55	Implement technology into language instruction reduces teacher-centred understanding and students' language learning anxiety but encourages them to be risk takers to practice target language as they are digital natives.			√		√	√	√	√	×	×	×	×	×	×	×	×	√	×	√	×	×	×	×	×	
DC56	Implement a new ICT tools such as laptop, interactive whiteboard, LCD projector, internet and social networks in classroom activities.				√		√	√	√	√	×	×	×	×	×	×	×	×	√	×	√	√	×	×	×	×
DC57	Provide graded and non-graded practice reviews, quizzes, and examinations.			√	√	√	×	×	√	×	×	×	×	×	×	×	×	×	×	×	×	√	×	×	×	×
TM58	Demonstrate the responsibility in using technology systems, information and software.			√			√	√	√	√	×	×	×	×	×	×	×	×	×	×	√	×	×	×	×	√

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TM59	Use ICT tools in the classroom practice appropriately.		√			√	√	√	√	×	√	√	√	√	×	√	×	√	√	×	×	×	×
TM60	Implement ICT tools in solving simple and complex explanation in teaching and learning activities.		√	√		√	√	√	√	×	×	×	×	×	×	×	×	√	×	×	×	×	×
TM61	Implement ICT tools to facilitate a variety of effective assessment and evaluation strategies.		√	√		√	×	√	×	×	×	×	×	×	×	×	×	×	√		×	×	×
TM62	Use ICT in presenting the instructional content and guiding the teaching.		√	√		×	√	×	×	×	×	×	×	×	×	×	√	×	×	×	×	×	×
TM63	Apply knowledge- and performance-based rubrics that allow teachers to assess students' understanding of key subject matter concepts, skills, and processes.		√	√		√	×	√	×	×	×	×	×	×	×	×	×	×	×	√	×	×	×
TM64	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		√	√		√	√	√	√	×	×	×	×	×	×	×	×	√	√	×	×	×	×

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	use them to solve real-world problems.																							
TM65	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.		√	√		√	√	√	√	×	×	×	×	×	×	×	√	√	√	×	×	×	×	×
TM66	Implement ICT tools to communicate and collaborate with peers and group.		√	√		√	√	√	√	×	×	×	√	√	√	×	×	√	√	×	×	×	×	×
EU67	Recommend appropriate online materials to students and colleagues.	(European Union, 2011)	√	√		√	√	√	√	×	×	×	×	×	×	√	×	×	×	×	×	×	√	×
EU68	Set and supervise on-line work for learners.			√	√		√	√	√	√	×	×	×	×	×	×	×	√	×	√	×	×	×	√

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PS69	Plan homework or other out of class work to sustain learners' progress and to extend and consolidate their learning.	(Phil Spancer, 2011)	√	√		√	√	√	√	×	×	×	×	×	×	×	×	√	×	√	×	×	×	×
PS70	Implement virtual learning environment (VLEs) in the process of teaching and learning (ex. Edmodo, Moodle).		√	√	√	√	√	√	√	×	×	×	×	×	×	√	√	√	×	×	×	×	×	√

## B. Language Assessment Instrument Development Course

Syllabus Components' Codes			Learning Products' Codes
C1: Basic information	C7: Materials.	<b>C13: Schedule</b>	CLT: Constructing Language Test
C2: Course description.	C8: Teaching Method.	<b>C14: Time Allocation</b>	TDI: Test Data Interpretation
C3: Expected Learning Outcomes (CPL)	C9: Assignments	C15: References	TA: Test Analysis
C4: Course Learning outcomes (CPMK)	C10: Teaching and Learning activities	C16: Course Policy	
C5: Lesson Learning outcomes (Sub-CPMK)	C11: Learning Media		
C6: Learning Indicators	C12: Assessment and Grading scales		

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UN 1	Use the search engines in computer devices.	(UNESCO,2011)	√			×	×	×	√	×	×	×	×	×	×	×	√	√	√	×	×	×	×	×	√	√
UN2	Identify key concepts and processes of ICT in the subject area.		√			√	√	√	×	√	√	√	√	×	√	√	√	√	√	√	×	×	×	×	×	×

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UN3	Recognize how a browser works and use a URL to access a website.	(UNESCO,2011)	√			×	×	×	×	√	√	×	√	√	√	√	√	√	×	×	×	×	√	
UN4	Use common hardware in supporting teaching and learning activity (Laptop, Projector, LCD TV, DVD player, speaker).		√			√	√	√	√	×	√	×	√	√	√	×	√	√	√	√	×	×	×	×
UN5	Implement the several ICT resources for online reading.		√			√	√	√	√	×	×	×	×	×	×	√	√	√	√	√	×	×	×	√
UN6	Use presentation software and digital resources to support learning activity (PPT, Prezi, Canva, Keynote).		√			√	√	√	√	×	√	×	√	√	√	×	√	√	√	√	×	×	×	×
UN7	Use ICT resources to support teachers 'own acquisition of subject matter and pedagogical knowledge (Digital Classroom, Website, Social Site).		√	√		√	√	√	√	√	×	×	×	×	×	×	√	×	√	√	×	×	×	√
UN8	Recognize the basic function of graphics software and use the software package to create a simple		√	√	√	√	√	×	√	×	×	×	×	×	×	×	√	×	√	√	×	×	×	×



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	graphic display, such as: PPT, Ink space, Keynote, and Pixlr.	(UNESCO,2011)																							
UN9	Demonstrate the basic tasks and use word processors, such as: Microsoft office, WPS, text entry, editing text, formatting text, printing.		√	√		√	√	√	√	×	√	×	√	√	√	×	√	√	√	√	√	×	×	×	
UN10	Use ICT to access and share resources to support their activities and their own professional learning.		√	√		√	√	√	√	×	√	×	√	√	√	√	√	√	√	√	√	×	×	×	√
UN11	Develop online and face-to-face learning communities.				√	×	×	×	√	×	×	×	×	×	×	×	×	√	√	√	×	×	×	×	×
UN12	Distinguish the use of ICT resources for individuals and small groups of students in the regular classroom such as Digital classroom platforms (Google classroom, Edmodo, Moodle, Padlet), Social sites (Email, WhatsApp, Facebook, Flickr, and BlogSpot).		√	√		√	√	√	√	×	×	×	×	×	×	×	×	√	√	√	×	×	×	×	×

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UN13	Incorporate appropriate ICT activities into lesson plans so as to support students' acquisition of school subject matter knowledge		√	√	√	√	√	√	√	×	×	×	×	×	×	×	√	×	√	√	×	×	×	×
UN14	Design teaching and learning activities of ICT integration to acquire the skills of searching for managing, analysing, evaluating and using information.				√	√	√	√	×	×	×	×	×	×	×	×	√	√	√	√	√	×	×	×
UN15	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.				√	√	√	√	√	×	×	×	×	×	×	×	√	√	√	√	×	×	×	×
UN16	Apply ICT to develop students' communications and collaboration skills.	(UNESCO, 2011)	√	√		√	√	√	√	×	×	√	√	√	√	×	√	√	√	√	×	×	×	×

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UN17	Incorporate multimedia production, web production and publishing technologies into their projects in ways that support students' ongoing knowledge production and communication with other audiences.		√	√		√	√	√	√	×	×	×	×	×	×	×	√	√	√	√	×	×	×	×
UN18	Initiate a vision of integrating ICT into the curriculum and classroom practices in the school		√			√	√	√	√	×	×	×	×	×	×	×	√	×	√	√	×	×	×	×
UN19	Develop both knowledge- and performance-based rubrics to assess own understanding of key subject matter and ICT skills.			√	√	√	√	√	×	×	×	×	×	×	×	×	×	×	√	×	×	×	×	×
UN20	Design online materials that support students' deep understanding of key concepts and their application to real world problems.				√	√	√	√	√	×	×	×	×	×	×	×	√	√	×	×	×	×	×	×

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UN21	Operate various open-ended software packages appropriate to their subject matter area, such as visualization, data analysis, role-play simulations, and online references.	(UNESCO,2011)	√	√		√	√	√	√	×	×	×	×	×	×	×	√	×	√	×	×	×	√	
UN22	Use a network and appropriate software to manage, monitor, and assess progress of various student projects.		√	√		√	√	√	×	×	×	×	×	×	×	√	×	×	×	√	×	×	×	
UN23	Create an email account for a sustained series of email correspondence.		√	√	√	×	×	×	×	√	×	×	×	×	×	×	√	×	×	×	×	×	×	×
HE24	Prepare instructional materials for students using basic technology tools (e.g., word-processing software, presentation software, and software that creates Internet resources).	(Healey,2008)	√	√	√	√	√	√	×	×	×	×	×	×	×	√	√	√	√	×	×	×	×	×
HE25	Recognize the use of new technologies for teaching learning activities and professional purposes (e.g., podcasts for listening and		√			√	√	√	×	×	×	×	×	×	×	×	√	×	√	×	×	×	×	×

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	speaking, blogs for writing and reading).																							
HE26	Demonstrate familiarity with a variety of forms of assessment that employ technology.		√	√		√	√	√	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×
HE27	Use an electronic forum (e.g., blog, Google classroom) to post information for students about the class.		√	√		×	×	×	×	√	×	×	×	×	×	×	√	√	√	√	×	×	×	×
HE28	Demonstrate the integration of the technology in innovative ways.		√	√		√	√	√	√	×	√	√	√	√	√	×	√	×	×	√	×	×	×	×
HE29	Demonstrate the understanding of various features of social media, blogs, and electronic mails in providing feedbacks.		√	√		×	×	√	×	×	×	×	×	×	×	×	√	×	√	×	√	×	×	×
HE30	Demonstrate the use of ICT tools to organize and retrieve materials and students' data.		√	√		×	×	√	√	×	×	×	×	×	×	×	√	√	×	×	√	√	×	×
HE31	Evaluate students' works that are posted in blogs, social medias, or electronic mails.			√		√	×	√	√	×	×	×	×	×	×	×	×	√	×	×	√	√	√	√
HE32	Adapt technology-based activities and tasks to align with the learning		√	√		√	√	√	√	×	×	×	×	×	×	×	√	√	√	√	√	√	×	×

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	goals and with the needs and abilities of the students.																								
HE33	Interpret computer-based test scores for stakeholders (e.g., TOEFL, other standardized tests).			√		×	×	√	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	
HE34	Use available digital devices to achieve teaching goals (e.g., turning the device on and off; opening, closing and resizing software windows; saving, editing, and organizing files and folders; copying, cutting, and pasting components within a document; recognizing file times; launching and exiting software applications; and similar universal tasks).	(Healey, 2008)	√	√		√	√	√	√	×	×	×	×	×	×	×	×	√	×	√	×	×	×	×	
HE35	Use computer-based diagnostic, formative, and summative testing where feasible.		√	√		√	√	√	×	×	×	×	×	×	×	×	×	×	×	×	×	√	×	×	×
HE36	Use technology-enhanced assessment results to plan instruction.		√	√		√	√	√	×	×	×	×	×	×	×	×	×	√	×	×	×	√	×	×	×

Code	ICT Competence Indicators	Source	ICT Competence Level			ICT Competence Infusion (in)																		
			TL	KD	KC	Learning Products			Syllabus Components															
						CLT	TDI	TA	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	C11	C12	C13*	C14*	C15	C16
HE37	Use appropriate procedures for evaluating student use of technology (e.g., rubrics, checklists, matrices).		√	√		√	√	√	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×
EP38	Use for potential teaching material on the internet.		√			×	×	×	√	×	×	×	×	×	×	√	×	×	×	×	×	×	×	×
EP39	Use word-processing software to write a worksheet, following standard conventions.		√			√	√	√	√	×	×	×	√	√	√	×	×	√	√	×	×	×	×	×
EP40	Use any standard Windows/Mac software, including media players.		√			√	√	√	√	×	×	×	√	√	√	×	√	√	√	√	×	×	×	×
EP41	Coordinate project work with digital media (using, for example, a camera, the internet, social networks)	(EPG, 2011)	√	√		√	√	√	√	×	×	×	×	×	×	×	×	√	√	×	√	×	×	×
EP42	Develop technology-enriched learning environments that enable all students to pursue their individual curiosities.			√	√	√	√	√	√	×	×	×	×	×	×	×	√	√	√	×	×	×	×	×



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						CLT	TDI	TA	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	C11	C12	C13*	C14*	C15	C16
EP43	Create lessons with downloaded texts, pictures, graphics, etc.	(EPG, 2011)	√	√	√	√	√	√	√	×	×	×	×	×	×	√	√	×	×	√	×	×	×	×
EP44	Design blended learning modules using a learning management system				√	√	√	√	×	×	×	×	×	×	×	√	×	√	×	×	×	×	×	×
IS45	Adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity		√	√		√	√	√	√	×	×	×	×	×	×	×	×	√	√	×	×	×	×	×
IS46	Model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning	(ISTE, 2008)			√	√	√	√	×	×	×	×	×	×	×	√	×	×	×	√	×	×	×	×
IS47	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.		√	√	√	√	√	√	×	×	×	×	×	×	×	×	×	×	×	×	√	×	×	×

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IS48	Facilitate ICT tools in brainstorming either at the classroom or at a distance.		√	√		×	×	×	√	×	×	×	×	×	×	×	×	√	×	√	×	×	×	×
IS49	Address the diverse needs of all learners by using learner-centered strategies and providing equitable access to appropriate digital tools and resources.		√	√	√	√	√	√	×	×	×	×	×	×	×	×	√	×	×	×	×	×	×	×
CM50	Implement mobile device that employ a computer at their core such as cell phones, personal digital assistant (PDA), MP3 player etc.	(Celce Murcia, 2014)	√	√		√	√	√	√	×	×	×	×	×	×	×	×	×	√	√	×	×	×	×
CM51	Organize ICT tools to recall the prior knowledge.		√	√		×	×	×	√	×	×	×	×	×	×	×	√	×	×	√	×	×	×	×
DC52	Implement the appropriate ICT tools in giving fast feedback to students' error.	(Dilek Cakiki, 2006)	√	√		×	×	√	×	×	×	×	×	×	×	×	×	×	×	×	√	×	×	×
DC53	Provide learning opportunities outside the classroom for individual differences through ICT.		√	√	√	√	√	√	√	×	×	×	×	×	×	×	×	√	×	×	×	×	×	×

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DC54	Provide different types of ICT facilities and availabilities for teaching materials.	(Tomei, 2005)	√	√	√	×	×	×	√	×	×	×	×	×	×	×	√	√	×	×	√	×	×	×	×	
DC55	Implement technology into language instruction reduces teacher-centred understanding and students' language learning anxiety but encourages them to be risk takers to practice target language as they are digital natives.			√		√	√	√	√	×	×	×	×	×	×	×	√	×	√	×	×	×	×	×	×	
DC56	Implement a new ICT tools such as laptop, interactive whiteboard, LCD projector, internet and social networks in classroom activities.			√	√	√	√	√	√	×	×	×	×	×	×	×	×	√	×	√	√	×	×	×	×	×
DC57	Provide graded and non-graded practice reviews, quizzes, and examinations.		√	√	√	√	√	√	×	×	×	×	×	×	×	×	×	×	×	×	×	√	×	×	×	×
TM58	Demonstrate the responsibility in using technology systems, information and software.		√			√	√	√	√	×	×	×	×	×	×	×	×	×	×	√	×	×	×	×	×	×

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TM59	Use ICT tools in the classroom practice appropriately.		√			√	√	√	√	×	√	√	√	√	√	×	√	×	√	√	×	×	×	×
TM60	Implement ICT tools in solving simple and complex explanation in teaching and learning activities.		√	√		√	√	√	√	×	×	×	×	×	×	×	×	×	√	×	×	×	×	×
TM61	Implement ICT tools to facilitate a variety of effective assessment and evaluation strategies.		√	√		√	√	√	×	×	×	×	×	×	×	×	×	×	×	×	√	×	×	×
TM62	Use ICT in presenting the instructional content and guiding the teaching.		√	√		×	×	×	√	×	×	×	×	×	×	×	√	×	×	×	×	×	×	×
TM63	Apply knowledge- and performance-based rubrics that allow teachers to assess students' understanding of key subject matter concepts, skills, and processes.		√	√		√	√	√	×	×	×	×	×	×	×	×	×	×	×	×	√	×	×	×
TM64	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		√	√		√	√	√	√	×	×	×	×	×	×	×	×	×	√	√	×	×	×	×

Code	ICT Competence Indicators	Source	ICT Competence Level			ICT Competence Infusion (in)																		
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						CLT	TDI	TA	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	C11	C12	C13*	C14*	C15	C16
	use them to solve real-world problems.																							
TM65	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.		√	√		√	√	√	√	×	×	×	×	×	×	×	√	√	√	×	×	×	×	×
TM66	Implement ICT tools to communicate and collaborate with peers and group.		√	√		√	√	√	√	×	×	×	√	√	√	×	×	√	√	×	×	×	×	×
EU67	Recommend appropriate online materials to students and colleagues.	(European Union, 2011)	√	√		×	×	×	×	×	×	×	×	×	√	×	×	×	×	×	×	×	×	√
EU68	Set and supervise on-line work for learners.			√		√	√	√	√	×	×	×	×	×	×	×	×	√	×	×	√	×	×	×

Code	ICT Competence Indicators	Source	ICT Competence Level			ICT Competence Infusion (in)																		
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						CLT	TDI	TA	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	C11	C12	C13*	C14*	C15	C16
PS69	Plan homework or other out of class work to sustain learners' progress and to extend and consolidate their learning.	(Phil Spancer, 2011)	√	√		√	√	√	√	×	×	×	×	×	×	×	×	√	×	×	√	×	×	×
PS70	Implement virtual learning environment (VLEs) in the process of teaching and learning (ex. Edmodo, Moodle).		√	√	√	√	√	√	√	×	×	×	×	×	×	√	√	√	×	√	×	×	×	×

## Appendix 11: The Designed Syllabuses

### The Designs of ICT Competences-Integrated Syllabuses of Assessing Competences Courses for English Language Education Study Program.

#### A. Language Assessment Course

(Logo of University)	(Name of University)						
	(Name of Faculty)						
	English Language Education Study Program						
	Rencana Program dan Kegiatan Pembelajaran Semester (RPKPS)/ Semester Planning of Teaching and Learning Program (SPTLP)						
<b>1. Course Basic Information</b>	<b>Course Name</b>	<b>Status</b>	<b>Course Credits</b>	<b>Semester</b>	<b>Course Code</b>	<b>Lecture's Name / Email Address</b>	<b>Course Webpage</b>
	Language Assessment	Compulsory	3 credits	-	-	..... /Eteacher@gmail.com	<a href="http://www.edmodo/group/LA.com">http://www.edmodo/group/LA.com</a> Group Code: a68v56 <a href="http://www.shareit.ac.id">http://www.shareit.ac.id</a>
	<b>Authorization:</b>						
	The Dean of Faculty		The Head of Study Program		Course Coordinator	Team Teaching	
	-		-		-	-	
<b>2. Course Description</b>	<p>Language assessment is the first stage of assessing competences courses in ELESEP. This course requires the students to have accomplished all the prior courses related to language skills (basic listening, intermediate listening, advanced listening; basic speaking, intermediate speaking, advanced speaking; basic reading, intermediate reading, advanced reading; basic writing, intermediate writing, and advanced writing). It is designed to equip the Undergraduate English Study Program students with a theoretical foundation on the concepts of language assessment as well as practical experience in examining the tests. Thus, they are expected to have a better understanding of Language Assessment principles of the first, second, or foreign languages, have comprehensive concepts and insights on the assessment variation in language teaching; and the process how to assess the language skills and components. By taking this course, the students are also expected to be able conduct a project on Critical Analysis of the assessment variations as course final products. Besides, in maximizing the learning outcomes, the class will be formatted in <b>blended learning (face to face and online learning activities) which incorporates the utilization of ICT tools both software and hardware i.e., E-Learning, ANA Test, SPSS, PPT, Microsoft office and other digital classroom platforms (Google classroom, Edmodo, Moodle, Padlet), Social sites (Email, WhatsApp, Facebook, Flickr, and BlogSpot) as well as Laptop, mobile phone, Projector, LCD TV, DVD player, speaker, etc. in the process of teaching and learning the course.</b></p>						
<b>3. Expected Learning</b>	<b>Sikap</b>	Berkontribusi dalam peningkatan mutu kehidupan bermasyarakat, berbangsa, bernegara, dan kemajuan peradaban berdasarkan Pancasila (S3)					

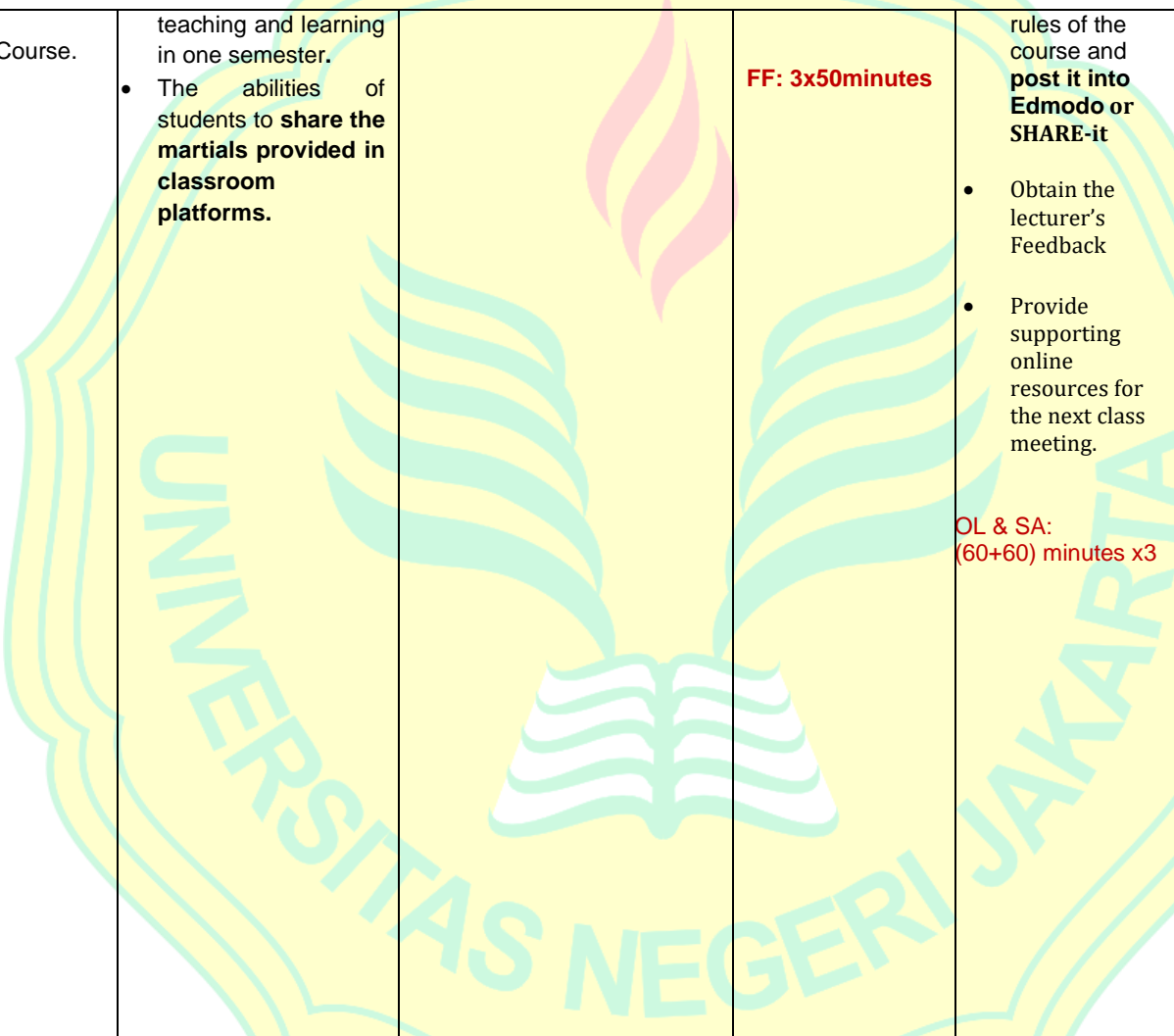


<b>Outcomes (CPL)</b>		Bekerja sama dan memiliki kepekaan sosial serta kepedulian terhadap masyarakat dan lingkungan ( <b>S6</b> )	
		Menginternalisasi nilai, norma, dan etika akademik ( <b>S8</b> )	
		Menunjukkan sikap bertanggungjawab atas pekerjaan di bidang keahliannya secara mandiri ( <b>S9</b> )	
		Bersikap inklusif, bertindak obyektif dan tidak deskriminatif berdasarkan pertimbangan jenis kelamin, agama, ras, kondisi fisik, latar belakang keluarga dan status sosial ekonomi ( <b>S15</b> )	
	<b>Pengetahuan</b>		Menguasai konsep, prinsip, teknik dan langkah-langkah perencanaan, pelaksanaan, dan evaluasi pembelajaran bahasa Inggris <i>dengan memanfaatkan IPTEK</i> yang berorientasi pada kecakapan hidup di tingkat dasar dan menengah secara mendalam ( <b>PU1</b> )
			Memilih secara adekuat pendekatan dan model pembelajaran, bahan ajar, dan penilaian untuk kepentingan pembelajaran Bahasa Inggris ( <b>PU4</b> )
			<i>Menerapkan teknologi informasi dan komunikasi</i> dalam perencanaan pembelajaran, penyelenggaraan pembelajaran, evaluasi pembelajaran dan pengelolaan pembelajaran Bahasa Inggris ( <b>PU5</b> )
			Memperbaiki dan/atau meningkatkan kualitas pembelajaran berdasarkan penilaian proses dan penilaian hasil belajar Bahasa Inggris ( <b>PU16</b> )
	<b>Keterampilan Umum</b>		Mampu menerapkan pemikiran logis, kritis, sistematis, dan inovatif dalam konteks pengembangan atau <i>implementasi ilmu pengetahuan dan teknologi</i> yang memperhatikan dan menerapkan nilai humaniora yang sesuai dengan bidang keahliannya ( <b>KU1</b> )
			Mampu mengkaji implikasi pengembangan atau <i>implementasi ilmu pengetahuan dan teknologi</i> yang memperhatikan dan menerapkan nilai humaniora sesuai dengan keahliannya berdasarkan kaidah, tata cara dan etika ilmiah dalam rangka menghasilkan solusi, gagasan, desain atau kritik seni ( <b>KU3</b> )
			Mampu mengambil keputusan secara tepat dalam konteks penyelesaian masalah di bidang keahliannya, berdasarkan hasil analisis informasi dan data ( <b>KU5</b> )
			Mampu melakukan proses evaluasi diri terhadap kelompok kerja yang berada di bawah tanggungjawabnya dan mampu mengelola pembelajaran secara mandiri ( <b>KU8</b> )
	<b>Keterampilan Khusus</b>		Mengkaji konsep, prinsip, teknik dan langkah-langkah perencanaan, pelaksanaan, dan evaluasi pembelajaran bahasa Inggris dengan memanfaatkan <b>IPTEK</b> yang berorientasi pada kecakapan hidup di tingkat dasar, menengah, dan atas ( <b>KK1</b> )
			<b>Mampu menggunakan TIK untuk menunjang proses pembelajaran</b> untuk meningkatkan dan mengembangkan keterampilan tata bahasa Inggris ( <b>KK4</b> )
		Mampu melaksanakan penilaian dan evaluasi proses dan hasil pembelajaran Bahasa Inggris secara tepat, serta mampu memanfaatkannya untuk keperluan pembelajaran ( <b>KK 6</b> )	
<b>4. Course Learning Outcomes (CPMK)</b>	Course Learning Outcomes of this course are adapted from the EPG descriptors of assessment in the development phases 1.1 to 2.1 in which upon successful completion of the course, the students are expected to be able to define the concept of 'Assessment' and differentiate it from 'Evaluation' and 'Testing', demonstrate an understanding of some important principles and issues in language assessment, introduce the basic types of language assessment and analyze the assessment variation and process for assessing language skills and components by operating various <b>open-ended software packages appropriate to assessment such as Ms. Excel, PPT, word-processing to write a worksheet and present data analysis as well as using common hardware to support teaching and learning activity i.e. Mobile phone, Laptop, Projector, LCD TV, DVD player.</b>		
<b>5. Learning Media</b>	<b>Software:</b>	<b>Hardware:</b>	
	E- portfolios, E-quizzes, and E-rubrics., Social Media Group, ANA test, SPSS ,PPT, Ms. Word, etc.	Laptop, Computer, LCD TV, Projector and Mobile phone.	

\*The weekly teaching and learning activities are presented in the following course schedule.

## 6. Course Schedule

Meeting	7. Lesson Learning Outcomes (Sub -CP MK)	8.Learning Indicators	9.Learning Materials (Topic and Sub -Topic)	10. Teaching Method 11. Assignments 12. Time Allocation		13. Teaching and Learning Activities	14. Assessment
				On Classroom (e)	Off Classroom (f)		
(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)
Week 1	<p><b>Students are able to:</b></p> <ol style="list-style-type: none"> <li>Describe the purposes of the course, materials, activities/ procedures, assessment as well as the rules of the course.</li> <li>Understand that the course needs the integration of <b>ICT tools, application, and resources</b> to support teaching and learning activities and develop their communication and collaboration skill.</li> <li><b>Access and download online resources and digital classroom platforms</b> to support the acquisition of</li> </ol>	<ul style="list-style-type: none"> <li>The abilities of students to understand the purposes of the course, materials, activities/ procedures assessment as well as the rules of the course.</li> <li>The abilities of students to summarize all the course plans and regulations, in one semester</li> <li>The abilities of students to <b>download and install Edmodo, SHARE-IT as classroom platform</b> employed to support</li> </ul>	<p>Introduction to Language Assessment Course</p> <ul style="list-style-type: none"> <li>Purposes of the course, materials, activities/ procedures assessment as well as the rules of the course available on <a href="https://new.edmodo.com/mmm/groups/LAgroup">https://new.edmodo.com/mmm/groups/LAgroup</a></li> </ul>	<p><b>Lecturing Q &amp; A session</b></p> <ul style="list-style-type: none"> <li>The lecturer employs a <b>laptop, LCD TV or LCD Projector</b> in presenting the material.</li> <li>The lecturer employs <b>Ms. PowerPoint</b> to create slides for the material presented.</li> <li>The students utilize their <b>laptop</b> to write down a list of questions to be asked to the lecturer.</li> </ul>	<p><b>Self-Learning and Structured Assignment</b></p> <ul style="list-style-type: none"> <li>Utilize <b>smartphone or laptop</b> to search and retrieve related materials and platforms that have been presented and suggested by the lecturers</li> <li>Summarize the purposes of the course, materials, activities/ procedures, assessment as well as the</li> </ul>	<p><b>Lecturer:</b></p> <ul style="list-style-type: none"> <li>The lecturer presents the course outline by applying <b>Laptop and PPT slides.</b></li> <li>The lecturer informs <b>Edmodo or SHARE-it</b>, as the digital classroom platform for sharing the materials and references such as e-books, journal etc. Also, the platforms can be used for submitting projects or tasks,</li> </ul>	<p>Analysis Review</p> <p><b>(Non-Test)</b></p> <p>Share it to:</p> <p><a href="https://new.edmodo.com/mmm/groups/LAgroup">https://new.edmodo.com/mmm/groups/LAgroup</a> or <a href="http://www.sha-reit.ac.id">http://www.sha-reit.ac.id</a></p>

	<p>Language Assessment Course.</p>	<p>teaching and learning in one semester.</p> <ul style="list-style-type: none"> <li>The abilities of students to <b>share the materials provided in classroom platforms.</b></li> </ul>		<p><b>FF: 3x50minutes</b></p>	<p>rules of the course and <b>post it into Edmodo or SHARE-it</b></p> <ul style="list-style-type: none"> <li>Obtain the lecturer's Feedback</li> <li>Provide supporting online resources for the next class meeting.</li> </ul> <p><b>OL &amp; SA: (60+60) minutes x3</b></p>	<p>providing some e-books, etc., and it can be retrieved <b>through their laptops, tabs, and smartphones.</b></p> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>Students read the and comprehend the course outline showed by the lecturer</li> <li>Students ask questions related to the lesson plan.</li> <li>Students actively engage in class discussion</li> <li>Students contribute their ideas by searching materials related to the language assessment and discussing the course outline and class regulations</li> </ul>	
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						<ul style="list-style-type: none"> <li>Students download the digital classroom platforms suggested by the lecturer to be used in teaching and learning activities.</li> <li>Students do the structured assignment given to be discussed in the upcoming week.</li> </ul>	
Week 2	<p><b>Students are able to:</b></p> <ol style="list-style-type: none"> <li>Define the concept of 'Assessment'</li> <li>Differentiate assessment from 'Evaluation' and 'Testing' activities.</li> <li>Explain the purposes of Classroom Assessment (CA) and identify types of assessment activities accordingly</li> <li>Use and share soft files materials and</li> </ol>	<ul style="list-style-type: none"> <li>The accuracy and suitability of defining the concept of language Assessment</li> <li>The accuracy and suitability of describing the similarities and differences among 'evaluation', 'assessment' and 'testing' in terms of their purposes and target of activities.</li> </ul>	<p>Introduction to Assessment in Language Teaching</p> <ul style="list-style-type: none"> <li>Assessment and Teaching</li> <li>Evaluation vs. Assessment vs. Testing</li> <li>Purposes of CA: Assessment of Learning (AoL), Assessment for Learning (AfL), and Assessment as Learning (AaL).</li> </ul> <p>The materials can be downloaded on <a href="https://www.slideshare.net/sethezra/purposes-of-assessment">https://www.slideshare.net/sethezra/purposes-of-assessment</a></p>	<p><b>Lecturing, Q&amp; A sessions Individual, and Group Work.</b></p> <ul style="list-style-type: none"> <li>The lecturer employs a <b>laptop, LCD TV or LCD Projector</b> in presenting the material.</li> <li>The lecturer employs <b>Ms. PowerPoint</b> to create slides for the</li> </ul>	<p><b>WebQuests, Structured Assignment</b></p> <ul style="list-style-type: none"> <li>Download the assignment that is sent through <b>Edmodo</b></li> <li>Retrieve the additional materials to be used in doing the given assignment</li> </ul>	<p><b>Lecturer:</b></p> <ul style="list-style-type: none"> <li>The lecturer gives feedbacks for the assignment given in previous meeting.</li> <li>The lecturer introduces the topics and presents them by applying <b>Laptop, projector, LCD and PPT slides.</b></li> </ul>	<p>Analysis Review about the assessment in Language Teaching</p> <p><b>(Non-Test)</b></p> <p>Share it to:</p> <p><a href="https://new.edmodo.com/mmm/group/LAgroup">https://new.edmodo.com/mmm/group/LAgroup</a></p>

	<p>worksheets through virtual classroom</p>	<ul style="list-style-type: none"> <li>The accuracy and suitability of giving case examples for <i>AoL, AfL and AaL</i></li> <li>The accuracy and suitability in explaining the relationship between Classroom Assessment and Teaching</li> <li>The abilities of students to summarize the materials learned and share it to <b>Edmodo or SHARE-IT</b></li> </ul>	<p>material presented.</p> <ul style="list-style-type: none"> <li>The students utilize their <b>smartphone</b> to search the materials to be read in the classroom</li> </ul> <p><b>FF: 3x50minutes</b></p>	<p>through <b>online resources i.e. e-book, journal, article, audio, video, etc.</b></p> <ul style="list-style-type: none"> <li>Summarize the materials that have been learned in face to face meeting in the form of written report by using the supporting resources, then, post it into <b>Edmodo</b></li> <li>Get the Feedback</li> <li>Prepare supporting materials from online resources for the next class meeting.</li> </ul> <p><b>OL+SA: (60+60) minutes x 3</b></p>	<ul style="list-style-type: none"> <li>The lecturer provides some questions related to the materials presented</li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>Students read the related materials they have found.</li> <li>Students ask questions related to materials.</li> <li>Students actively engaged in QA session</li> <li>In a group of 3, students present the answers for the questions given by the lecturer with the assistance of <b>Laptop, LCD, and Projector.</b></li> <li>Students utilize their <b>smartphone or laptop</b> to access and download the additional</li> </ul>	
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						<p>materials to be used for the assignment.</p> <ul style="list-style-type: none"> <li>Students do the structured assignment given to be evaluated and discussed in the upcoming week.</li> </ul>	
Week 3	<p><b>Students are able to:</b></p> <ol style="list-style-type: none"> <li>Identify kinds of Approaches in Language Assessment</li> <li>Understand the characteristics of the approaches in Language assessment</li> <li>Differentiate characteristic of each approach.</li> <li>Employ the mind map software i.e. <b>Mindmono, freemind</b> to create mind map for classifying characteristic of Approaches in Language Assessment</li> </ol>	<ul style="list-style-type: none"> <li>The correctness in explaining the background approaches to Language Assessment</li> <li>The correctness of describing the characteristic of each approach.</li> <li>The suitability of classifying the similarities and differences of each approach.</li> <li>The abilities of students to employ mind map software appropriately.</li> <li>The abilities of students to summarize <b>the by</b></li> </ul>	<p>Approaches to Language Testing</p> <ul style="list-style-type: none"> <li>Background</li> <li>The Essay-translation approach</li> <li>The Structuralist approach</li> <li>The interrogative approach</li> <li>The communicative approach</li> </ul> <p>The detail materials are attached and available to be downloaded on <a href="https://new.edmodo.commm/groups/LAgroup">https://new.edmodo.commm/groups/LAgroup</a>.</p>	<p><b>Mini Seminar and Group Discussion</b></p> <p>(In Applying the methods, the teachers and students incorporate common hardware i.e. <b>Laptop, LCD, Projector, and presentation software</b> to present the materials)</p> <p><b>FF: 3x50minutes</b></p>	<p><b>Cooperative Learning, Structured Assignment</b></p> <p><b>Work In group of three to:</b></p> <ul style="list-style-type: none"> <li>Obtain the assignment sent through <b>Email</b></li> <li>Search and retrieve <b>online resources (e-book, Journal, video, ppt, audio,</b> related to the material learned in</li> </ul>	<p><b>Lecturer:</b></p> <ul style="list-style-type: none"> <li>Discusses and Gives feedbacks for the assignment given in the previous meeting.</li> <li>Introduces the topics and presents them by applying <b>Laptop, projector, LCD and PPT slides.</b></li> <li>Provides some questions related to the materials presented</li> </ul> <p><b>Students:</b></p>	<p>Analysis Review and Mind mapping <b>(Non-test)</b></p> <p>Please share to:</p> <p><a href="https://new.edmodo.commm/groups/LAgroup">https://new.edmodo.commm/groups/LAgroup</a></p> <p>or</p> <p><a href="http://www.sha-reit.ac.id">http://www.sha-reit.ac.id</a></p>

		<p>employing Ms. Word processing materials learned and share it to <b>Edmodo or SHARE-IT</b></p>			<p>face to face meeting) to support them in doing the assignment.</p> <ul style="list-style-type: none"> <li>Summarize the materials that have been learned in face to face meeting, then post it to post it into <b>Edmodo or SHARE-it</b></li> <li>Draw a mind map to classify types and characteristic of Language assessment approach and post it to <b>Edmodo or SHARE-it</b></li> <li>Obtain Lecturer's Feedback on</li> </ul> <p><a href="https://new.edmodo.com/m/groups/LAgrou">https://new.edmodo.com/m/groups/LAgrou</a></p>	<ul style="list-style-type: none"> <li>Read the additional materials they have found before.</li> <li>Confirm &amp; refine knowledge from reading</li> <li>Actively engaged in group work discussion</li> <li>Utilize their <b>smartphone or laptop</b> to access and download the additional materials to be used for the assignment.</li> <li>Students do the structured assignment given to be presented, evaluated and discussed in the upcoming week.</li> </ul>	
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					<p>or</p> <p><a href="http://www.sha.reit.ac.id">http://www.sha.reit.ac.id</a></p> <ul style="list-style-type: none"> <li>Provide supporting materials from online resources for the next class meeting</li> </ul> <p>OL+SA: (60+60) minutes x3</p>		
Week 4	<p><b>QUIZ</b></p> <p>Checking students' understanding on the materials learned in week 1 to 3</p> <p>Online QUIZ through <i>E-quiz</i> provided on <a href="https://new.edmodo.commm/groups/LAgroup">https://new.edmodo.commm/groups/LAgroup</a>.</p>						
Week 5	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>Describe the concepts of communicative language assessment</li> <li>Identify the characteristic of communicative language assessment</li> <li>Create <b>slides for presentation and employ reference</b></li> </ul>	<ul style="list-style-type: none"> <li>The correctness of explaining the concepts of communicative language</li> <li>The correctness of classifying the characteristic of communicative language</li> <li>The abilities of students to</li> </ul>	<p>What is communicative language assessment?</p> <ul style="list-style-type: none"> <li>Definition of communicative Language assessment</li> <li>Characteristic of communicative language assessment</li> <li>The detail materials are attached and available to be downloaded on</li> </ul>	<p><b>Lecturing, Q &amp; A session. Individual work</b></p> <p>(In Applying the methods, the teachers and students incorporate common hardware i.e. <b>Laptop, LCD, Projector, and using presentation software</b> to</p>	<p><b>Self- Learning Structured Assignment</b></p> <ul style="list-style-type: none"> <li><b>Search and retrieve online resources (e-book, Journal, video, ppt</b> related to the material learned in</li> </ul>	<p><b>Lecturer:</b></p> <ul style="list-style-type: none"> <li>Gives feedback regarding the results of quiz</li> <li>Discusses and Gives feedbacks for the assignment given in the previous meeting.</li> </ul>	<p>Essay and Presentation <b>(Non-test)</b></p> <p>Share the essay to</p> <p><a href="https://new.edmodo.commm/groups/LAgroup">https://new.edmodo.commm/groups/LAgroup</a></p> <p>or</p> <p><a href="http://www.sha.reit.ac.id">http://www.sha.reit.ac.id</a></p>

	<p>management tools such as Mendeley and EndNote.</p>	<p>demonstrate their understanding in essay for providing the examples of communicative language assessment and post it to <b>Edmodo or SHARE-IT</b></p> <ul style="list-style-type: none"> <li>The abilities of the students in employing <b>PPT slides, Mendeley or EndNote</b> to make and present the essay about concepts of communicative language assessment</li> </ul>	<p><a href="https://new.edmodo.com/mmm/groups/LAgroup">https://new.edmodo.com/mmm/groups/LAgroup</a>.</p>	<p>present the materials)</p> <p><b>FF: 3x50minutes</b></p>	<p>face to face meeting) to support them in doing the assignment.</p> <ul style="list-style-type: none"> <li>Write an essay by using own words that contains the definition and examples of communicative language assessment then post it to <b>Edmodo or SHARE-it.</b></li> <li><b>Get the lecturer's</b> Feedback</li> <li>Organize supporting materials from online resources for the next class meeting</li> </ul> <p><b>OL+SA: (60+60) minutes X3</b></p>	<ul style="list-style-type: none"> <li>Introduces the topics and presents them by applying <b>Laptop, projector, LCD and PPT slides.</b></li> <li>Provides some questions related to the materials presented</li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>Present and confirm the previous assignment</li> <li>Read the additional materials they have found before.</li> <li>Confirm &amp; refine knowledge from reading</li> <li>Actively engaged in Q &amp; A sessions</li> <li>Utilize their <b>smartphone or laptop</b> to access and download the</li> </ul>	
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						<p>additional materials to be used for the assignment</p> <ul style="list-style-type: none"> <li>• Write an essay by using own words that contains the definition and examples of communicative language assessment</li> <li>• Do the structured assignment given to be evaluated and discussed in the upcoming week</li> </ul>	
Week 6	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>• Distinguish between the concepts of communicative language assessment and that of structure-focused assessment.</li> <li>• Employ <b>reference management tools such as Mendeley and EndNote.</b></li> <li>• Post the assignment to <b>Edmodo</b></li> </ul>	<ul style="list-style-type: none"> <li>• The correctness and suitability of contrasting the similarities and differences between communicative language assessment and structured-focused assessment</li> <li>• The abilities of students to apply reference management tools i.e. <b>Mendeley or</b></li> </ul>	<p>How is communicative language assessment different from structure-focused assessment?</p> <ul style="list-style-type: none"> <li>• Similarities and differences between communicative language assessment and structured-focused assessment</li> </ul>	<p><b>Lecturing, Discussion, and Individual Work.</b></p> <p>(In Applying the methods, the teachers and students incorporate common hardware i.e. <b>Laptop, LCD, Projector, and presentation software</b> to</p>	<p><b>Self-learning, Structured Assignment</b></p> <ul style="list-style-type: none"> <li>• Search and retrieve <b>online resources (e-book, Journal, video, ppt</b> related to the material learned in face to face meeting) to</li> </ul>	<p><b>Lecturer:</b></p> <ul style="list-style-type: none"> <li>• Discusses and Gives feedbacks for the assignment given in the previous meeting.</li> <li>• Introduces the topics and presents them by applying <b>Laptop, projector, LCD and PPT slides.</b></li> </ul>	<p>Provide the example of both assessment in various language skills.</p> <p><b>(Non-test)</b></p> <p>Share it to</p> <p><a href="https://new.edmodo.com/mmm/group/s/LAgroup">https://new.edmodo.com/mmm/group/s/LAgroup</a></p>

		<p><b>EndNote</b> for the materials and assignment resources.</p> <ul style="list-style-type: none"> <li>The abilities of students to post the assignment in classroom platform (<b>Edmodo</b>)</li> </ul>	<p>The materials are available and can be downloaded on</p> <p><a href="https://www.slideshare.net/IdaMantra/communicative-language-testing-27139940">https://www.slideshare.net/IdaMantra/communicative-language-testing-27139940</a></p> <p><a href="https://faclettre.univ-tlemcen.dz/assets/uploads/DOCUMENTS/cours%20en%20ligne/4-Communicative%20Lge%20Testing.pdf">https://faclettre.univ-tlemcen.dz/assets/uploads/DOCUMENTS/cours%20en%20ligne/4-Communicative%20Lge%20Testing.pdf</a></p>	<p>present the materials)</p> <p><b>FF: 3x50minutes</b></p>	<p>support them in doing the assignment.</p> <ul style="list-style-type: none"> <li>Write an essay by using own words that contains the definition and examples of communicative language assessment then post it to <b>Edmodo or SHARE-it</b></li> <li>Get the lecturer's feedback</li> <li>Arrange additional materials from online resources for the next class meeting.</li> </ul> <p><b>OL+SA: (60+60) minutes X3</b></p>	<ul style="list-style-type: none"> <li>Offers some questions related to the materials presented</li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>Read the additional materials they have found before.</li> <li>Confirm &amp; refine knowledge from reading</li> <li>Actively engaged in class discussion</li> <li>Utilize their <b>smartphone or laptop</b> to access and download the additional materials to be used for the assignment</li> <li>Provide the example of Both assessment in various language skills</li> </ul>	<p>or</p> <p><a href="http://www.sba-reit.ac.id">http://www.sba-reit.ac.id</a></p>
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						<ul style="list-style-type: none"> <li>Do the structured assignment given to be evaluated and discussed in the upcoming week</li> </ul>	
Week 7	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>Describe the concept of discrete point and integrative language assessment</li> <li>Differentiate between the concepts of Discrete point and those of Integrative language assessments</li> <li>Provide examples of Discrete point vs Integrative language assessments</li> <li>Utilize <b>word-processing software</b> to write an essay</li> <li>Utilize <b>class group platforms</b> in supporting them to do the assignments</li> </ul>	<ul style="list-style-type: none"> <li>The accuracy of explaining the concept of discrete point and integrative language assessment</li> <li>The accuracy and suitability in classifying the concept of discrete point and integrative language assessment</li> <li>The suitability of giving examples of Discrete point and Integrative language assessments</li> <li>The abilities of students to employ MS. Word</li> <li>The abilities of students to <b>access</b></li> </ul>	<p>Discrete point vs Integrative language assessments</p> <ul style="list-style-type: none"> <li>Definition of integrative language assessments</li> <li>Definition of discrete point language assessments</li> </ul> <p>The materials are available on:</p> <p><a href="https://repositorij.ffos.hr/islandora/object/ffos%3A743/datastream/PDF/view">https://repositorij.ffos.hr/islandora/object/ffos%3A743/datastream/PDF/view</a></p>	<p><b>Lecturing, Q and A sessions, &amp; group work</b> (In Applying the methods, the teachers and students incorporate common hardware i.e. <b>Laptop, LCD, Projector, and presentation software</b> to present the materials)</p> <p><b>FF: 3x50minutes</b></p>	<p><b>Virtual collaborative learning, Structured Assignment</b></p> <p><b>Work In group of three to:</b></p> <ul style="list-style-type: none"> <li>Obtain and discuss the assignment through <b>WhatsApp</b></li> <li>Search and retrieve online resources (<b>e-book, Journal, video, ppt</b> related to the material learned in face to face meeting) to support them</li> </ul>	<p><b>Lecturer:</b></p> <ul style="list-style-type: none"> <li>Discusses and Gives feedbacks for the assignment given in the previous meeting.</li> <li>Introduces the topic and presents them by applying <b>Laptop, projector, LCD and PPT slides.</b></li> <li>Provides some questions related to the materials presented</li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>Present the materials given in</li> </ul>	<p>Write and elaborate examples of discrete point and integrative language assessment</p> <p><b>(Non-test)</b></p> <p>Share it to</p> <p><a href="https://new.edmodo.com/groups/LAgroup">https://new.edmodo.com/groups/LAgroup</a></p> <p>or</p> <p><a href="http://www.sharits.ac.id">http://www.sharits.ac.id</a></p>



		<p>the classroom platforms (Edmodo or SHARE it)</p>		<p>in doing the assignment.</p> <ul style="list-style-type: none"> <li>Elaborate the examples of Discrete point vs Integrative language assessments in essay by using <b>Ms. Word</b>.</li> <li>Post the assignment to <b>Edmodo</b></li> <li>Get the lecturer's Feedback</li> <li>Organize additional resources from online resources for the next class meeting</li> </ul> <p>OL+SA: (60+60) minutes x 3</p>	<p>the previous meeting.</p> <ul style="list-style-type: none"> <li>Read the additional materials they found before.</li> <li>Confirm &amp; refine knowledge from reading</li> <li>Actively engaged in group discussion</li> <li>Receive the assignment through <b>WhatsApp</b></li> <li>Utilize their <b>smartphone or laptop</b> to access and download the additional materials to be used for the assignment</li> <li>Do the structured assignment given to be evaluated and discussed in the upcoming week</li> </ul>
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MID TEST							
Week8	<b>Critical Analysis on kinds of assessment approach used by the teacher in designing the test in school. Elaborate the analysis and Post the mid-test works to:</b> <a href="https://new.edmodo.commm/groups/LAgroup">https://new.edmodo.commm/groups/LAgroup</a>						
Week 9	Students are able to: <ul style="list-style-type: none"> <li>Understand type of tests based on some categories</li> <li>Categorize types of tests</li> <li>Download the additional resources provided in the forms of pdf.</li> <li>Post the assignment to <b>classroom platforms</b></li> </ul>	<ul style="list-style-type: none"> <li>The correctness in explaining type of test</li> <li>The correctness suitability in classifying test types</li> <li>The abilities of students to retrieve <b>the online resources</b></li> <li>The abilities of the students to provide the examples of test types in an essay and post it to <b>Edmodo or SHARE-IT</b></li> </ul>	Type of test/ Categories <ul style="list-style-type: none"> <li><b>Purposes:</b> Placement test, Diagnostic test, Achievement test, Proficiency test, etc. Standardized test and teacher made test</li> <li><b>Marking/Scoring:</b> subjective and objective, integrated and discrete, dictation, cloze, etc.</li> <li><b>Development/ Design:</b> Direct and Indirect</li> </ul> <p>The materials are attached on</p> <p><a href="https://new.edmodo.commm/groups/LAgroup">https://new.edmodo.commm/groups/LAgroup</a></p>	<b>Lecturing, Discussion, individual Work</b>  (In Applying the methods, the teachers and students incorporate common hardware i.e. <b>Laptop, LCD, Projector, and using presentation software</b> to present the materials)  <b>FF: 3x50minutes</b>	<b>WebQuest, Structured Assignment</b> <ul style="list-style-type: none"> <li>Download and the assignment sent through <b>Email</b></li> <li><b>Search and download online resources (e-book, Journal, video, ppt, audio and articles</b> related to the material learned in face to face meeting) to support them in doing the assignment.</li> <li>Make an essay</li> </ul>	<b>Lecturer:</b> <ul style="list-style-type: none"> <li>Discusses and gives feedback for the results of students' MID test</li> <li>Introduces the new materials and presents them by applying <b>Laptop, projector, LCD and PPT slides.</b></li> <li>Provides some questions related to the materials presented</li> </ul> <b>Students:</b> <ul style="list-style-type: none"> <li>List and discussed some errors they made in Mid test</li> </ul>	Essay <b>(Non-test)</b>  Share the essay to  <a href="https://new.edmodo.commm/groups/LAgroup">https://new.edmodo.commm/groups/LAgroup</a>  or  <a href="http://www.shareit.ac.id">http://www.shareit.ac.id</a>



					<p>contained students' understanding to classify types and characteristic of test and categories.</p> <ul style="list-style-type: none"> <li>• Get Feedback from lecturer</li> <li>• Provide supporting references from online resources for the next class meeting</li> </ul> <p>OL+SA: (60+60) minutes X3</p>	<ul style="list-style-type: none"> <li>• Read the materials they have found before.</li> <li>• Confirm &amp; refine knowledge from reading.</li> <li>• Actively engaged in group discussion</li> <li>• Utilize their <b>smartphone or laptop</b> to access and download the additional materials to be used for the assignment.</li> <li>• Make an essay contained students' understanding to classify types and characteristic of test and categories</li> </ul>	
Week 10	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>• Define the concepts and purposes of</li> </ul>	<ul style="list-style-type: none"> <li>• The accuracy of describing the concepts and purposes of</li> </ul>	Objective and Subjective Testing	<b>Lecturing, Discussion, Presentation</b>	<b>Self-learning Structured Assignment</b>	<p><b>Lecturer:</b></p> <ul style="list-style-type: none"> <li>• Discusses and Gives feedbacks</li> </ul>	Presentation and Analysis Review

<p>subjective and objective tests</p> <ul style="list-style-type: none"> <li>• Categorize and differentiate the types of objective and subjective tests.</li> <li>• Create slides for presentation and employ reference management tools such as <b>Mendeley and EndNote</b>.</li> </ul>	<p>subjective and objective tests</p> <ul style="list-style-type: none"> <li>• The accuracy and suitability of classifying the types of objective and subjective tests.</li> <li>• The abilities of students to employ <b>PPT and Mendeley or EndNote</b> to assist them in doing the assignments.</li> </ul>	<ul style="list-style-type: none"> <li>• Concepts and Purposes of Objective and Subjective tests</li> <li>• Types of Objective and Subjective tests</li> </ul> <p>The materials can be downloaded on:</p> <p><a href="https://www.slideshare.net/Kejason1303/subjective-vs-objective-test">https://www.slideshare.net/Kejason1303/subjective-vs-objective-test</a></p>	<p>(In Applying the methods, the teachers and students incorporate common hardware i.e. <b>Laptop, LCD, Projector, and using presentation software</b> to present the materials)</p> <p><b>FF: 3x50minutes</b></p>	<ul style="list-style-type: none"> <li>• Search and download <b>online resources (e-book, Journal, video, ppt, audio and articles</b> related to the material learned in face to face meeting) to support them in doing the assignment.</li> <li>• Write an analysis review about purposes, types, and principles of Objective and Subjective tests.</li> <li>• Get Feedback from lecturer</li> <li>• Provide additional materials from online resources for the next class meeting</li> </ul>	<p>for the assignment given in the previous meeting.</p> <ul style="list-style-type: none"> <li>• Introduces the topics and presents them by applying <b>Laptop, projector, LCD and PPT slides</b>.</li> <li>• Provides some questions related to the materials presented</li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• Presented the assignment given in the previous meeting</li> <li>• Read the materials they have found before</li> <li>• Confirm &amp; refine knowledge from reading</li> </ul>	<p><b>(Non-test)</b></p> <p>Share it the review to:</p> <p><a href="https://new.edmodo.commm/groups/LAgroup">https://new.edmodo.commm/groups/LAgroup</a></p> <p>or</p> <p><a href="http://www.shareit.ac.id">http://www.shareit.ac.id</a></p>
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						<ul style="list-style-type: none"> <li>Actively engaged in class discussion</li> <li>Download the assignment through Email</li> <li>Utilize their <b>smartphone or laptop</b> to access and download the additional materials to be used for the assignment.</li> <li>Do the structured assignment given to be presented, evaluated and discussed in the upcoming week</li> </ul>	
Week 11,12	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>Describe what traditional assessment and alternative assessment are and their relation in current educational setting.</li> </ul>	<ul style="list-style-type: none"> <li>The correctness in explaining the concepts of traditional assessment and alternative assessment and their complementary positions in current</li> </ul>	<p>Traditional Assessment vs. Alternative Assessment</p> <ul style="list-style-type: none"> <li>Definition of Traditional Assessment and Alternative Assessment Concepts</li> <li>Classification of Traditional Assessment</li> </ul>	<p><b>Lecturing, Q&amp;A sessions, Group work</b></p> <p>(In Applying the methods, the teachers and students incorporate common hardware i.e.</p>	<p><b>Cooperative Learning, Structured Assignment</b></p> <ul style="list-style-type: none"> <li>Receive the assigned tasks <b>through Email</b></li> </ul>	<p><b>Lecturer:</b></p> <ul style="list-style-type: none"> <li>Discusses and Gives feedbacks for the assignment given in the previous meeting.</li> </ul>	<p>Presentation, Report of classifying the assessment techniques/form ats.</p> <p><b>(Non-test)</b></p>

	<ul style="list-style-type: none"> <li>Identify different assessment techniques/formats</li> <li>Describe strengths and weaknesses of traditional assessment and alternative assessment</li> <li>Employ mind mapping software i.e. <b>Mindmono, freemind</b> as well as <b>word-processing software</b>.</li> </ul>	<p>educational setting.</p> <ul style="list-style-type: none"> <li>The correctness and suitability in classifying different assessment format</li> <li>The abilities of students in drawing a mind map to categorize the assessment format sand their strengths and weaknesses by employing <b>Mindmono, freemind</b>.</li> <li>The abilities of the students to make a report for classifying different assessment formats by employing <b>Ms.Word</b></li> </ul>	<p>and Alternative Assessment</p> <p>The materials can be downloaded on:</p> <p><a href="https://www.slideshare.net/freshious/authentic-vs-traditional-assessment">https://www.slideshare.net/freshious/authentic-vs-traditional-assessment</a></p>	<p><b>Laptop, LCD, Projector, and using presentation software</b> to present the materials)</p> <p><b>FF: 3x50minutes</b></p>	<ul style="list-style-type: none"> <li>Search and retrieve <b>online resources (e-book, Journal, video, ppt, audio and articles</b> related to the material learned in face to face meeting) to support them in doing the assignment.</li> <li><b>In a group of three</b>, please classify the format make a report contained the results of classifying different assessment format as well their weaknesses and strengths</li> </ul>	<ul style="list-style-type: none"> <li>Introduces the topics and presents them by applying <b>Laptop, projector, LCD and PPT slides</b>.</li> <li>Provides some questions related to the materials presented</li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>Read the materials they have found before</li> <li>Confirm &amp; refine knowledge from reading</li> <li>Actively engaged in group work</li> <li>Download the assignment through Email</li> <li>Utilize their <b>smartphone or laptop</b> to access and download the additional materials to be</li> </ul>	<p>Share the report to:</p> <p><a href="https://new.edmodo.commm/groups/LAgroup">https://new.edmodo.commm/groups/LAgroup</a></p> <p>or</p> <p><a href="http://www.shareit.ac.id">http://www.shareit.ac.id</a></p>
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					<ul style="list-style-type: none"> <li>Get the feedback of the lecturer on <a href="https://new.edmodo.commm/groups/LAgroup">https://new.edmodo.commm/groups/LAgroup</a> or <a href="http://www.shareit.ac.id">http://www.shareit.ac.id</a></li> <li>Add the supporting materials from online resources for the next class meeting</li> </ul> <p>OL+SA: (60+60) minutes x3</p>	<p>used for the assignment.</p> <ul style="list-style-type: none"> <li>Do the structured assignment given to be evaluated and discussed in the upcoming week</li> </ul>	
Week 13	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>Describe the concept of standardization</li> <li>Identify the advantages and disadvantages of standardized tests</li> </ul>	<ul style="list-style-type: none"> <li>The correctness of explaining the standardization concepts</li> <li>The correctness of describing the advantages and disadvantages of standardized tests</li> </ul>	<p>Standardized Testing</p> <ol style="list-style-type: none"> <li>What is standardized tests?</li> <li>Advantages and disadvantages of standardized tests</li> <li>The process designing the standardized test</li> </ol>	<p><b>Lecturing, Discussion, group work</b></p> <p>(In Applying the methods, the teachers and students incorporate common</p>	<p><b>Collaborative Learning, structured assignment</b></p> <ul style="list-style-type: none"> <li>Get the assigned tasks from <b>WhatsApp</b></li> </ul>	<p><b>Lecturer:</b></p> <ul style="list-style-type: none"> <li>Discusses and Gives feedbacks for the assignment given in the previous meeting.</li> </ul>	<p>Essay and mind mapping</p> <p><b>(Non-test)</b></p> <p>Please share your works to: <a href="https://new.edmodo.commm/groups/LAgroup">https://new.edmodo.commm/groups/LAgroup</a></p>

	<ul style="list-style-type: none"> <li>Classify the forms of standardized tests</li> <li>Understand the process of standardized test</li> <li>Employ the mind map software i.e. <b>Mindmono, freemind</b> for classifying process of standardized tests and <b>word processing software</b> to write an essay</li> </ul>	<ul style="list-style-type: none"> <li>The correctness and suitability of explaining the process of designing standardized tests</li> <li>The abilities of students to draw a mind map contained the forms of standardized tests by employing <b>Mas. Word and Mindmono, freemind</b></li> </ul>	<p>The materials are provided on</p> <p><a href="https://www.slideshare.net/pokr/standardized-testing-53809235">https://www.slideshare.net/pokr/standardized-testing-53809235</a></p>	<p>hardware i.e. <b>Laptop, LCD, Projector, and using presentation software</b> to present the materials)</p> <p><b>FF: 3x50minutes</b></p>	<p><b>Work in group consist of three to:</b></p> <ul style="list-style-type: none"> <li>Elaborate and set up the classification and process of standardized tests in the form of mind map and essay.</li> <li>Search and retrieve <b>online resources (e-book, Journal, video, ppt, audio and articles</b> related to the material learned in face to face meeting) to support them in doing the assignment.</li> <li>Get the feedback of the lecturer on</li> </ul>	<ul style="list-style-type: none"> <li>Introduces the topic and presents them by applying <b>Laptop, projector, LCD and PPT slides.</b></li> <li>Provides some questions related to the materials presented</li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>Read the materials they have found before</li> <li>Confirm &amp; refine knowledge from reading</li> <li>Actively engaged in group work</li> <li>Download the assignment through WhatsApp</li> <li>Utilize their <b>smartphone or laptop</b> to access and download the additional materials to be</li> </ul>	<p>or <a href="http://www.shareit.ac.id">http://www.shareit.ac.id</a></p>
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					<a href="https://new.edmodo.commm/groups/LAgroup">https://new.edmodo.commm/groups/LAgroup</a> or <a href="http://www.shareit.ac.id">http://www.shareit.ac.id</a>	used for the assignment. <ul style="list-style-type: none"> <li>Do the structured assignment given to be presented, evaluated and discussed in the upcoming week.</li> </ul>	
Week 14,15	Students are able to: <ul style="list-style-type: none"> <li>Describe the process of assessing the receptive and productive language skills and language components</li> <li>Understand and classify types of tasks used in assessing four language skills</li> </ul>	<ul style="list-style-type: none"> <li>The accuracy of explaining the stages of assessing receptive and productive skills.</li> <li>The accuracy of explaining the stages of assessing language components</li> <li>The accuracy and suitability of classifying types</li> </ul>	How to Assess Language Skills and Language Components? <ul style="list-style-type: none"> <li>Assessment of Receptive skills (Listening and Reading)</li> <li>Assessment of Productive Skills (Speaking and Writing)</li> <li>Assessment of Vocabulary and Grammar</li> <li>Types of tasks used in assessing Receptive skills (Listening and Reading).</li> </ul>	<b>Mini seminar and Individual work</b>  (In Applying the methods, the teachers and students incorporate common hardware i.e. <b>Laptop, LCD, Projector, and using presentation software</b> to present the materials)	<b>Self-learning, Structured assignment</b> <ul style="list-style-type: none"> <li><b>The assignment is sent through</b> <a href="https://new.edmodo.commm/groups/LAgroup">https://new.edmodo.commm/groups/LAgroup</a></li> <li>Search and retrieve <b>online resources (e-</b></li> </ul>	<b>Lecturer:</b> <ul style="list-style-type: none"> <li>Discusses and Gives feedbacks for the assignment given in the previous meeting.</li> <li>Introduces the topic and presents them by applying <b>Laptop,</b></li> </ul>	Presentation and Chapter Review  <b>(Non-test)</b>  Share the chapter review to:  <a href="https://new.edmodo.commm/groups/LAgroup">https://new.edmodo.commm/groups/LAgroup</a>  or



	<p>and language components</p> <ul style="list-style-type: none"> <li>Employ the mind map software i.e. <b>Mindmono, freemind</b> for classifying and describing types of tasks used in assessing four language skills and language components</li> <li>Employ presentation software i.e. <b>PPT, Prezi and Ms. Word</b> in making chapter review and presenting the assignment.</li> </ul>	<p>tasks used in assessing language skills and language components</p> <ul style="list-style-type: none"> <li>The abilities of the students to apply <b>Mindmono, freemind</b> for classifying and describing types of tasks used in assessing four language skills and language components</li> <li>The abilities of students to operate <b>PPT, Prezi and Ms. Word</b> in making chapter review and presenting the assignment</li> </ul>	<ul style="list-style-type: none"> <li>Types of tasks used in assessing Productive skills Speaking and Writing)</li> <li>Types of tasks used in assessing Vocabulary and Grammar.</li> </ul> <p>The materials are provided in the form of slides and can be downloaded on <a href="https://new.edmodo.commm/groups/LAgroup">https://new.edmodo.commm/groups/LAgroup</a></p>	<p><b>FF: 3x50minutes</b></p>	<p><b>book, Journal, video, ppt, audio and articles</b> related to the material learned in face to face meeting) to support them in doing the assignment</p> <ul style="list-style-type: none"> <li>Make a chapter review to elaborate the materials learned in classroom meeting.</li> <li>Get the feedback from the lecturer on <a href="https://new.edmodo.commm/groups/LAgroup">https://new.edmodo.commm/groups/LAgroup</a> or <a href="http://www.shareit.ac.id">http://www.shareit.ac.id</a></li> </ul>	<p><b>projector, LCD and PPT slides.</b></p> <ul style="list-style-type: none"> <li>Provides some questions related to the materials presented</li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>Present the previous assignment</li> <li>Read the materials they have found before</li> <li>Confirm &amp; refine knowledge from reading</li> <li>Actively engaged in mini seminar</li> <li>Download the assignment through WhatsApp</li> <li>Utilize their <b>smartphone or laptop</b> to access and download the additional materials to be used for the assignment.</li> </ul>	<p><a href="http://www.shareit.ac.id">http://www.shareit.ac.id</a></p>
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						<ul style="list-style-type: none"> <li>Do the structured assignment.</li> </ul>	
<b>Week 16</b>	<b>FINAL TEST</b> <b>Conduct a project to analyze the variations of test types employed in some schools. Then, submit it to:</b> <a href="https://new.edmodo.commm/groups/LAgroup">https://new.edmodo.commm/groups/LAgroup</a> or <a href="http://www.sha.reit.ac.id">http://www.sha.reit.ac.id</a>						

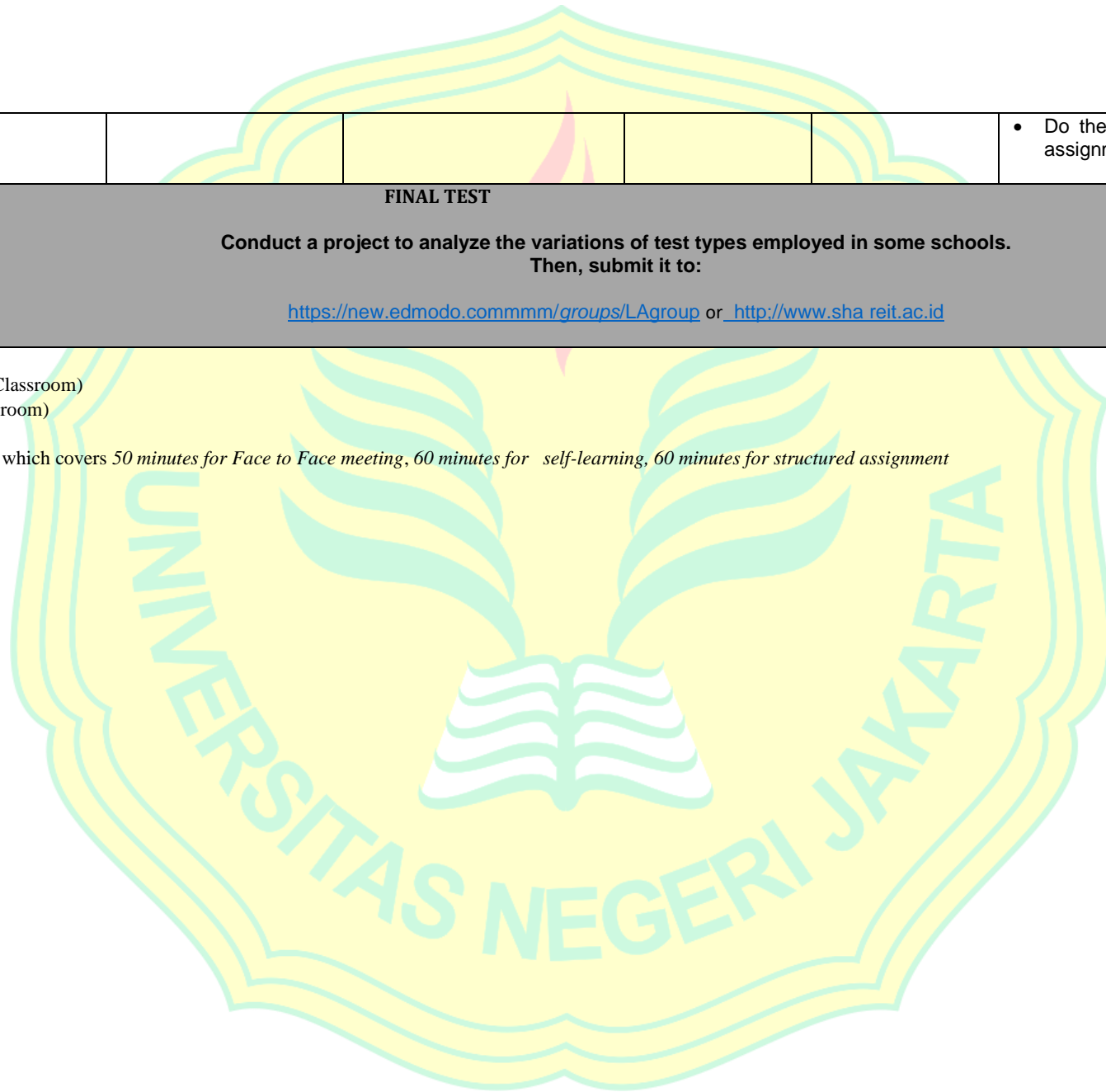
**Note:**

**FF:** Face to Face Meeting (On Classroom)

**OL:** Online Learning (Off Classroom)

**SA:** Structed Assignment

1 Credit is equal to 170 minutes which covers *50 minutes for Face to Face meeting, 60 minutes for self-learning, 60 minutes for structured assignment*



## 14. Assessment Criteria and Grading Scales

1. Assessment is conducted through the following methods:

a) Test including:

- Mid test the weight of which is 25% of the final score; maximum score (A: 80-100) is given when at least 80% of the test items are correctly answered;
- Final test the weight of which is 30% of the final score; maximum score (A: 80-100) is given when at least 80% of the test items are correctly answered

b) Non-test including:

- Written assignments quizzes the weight of which is 45% of the final score; maximum score (A: 80 -100) is given when the assignments are due and meet at least 80% of the expected features.

2. Grading in the Course will be based on the following scheme:

Achievement Level	Grade	Predicate
80-100%	A	Excellent
70-79%	B	Good
60-69%	C	Satisfactory
55-59%	D	Less Satisfactory
< 55%	E	FAIL

The results of students' marks can be seen in the *Grade book* feature provided on <https://new.edmodo.commmmm/groups/LAgroup>

## 15. References

### a. Main Reading

- 1) Bachman, L.F. & A.S. Palmer. 1996. *Language Testing in Practice*. Oxford: OUP.
- 2) Bachman, L.F. 1990. *Fundamental Consideration in Language Testing*. Oxford: OUP
- 3) Brown, H. D. (2004). *Language Assessment: Principles and Classroom Practices*. NY: Longman.
- 4) Fulcher, G, and Davidson, F 2007. *Language Testing and Assessment. An Advanced Resource Book*; Routledge Taylor and Francis Group. New York.
- 5) Jhonson, David W. and Jhonson, Roger T. 2002. *Meaningful Assessment*. Boston: Allyn and Bacon
- 6) Lyman, H.B. 1971. *Test scores and what they mean*. Englewood Cliffs, New Jersey: Prentice-Hall, Inc.
- 7) Nitko, Anthony J. 1996. *Educational Assessment of Students 2nd Ed*. New Jersey: A Simon & Scustery Company.
- 8) O'Malley, J. Michael and Lorraine Valdez Pierce. 1996. *Authenti Assessment for English Language Learners*. New York: Addison Wesley Publishing.

### b. Supplementary Reading

#### Websites:

- 1) ddeubel. (2009, March 29). *Assessment in EFL Classrooms – How to, Tips, Resources and What works*. Retrieved from School of TEFL: <http://teachers.schooloftefl.com/forum/topics/assessmentineflclassrooms?id=2025691%3ATopic%3A4513&page=2#comments>
- 2) Finch, A. (2003, August 3). *Assessment in Language-Learning - Links*. Retrieved 2013, from ELT Resources: <http://www.finchpark.com/courses/> Mueller, J. (2012). *Authentic Assessment Toolbox*. Retrieved from Authentic Assessment Toolbox: <http://jfmuller.faculty.noctrl.edu/toolbox/index.htm>
- 3) Mueller, J. (2012). *Authentic Assessment Toolbox*. Retrieved from Authentic Assessment Toolbox: <http://jfmuller.faculty.noctrl.edu/toolbox/index.htm>

**Journal:**

- 1) Afriyanti, Rika. 2015. An Analysis of English Tests at International Standard School in Padang in 2010/2011 – 2011/2012 Academic Year. TELL – US (Teaching English Literature and Linguistic – Usage). Vol 1. No. 1.
- 2) Al-Yari, Ali-Sa'ad Sadeq, Alhammadi, Saleh Fayza, and Alyami, Ayied Salah. 2013. Evaluation of Language Testing: An Applied Linguistic Perspective. International Journal of English Language Education. Vol. 1 No. 2. Special Issue. P. 217 – 54. 3. Earl, Kerry and Giles, David. 2011. An-other Look at Assessment: Assessment in Learning. New Zealand Journal of Teachers' Work. Vol.8.

**c. Freeware to support the assessment projects:**

- 1) Microsoft EXCEL spreadsheet and analysis program.  
<http://www.microsoft.com/office/excel/default.asp>
- 2) Quest Base. assessments made easy. create, publish, share your assessments and surveys easily.  
<http://www.questbase.com/>
- 3) Survey crest. Easy Free Online Survey Creator at Your Finger Tips.  
<http://www.surveycrest.com/?login=1>

**16. Course Policies**

**a. Attendance:**

Students are required to attend > 80% of class sessions. In cases where a student is not able to attend class due to illnesses or another assignment a formal notification of the absence is required, i.e. medical certificate for illnesses. Punctuality is an important code of conduct. Late arrival may be recorded as missing from class. Failure in meeting the above requirements may result in a Grade E in the respective course. The students' attendances are tracked by <https://www.myattendancetracker.com/>.

**b. Lateness:**

- 1) Late submission of written work 1-7 days: Minus 20 of 1-100 score range;
- 2) Late submission of written work more than 7 days: the work will not be graded and 0 be given;
- 3) When the class begins at 8 a.m., late coming to the class within 1-10 minutes: students will be allowed to join in;
- 4) When the class begins at 10 a.m. or later, late coming to the class: students will not be allowed to join in and be considered absent.

**c. Missed Exams/Assignments:**

A student who, without notice or permission, misses an exam or assignment shall be given grade D for the exam/assignment concerned. The assignment/ exam are submitted to: to 'assignment' feature provided on <https://new.edmodo.com/groups/LAgroup> or <http://www.sha.reit.ac.id>

**d. Academic Dishonesty:**

Students are to obey standard policy and regulations on honesty in academic work and avoid committing plagiarism and cheating in an exam. Committing plagiarism in an academic work and/or cheating in an exam will be given grade D for the work and/or exam. Details on plagiarism may be found at <http://www.plagiarism.org>. The students are also allowed to check self-plagiarism by using self-plagiarism software provided on <https://www.turnitin.com/>

**e. Attitudes in Classroom:**

In respect of character building, students are not allowed to chit-chat during learning sessions and are expected to seriously and actively take part in learning activities, respect one's opinions, and help each other. Cellular phones are to be turned into a silent mode. As regards to check students' attitudes during teaching and learning process, the lecturer applies the 'polling' features provided on <https://new.edmodo.com/groups/LAgroup>

## B. Language Assessment Instrument Development Course

(Logo of the University)	(Name of University)						
	(Name of Faculty)						
	English Language Education Study Program						
	Rencana Program dan Kegiatan Pembelajaran Semester (RPKPS)/ Semester Planning of Teaching and Learning Program (SPTLP)						
1. Course Basic Information	Course Name	Status	Course Credits	Semester	Course Code	Lecture's Name / Email Address	Course Webpage
	Language Assessment Instrument Development	Compulsory	3 credits	-		..... /Eteacher@gmail.com	<a href="http://www.edmodo.com/group/LAID.com">http://www.edmodo.com/group/LAID.com</a> Group Code: CF75A43
	<b>Authorization:</b>						
	The Dean		The Head of Study Program			Course Coordinator	Team Teaching
-		-			-	-	
2. Course Description	<p>Language Assessment Instrument Development is the follow-up of the prior course (Language Assessment) in ELESEP. Hence, to join this course, the students are required to pass Language Assessment course. This course is intended to provide the Undergraduate English Study Program students with theoretical foundation of language assessment instrument development concepts and practical experiences in designing kinds of language assessment test and assessment tasks based on types, purposes, and criteria of good language test construction. To achieve the learning outcomes, the students are expected to have better understanding on the principles of constructing good language assessment, apply the steps of language assessment construction, be able to construct any types of language assessment which covers Language skills (Listening, Speaking, Reading and Writing) and other language components (structure, vocabulary, etc.) develop assessment tasks, as well as interpreting the results of assessment test. <b>The class will be formatted in blended learning (face to face and online learning activities) which incorporates the utilization of ICT tools both software and hardware i.e., E-Learning, ANA Test, SPSS, PPT, Microsoft office and other digital classroom platforms (Google classroom, Edmodo, Moodle, Padlet), Social sites (Email, WhatsApp, Facebook, Flickr, and BlogSpot) as well as Laptop, mobile phone, Projector, LCD TV, DVD player, speaker, etc.</b> in the process of teaching and learning the course to maximize the learning outcomes.</p>						
3. Expected Learning Outcomes (CPL)	Sikap	<p>Berkontribusi dalam peningkatan mutu kehidupan bermasyarakat, berbangsa, bernegara, dan kemajuan peradaban berdasarkan Pancasila (S3)</p> <p>Bekerja sama dan memiliki kepekaan sosial serta kepedulian terhadap masyarakat dan lingkungan (S6)</p> <p>Menginternalisasi nilai, norma, dan etika akademik (S8)</p> <p>Menunjukkan sikap bertanggungjawab atas pekerjaan di bidang keahliannya secara mandiri (S9)</p> <p>Bersikap inklusif, bertindak obyektif dan tidak diskriminatif berdasarkan pertimbangan jenis kelamin, agama, ras, kondisi fisik, latar belakang keluarga dan status sosial ekonomi (S15)</p>					
	Pengetahuan	<p>Menguasai konsep, prinsip, teknik dan langkah-langkah perencanaan, pelaksanaan, dan evaluasi pembelajaran bahasa Inggris <i>dengan memanfaatkan IPTEK</i> yang berorientasi pada kecakapan hidup di tingkat dasar dan menengah secara mendalam (PU1)</p> <p>Memilih secara adekuat pendekatan dan model pembelajaran, bahan ajar, dan penilaian untuk kepentingan pembelajaran Bahasa Inggris (PU14)</p>					



		Menerapkan teknologi informasi dan komunikasi dalam perencanaan pembelajaran, penyelenggaraan pembelajaran, evaluasi pembelajaran dan pengelolaan pembelajaran Bahasa Inggris (PU15)
		Memperbaiki dan/atau meningkatkan kualitas pembelajaran berdasarkan penilaian proses dan penilaian hasil belajar Bahasa Inggris(PU16)
	<b>Keterampilan Umum</b>	Mampu menerapkan pemikiran logis, kritis, sistematis, dan inovatif dalam konteks pengembangan atau <i>implementasi ilmu pengetahuan dan teknologi</i> yang memperhatikan dan menerapkan nilai humaniora yang sesuai dengan bidang keahliannya (KU1)
		Mampu mengkaji implikasi pengembangan atau <i>implementasi ilmu pengetahuan dan teknologi yang memperhatikan dan menerapkan nilai humaniora sesuai dengan keahliannya</i> berdasarkan kaidah, tata cara dan etika ilmiah dalam rangka menghasilkan solusi, gagasan, desain atau kritik seni (KU3)
		Mampu mengambil keputusan secara tepat dalam konteks penyelesaian masalah di bidang keahliannya, berdasarkan hasil analisis informasi dan data (KU5)
		Mampu melakukan proses evaluasi diri terhadap kelompok kerja yang berada di bawah tanggungjawabnya dan mampu mengelola pembelajaran secara mandiri (KU8)
	<b>Keterampilan Khusus</b>	Mengkaji konsep, prinsip, teknik dan langkah-langkah perencanaan, pelaksanaan, dan evaluasi pembelajaran bahasa Inggris dengan memanfaatkan <b>IPTEK</b> yang berorientasi pada kecakapan hidup di tingkat dasar, menengah, dan atas (KK1)
		Mampu menggunakan <b>TIK untuk menunjang proses pembelajaran</b> untuk meningkatkan dan mengembangkan keterampilan tata bahasa Inggris (KK4)
		Mampu melaksanakan penilaian dan evaluasi proses dan hasil pembelajaran Bahasa Inggris secara tepat, serta mampu memanfaatkannya untuk keperluan pembelajaran (KK 6)
4. <b>Course Learning Outcomes (CPMK)</b>	Course Learning Outcomes of this course are adapted from the EPG descriptors of assessment in the development phases 2.2 to 3.2 in which upon successful completion of the course, the students are expected to demonstrate an understanding of the theoretical knowledge on the essential concepts of English language assessment construction. Besides, it is also intended to train and give practical experience to students for applying the steps of language assessment construction, designing any test tasks of all language skills and components, evaluating teaching and learning achievement in a variety tests based on language test construction criteria, developing assessment tasks, and reporting the results of test analysis by operating various open-ended software packages appropriate to assessment i.e. Ms. Excel, PPT,SPSS, ANA test, E-Rubrics word-processing to write a worksheet and present data analysis and utilizing common hardware to support teaching and learning activity i.e. Mobile phone, Laptop, Projector, LCD TV, and DVD player.	
5. <b>Learning Media</b>	<b>Software:</b>	<b>Hardware:</b>
	E-Learning, E- portfolios, E-quizzes,E-rubrics.Social Media Group, ANA test, SPSS,PPT, Ms. Word, etc.	Laptop, LCD TV, Projector, and Mobile phone.

**\*The weekly teaching and learning activities are presented in the following course calendar**

## 6. Course Schedule

Meeting	7. Lesson Learning Outcomes (Sub -CP MK)	8. Learning Indicators	9. Learning Materials (Topics and Sub Topics)	10. Teaching Method 11. Assignments 12. Time Allocation		13. Teaching and Learning Activities	14. Assessment
				On Classroom (e)	Off Classroom (f)		
(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)
Week 1	<p><b>Students are able to:</b></p> <ol style="list-style-type: none"> <li>Describe the purposes of the course, materials, activities/ procedures, assessment as well as the rules of the course.</li> <li>Understand that the course needs the integration of <b>ICT tools, application, and resources</b> to support teaching and learning activities and develop their communication and collaboration skill.</li> </ol>	<ul style="list-style-type: none"> <li>The abilities of students to understand the purposes of the course, materials, activities/ procedures assessment as well as the rules of the course.</li> <li>The abilities of students to summarize all the course plans and regulations, in one semester</li> <li>The abilities of students to <b>download and install Edmodo,</b></li> </ul>	<p>Introduction to Language Assessment Instrument Development Course</p> <ul style="list-style-type: none"> <li>Purposes of the course, materials, activities/ procedures assessment as well as the rules of the course available on <a href="https://new.edmodo.com/mmm/groups/LAgroup">https://new.edmodo.com/mmm/groups/LAgroup</a></li> </ul>	<p><b>Lecturing Q &amp; A session</b></p> <ul style="list-style-type: none"> <li>The lecturer employs laptop, <b>LCD TV or LCD Projector</b> in presenting the material.</li> <li>The lecturer employs <b>Ms. PowerPoint</b> to create slides for the material presented.</li> <li>The students utilize their <b>laptop</b> and <b>Note</b> to write down a list of questions to be asked to the lecturer.</li> </ul>	<p><b>Self-Learning and Structured Assignment</b></p> <ul style="list-style-type: none"> <li>Utilize <b>smartphone or laptop</b> to search and retrieve related materials and platforms that have been presented and suggested by the lecturers</li> <li>Summarize the purposes of the course, materials, activities/ procedures, assessment as well as the rules</li> </ul>	<p><b>Lecturer:</b></p> <ul style="list-style-type: none"> <li>Presents the course outline by applying <b>Laptop and PPT slides.</b></li> <li>Informs <b>Edmodo or SHARE-it,</b> as the digital classroom platform for sharing the materials and references such as e-books, journal etc. Also, the platforms can be used for submitting <b>projects or tasks, providing</b></li> </ul>	<p>Analysis Review</p> <p><b>(Non-Test)</b></p> <p>Share it to:</p> <p><a href="https://new.edmodo.commm/groups/LAgroup">https://new.edmodo.commm/groups/LAgroup</a> or <a href="http://www.shareit.ac.id">http://www.shareit.ac.id</a></p>



	<p>3. Access and download <b>online resources and digital classroom platforms to support the acquisition of Language Assessment Course.</b></p>	<p><b>SHARE-IT as classroom platform</b> employed to support teaching and learning in one semester.</p> <ul style="list-style-type: none"> <li>The abilities of students to <b>share the materials provided in classroom platforms.</b></li> </ul>		<p><b>FF: 3x50minutes</b></p>	<p>of the course and <b>post it into Edmodo or SHARE-it</b></p> <ul style="list-style-type: none"> <li>Obtain the lecturer's Feedback</li> <li>Organize supporting online resources for the next class meeting.</li> </ul> <p><b>OL &amp; SA: (60+60) minutes x3</b></p>	<p><b>some e-books, etc.,</b> and it can be retrieved through their laptops, tabs, and smartphones.</p> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>Read and comprehend the course outline showed by the lecturer</li> <li>Students ask question related to the lesson plan.</li> <li>Students actively engage in class discussion</li> <li>Students contribute their ideas by searching materials related to the language assessment and discussing the course outline and class regulations</li> </ul>	
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						<ul style="list-style-type: none"> <li>Students download the digital classroom to be used in teaching and learning activities.</li> <li>Students do the structured assignment given to be discussed in the upcoming week.</li> </ul>	
Week 2	<p>Students are able to:</p> <ol style="list-style-type: none"> <li>Define the five principles of language assessment:</li> <li>Understand characteristics of language assessment principles types</li> <li>Access the digital <b>classroom platform</b></li> <li>Download <b>online resources</b></li> </ol>	<ul style="list-style-type: none"> <li>The correctness of describing the principles of language assessment</li> <li>The correctness of explaining the characteristics of language assessment principles types</li> <li>The abilities of students to access <b>Edmodo or Share-it</b></li> <li>The abilities of students to</li> </ul>	<p>Principles of Language Assessment:</p> <ol style="list-style-type: none"> <li>Practicality,</li> <li>Validity,</li> <li>Reliability,</li> <li>Authenticity,</li> <li>Washback</li> </ol>	<p><b>QA sessions, &amp; Individual work.</b></p> <p>(In Applying the methods, the teachers and students incorporate common hardware i.e. <b>Laptop, LCD, Projector, and using presentation software</b> to present the materials)</p> <p><b>FF: 3x50minutes</b></p>	<p><b>Creative Learning and Structured Assignment</b></p> <ul style="list-style-type: none"> <li>Access the classroom platform to find out the assigned tasks given by the lecturer.</li> <li>Search and retrieve online <b>resources (e-book, Journal, video, related to the material learned in face to face meeting)</b> to support the</li> </ul>	<p><b>Lecturer:</b></p> <ul style="list-style-type: none"> <li>Introduces the topics and presents them by applying <b>Laptop, projector, LCD and PPT slides.</b></li> <li>Offers some questions related to the materials presented</li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>Read the materials they have found before</li> </ul>	<p>Analysis Review</p> <p><b>(Non- test)</b></p> <p>Share it to:</p> <p><a href="https://new.edmodo.commm/groups/LAgroup">https://new.edmodo.commm/groups/LAgroup</a> or <a href="http://www.shareit.ac.id">http://www.shareit.ac.id</a></p>

		retrieve (e-book, Journal, video			<p>students in doing the assignment</p> <ul style="list-style-type: none"> <li>• Make a review related to the materials learned in face to face meeting. Post it to Edmodo <b>or</b> <b>SHARE-it.</b></li> <li>• Get the feedback that will be given in next meeting</li> <li>• Provide additional materials from <b>online resources</b> for the next class meeting</li> </ul> <p>OL &amp; SA: (60+60) minutes x3</p>	<ul style="list-style-type: none"> <li>• Confirm &amp; refine knowledge from reading</li> <li>• Actively engaged in Q &amp; A sessions.</li> <li>• Download the assignment through <b>Edmodo</b></li> <li>• Utilize their <b>smartphone or laptop</b> to access and download the additional materials to be used for the assignment.</li> <li>• Do the structured assignment given to be presented, evaluated and discussed in the upcoming week</li> </ul>	
Week 3	Students are able to:  1. Understand the quality of good tests	<ul style="list-style-type: none"> <li>• The abilities of the students to explain the characteristics</li> </ul>	Quality of Good Test <ul style="list-style-type: none"> <li>• Are the test procedures practical?</li> </ul>	<b>Lecturing and Group Discussion, presentation</b>	<b>Cooperative learning &amp; Structured assignment</b>	<b>Lecturer:</b> <ul style="list-style-type: none"> <li>• Discusses and gives feedback</li> </ul>	Presentation Mind map Evaluating the classroom test

<p>2. Classify the characteristics of each principles by employing <b>Mindmono or freemind</b></p> <p>3. Apply the principles of language assessment to the evaluation of classroom tests.</p> <p>You can watch video that contains the explanations of good language test. It was provided on:</p> <p><a href="https://www.youtube.com/watch?v=oRpOIEPMeol">https://www.youtube.com/watch?v=oRpOIEPMeol</a></p> <p>4. Create presentation slides</p>	<p>of good tests qualities precisely</p> <ul style="list-style-type: none"> <li>The abilities of students to employ <b>Mindmono or freemind</b> to set up mind map contained concepts and characteristics of the principles.</li> <li>The abilities of students to use the principles of language assessment in evaluating the classroom tests.</li> <li>The abilities of students to access <b>suggested links</b></li> <li>The abilities of students to employ <b>PPT slides</b></li> </ul>	<ul style="list-style-type: none"> <li>Is the test reliable?</li> <li>Does the procedure demonstrate content validity?</li> <li>Is the procedure face valid and "biased for best"?</li> <li>Are the test tasks as authentic as possible?</li> <li>Does the test offer beneficial washback to the learner?</li> </ul> <p>The e-book related to materials can be downloaded on:</p> <p><a href="https://www.slideshare.net/YuliaPutri/language-testing-principles-of-language-assessment">https://www.slideshare.net/YuliaPutri/language-testing-principles-of-language-assessment</a></p>	<p>(In Applying the methods, the teachers and students incorporate common hardware i.e. <b>Laptop, LCD, Projector, and using presentation software</b> to present the materials)</p> <p><b>FF: 3x50minutes</b></p>	<ul style="list-style-type: none"> <li>Download the assignment sent through <b>Edmodo</b></li> <li>Search and retrieve online <b>resources (e-book, Journal, video, ppt related</b> to the material learned in face to face meeting) to support the students in doing the assignment</li> <li><b>Works in group to evaluate teachers' classroom test</b> by applying the principles of good test criteria.</li> <li>Set up the mind map.</li> <li>Post the results of test evaluation and the mind map</li> </ul>	<p>for the previous assignment.</p> <ul style="list-style-type: none"> <li>Introduces the topics and presents them by applying <b>Laptop, projector, LCD and PPT slides.</b></li> <li>Provides some questions related to the materials presented</li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>Present the preceding assignment</li> <li>Read the materials they have found from online resources before</li> <li>Confirm &amp; refine knowledge from reading</li> <li>Actively engaged in class discussion</li> </ul>	<p><b>(Non-test)</b></p>
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					<p>that have been made to  <a href="https://new.edmodo.commm/groups/LAgroup">https://new.edmodo.commm/groups/LAgroup</a>  or  <a href="http://www.sha-reit.ac.id">http://www.sha-reit.ac.id</a></p> <ul style="list-style-type: none"> <li>• Attain the feedback that will be given in next meeting</li> <li>• Provide additional materials from <b>online resources</b> for the next class meeting</li> </ul> <p>OL &amp; SA:  (60+60) minutes x3</p>	<ul style="list-style-type: none"> <li>• Download the assignment through <b>Edmodo</b></li> <li>• Utilize their <b>smartphone or laptop</b> to access and download the additional materials to be used for the assignment.</li> <li>• Do the structured assignment given to be evaluated and discussed in the upcoming week</li> </ul>	
Week 4	<p style="text-align: center;"><b>QUIZ</b>  Check students' understanding on the materials learned in week 1 to 3.  The online quiz provided <i>in</i> E-quiz on <a href="https://new.edmodo.commm/groups/LAgroup">https://new.edmodo.commm/groups/LAgroup</a></p>						
Week 5,6	Students are able to:	<ul style="list-style-type: none"> <li>• The abilities of students in deciding the purposes of</li> </ul>	<p>Planning Classroom Assessment</p> <ul style="list-style-type: none"> <li>• Stages in CA Planning</li> </ul>	<p><b>Lecturing, Q &amp; A sessions</b>  <b>Individual work.</b></p>	<p><b>WebQuests, Structured assignment</b></p>	<p><b>Lecturer:</b></p> <ul style="list-style-type: none"> <li>• Discusses and gives feedback</li> </ul>	Table of assessment specifications

	<ol style="list-style-type: none"> <li>1. Determine the purposes of a set of CA activities</li> <li>2. Create the specification/blueprint for a set of CA Activities by employing MS. <b>Word and EXCEL</b></li> <li>3. Construct the assessment instrument by employing MS. <b>Word and EXCEL</b></li> <li>4. Access and download the assignments</li> </ol>	<p>classroom assessment activities accurately</p> <ul style="list-style-type: none"> <li>• The abilities of students to make the table specification/blue prints by the assistance of MS. <b>Word and EXCEL</b> appropriately</li> <li>• The abilities of students to design the assessment instrument by <b>employing Ms. Word and Excel</b> appropriately</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment specification/blueprint</li> <li>• Construction of assessment Instrument</li> </ul>	<p>(In Applying the methods, the teachers and students incorporate common hardware i.e. <b>Laptop, LCD, Projector, and using presentation software</b> to present the materials)</p> <p><b>FF: 3x50minutes</b></p>	<ul style="list-style-type: none"> <li>• The assignment in the form of video sent and downloaded through <b>WhatsApp</b></li> <li>• Search and online <b>resources (e-book, Journal, video, ppt related</b> to the material learned in face to face meeting) to support the students in doing the assignment</li> <li>• Plan a set of stages to construct the assessment specification and instrument</li> <li>• Design the table of specification and assessment instrument</li> <li>• Post the designs to</li> </ul>	<p>for the previous assignment.</p> <ul style="list-style-type: none"> <li>• Brainstorming the topics and presents them by applying <b>Laptop, projector, LCD and PPT slides.</b></li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• Read the materials they have found from online resources before</li> <li>• Confirm &amp; refine knowledge from reading</li> <li>• Actively engaged in Q &amp; A sessions</li> <li>• Download the assignment through <b>WhatsApp</b></li> <li>• Utilize their <b>smartphone or laptop</b> to access and download the additional materials to be</li> </ul>	<p>&amp;assessment instrument</p> <p><b>(Non-test)</b></p> <p>The assessment can be shared to:</p> <p><a href="https://new.edmodo.commm/groups/LAgroup">https://new.edmodo.commm/groups/LAgroup</a> or <a href="http://www.shareit.ac.id">http://www.shareit.ac.id</a></p>
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					<a href="https://new.edmodo.commmmm/groups/LAgroup">https://new.edmodo.commmmm/groups/LAgroup</a> or <a href="http://www.shareit.ac.id">http://www.shareit.ac.id</a> <ul style="list-style-type: none"> <li>• Attain the feedback</li> <li>• Provide supporting materials from <b>online resources</b> for the next class meeting</li> </ul> <p>OL &amp; SA: (60+60) minutes x3</p>	used for the assignment. <ul style="list-style-type: none"> <li>• Do the structured assignment to be presented, evaluated and discussed in the upcoming week</li> </ul>	
Week 7	Students are able to: <ol style="list-style-type: none"> <li>1. Explain and interpret the scoring test and feedback</li> <li>2. Create <b>presentation slides</b></li> </ol>	<ul style="list-style-type: none"> <li>• The correctness and appropriateness of describing the scoring test and feedback</li> <li>• The abilities of students to apply PPT for presenting the assignment.</li> </ul>	Scoring, and Giving feedback <ol style="list-style-type: none"> <li>1.Scoring: Frequency Distribution Measures of central tendency Measures of dispersion Item analysis Moderating Item cards and banks</li> <li>2.Feedback:</li> </ol>	<b>Lecturing &amp; Discussion</b>  (In Applying the methods, the teachers and students incorporate common hardware i.e. <b>Laptop, LCD, Projector, and using presentation software</b> to present the materials)	<b>Self-learning and Structured assignment</b> <ul style="list-style-type: none"> <li>• Utilize <b>smartphone or laptop</b> to search and retrieve related materials and platforms that have been presented and</li> </ul>	<b>Lecturer:</b> <ul style="list-style-type: none"> <li>• Discusses and gives feedback for the previous assignment.</li> <li>• Brainstorming the topics and presents them by applying <b>Laptop, projector, LCD and PPT slides.</b></li> </ul>	Presentation Analysis Review <b>(Non-test)</b>  Share the review to:  <a href="https://new.edmodo.commmmm/groups/LAgroup">https://new.edmodo.commmmm/groups/LAgroup</a> or <a href="http://www.shareit.ac.id">http://www.shareit.ac.id</a>



			<p>Feedback for formative assessment Feedback types Effective teacher feedback</p>	<p><b>FF: 3x50minutes</b></p>	<p>suggested by the lecturer.</p> <ul style="list-style-type: none"> <li>Review in the form of essay the materials that have been learned and submit it to:</li> </ul> <p><a href="https://new.edmodo.commm/groups/LAgroup">https://new.edmodo.commm/groups/LAgroup</a> or <a href="http://www.shareit.ac.id">http://www.shareit.ac.id</a></p> <ul style="list-style-type: none"> <li>Attain the feedback that will be given in next meeting</li> <li>Arrange supporting materials from <b>online resources</b> for the next class meeting</li> </ul> <p>OL &amp; SA: (60+60) minutes x3</p>	<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>Present the previous assignment</li> <li>Read the materials they have found from online resources before</li> <li>Confirm &amp; refine knowledge from reading</li> <li>Actively engaged in class discussion</li> <li>Utilize their <b>smartphone or laptop</b> to access and download the additional materials to be used for the assignment.</li> <li>Do the structured assignment to be evaluated and discussed in the upcoming week</li> </ul>	
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Week8	<b>MID TEST</b> <b>Plan and design the test specification for a formative test intended for a target group of your interest.</b>						
Week 9,10	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>Plan, construct and develop appropriate set of assessment instrument to assess Listening Comprehension performance.</li> <li>Plan and construct and develop appropriate set of assessment instrument to assess Reading comprehension performance</li> <li>Employ software i.e. <b>Ms. Office</b> to assist the process of planning and constructing the assessment instrument.</li> </ul>	<ul style="list-style-type: none"> <li>The abilities of students to Plan and construct and develop appropriate set of assessment instrument to assess Listening and reading Comprehension performance precisely and appropriately with the assistance of <b>Ms. Word and Excel.</b></li> <li>The abilities of students to employ E-<b>assessment</b> software such as <b>Quest Base in</b> developing appropriate set of assessment</li> </ul>	<p>Assessing Receptive Skills (Reading and Listening)</p> <ul style="list-style-type: none"> <li>Types of Listening and Reading Comprehension performance</li> <li>Macro &amp; Micro skills of Listening and Reading Comprehension</li> <li>Types of tasks to assess Listening and Reading Comprehension performance</li> <li>Scoring Listening and Reading Comprehension performance</li> </ul>	<p><b>Lecturing, Discussion and Group work</b></p> <p>(In Applying the methods, the teachers and students incorporate common hardware i.e. <b>Laptop, LCD, Projector, and using presentation software</b> to present the materials)</p> <p><b>FF: 3x50minutes</b></p>	<p><b>Cooperative learning and Structured assignment</b></p> <ul style="list-style-type: none"> <li>Download the assignment sent through <b>Edmodo</b></li> <li>Search and retrieve online <b>resources (e-book, Journal, video, ppt related</b> to the material learned in face to face meeting) to support the students in doing the assignment</li> <li>Works in group to. decide on an objective for your Listening</li> </ul>	<p><b>Lecturer:</b></p> <ul style="list-style-type: none"> <li>Discusses and gives feedback for the previous assignment.</li> <li>Introduces the topics and presents them by applying <b>Laptop, projector, LCD and PPT slides.</b></li> <li>Prepare some questions related to the materials presented</li> </ul> <p><b>Students:</b></p>	<p>Reading and Listening test plan and construction <b>(Non-test)</b></p> <p>Please share to:</p> <p><a href="https://new.edmodo.commm/groups/LAgroup">https://new.edmodo.commm/groups/LAgroup</a> or <a href="http://www.shareit.ac.id">http://www.shareit.ac.id</a></p>

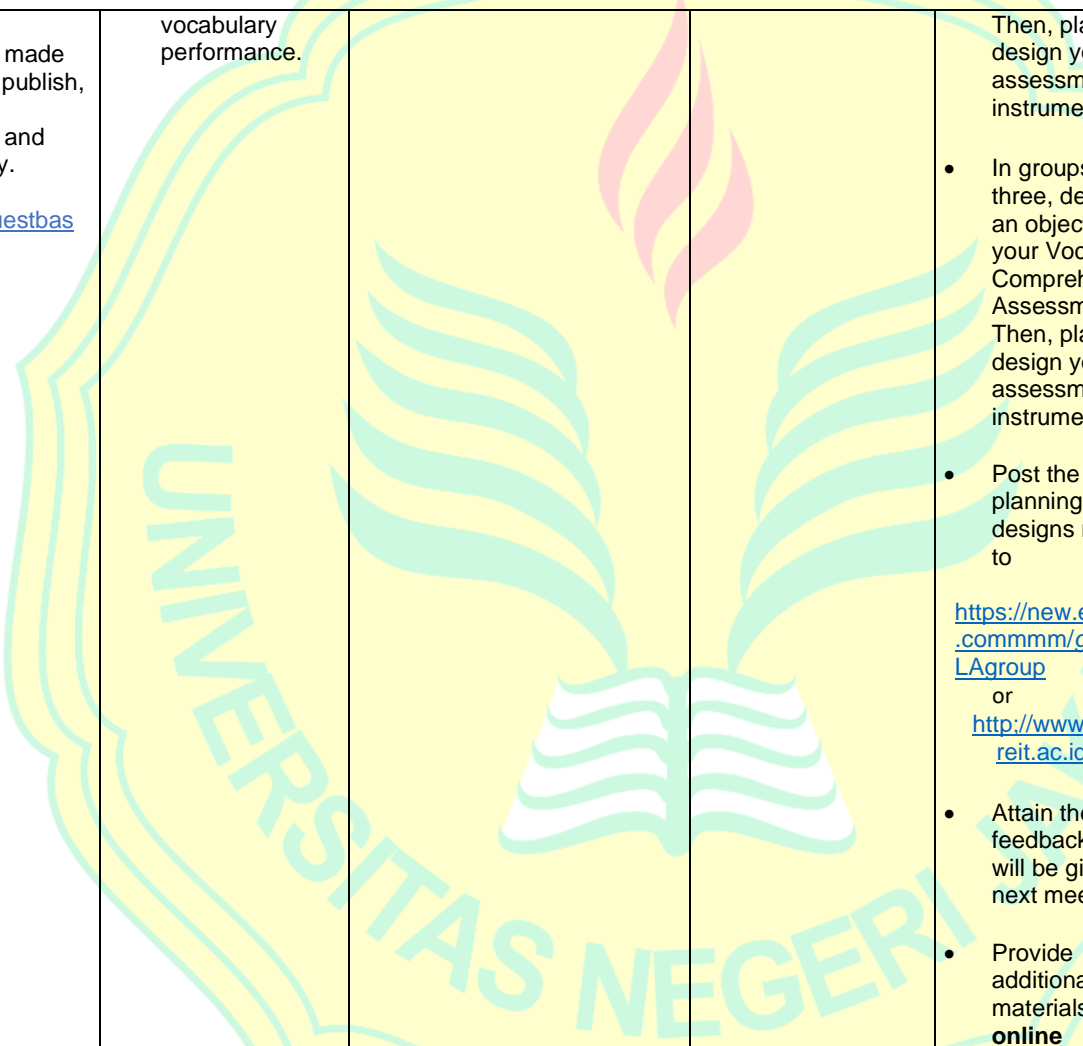
	<ul style="list-style-type: none"> <li>Employ <b>E-assessment</b> software such as <b>Quest Base</b>. assessments made easy. create, publish, share your assessments and surveys easily. Provided on <a href="http://www.questbase.com/">http://www.questbase.com/</a></li> </ul>	<p>instrument to assess Listening Reading comprehension performance</p>			<p>Comprehension Assessment. Then, plan and design your assessment instrument.</p> <ul style="list-style-type: none"> <li>In groups of three, decide on an objective for your Reading Comprehension Assessment. Then, plan and design your assessment instrument</li> <li>Post the of the planning and designs results to <a href="https://new.edmodo.commm/groups/LAgroup">https://new.edmodo.commm/groups/LAgroup</a> or <a href="http://www.shareit.ac.id">http://www.shareit.ac.id</a></li> <li>Attain the feedback that will be given in next meeting</li> </ul>	<ul style="list-style-type: none"> <li>Present the preceding assignment</li> <li>Read the materials they have found from online resources before</li> <li>Confirm &amp; refine knowledge from reading</li> <li>Actively engaged in class discussion</li> <li>Download the assignment through <b>Edmodo</b></li> <li>Utilize their <b>smartphone or laptop</b> to access and download the additional materials to be used for the assignment.</li> <li>Do the structured assignment given to be evaluated and discussed in</li> </ul>	
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					<ul style="list-style-type: none"> <li>Arrange supporting materials from <b>online resources</b> for the next class meeting</li> </ul>	the upcoming week	
Week 11,12	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>Plan and construct and develop appropriate set of assessment instrument to assess Speaking performance.</li> <li>Plan and construct and develop appropriate set of assessment instrument to assess Writing performance</li> <li>Employ software i.e. <b>Ms. Office</b> to assist the process of planning and designing set of assessment instrument to assess Speaking and writing</li> </ul>	<ul style="list-style-type: none"> <li>The abilities of students to plan, design and develop set of assessment instrument to assess Speaking and writing performance accurately and appropriately with the assistance of <b>Ms. Word and Excel.</b></li> <li>The abilities of students to Employ <b>E-assessment</b> software such as <b>Quest Base.</b> assessments to design and develop set of assessment</li> </ul>	<p>Assessing Productive skills (Speaking and Writing)</p> <ul style="list-style-type: none"> <li>Types of Speaking and Writing performance</li> <li>Macro &amp; Micro skills of Speaking and Writing</li> <li>Types of tasks to assess Speaking and Writing performance</li> <li>Scoring Speaking and Writing performance</li> </ul>	<p><b>Lecturing, Discussion and Group work</b></p> <p>(In Applying the methods, the teachers and students incorporate common hardware i.e. <b>Laptop, LCD, Projector, and using presentation software</b> to present the materials)</p> <p><b>FF: 3x50minutes</b></p>	<ul style="list-style-type: none"> <li><b>Collaborative learning and Structured assignment</b></li> <li>Download the assignment sent through <b>Email</b></li> <li>Search and retrieve online <b>resources (e-book, Journal, video, ppt related</b> to the material learned in face to face meeting) to support the students in doing the assignment</li> <li>Works in group to. decide on an objective for your speaking</li> </ul>	<p><b>Lecturer:</b></p> <ul style="list-style-type: none"> <li>Discusses and gives feedback for the previous assignment.</li> <li>Introduces the topics and presents them by applying <b>Laptop, projector, LCD and PPT slides.</b></li> <li>Provides some questions related to the materials presented</li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>Present the preceding assignment</li> </ul>	<p>Speaking and Writing test plan and construction</p> <p><b>(Non-test)</b></p> <p>Please share to:</p> <p><a href="https://new.edmodo.commm/groups/LAgroup">https://new.edmodo.commm/groups/LAgroup</a> or <a href="http://www.shareit.ac.id">http://www.shareit.ac.id</a></p>

<ul style="list-style-type: none"> <li>Employ <b>E-assessment</b> software such as <b>Quest Base</b>. assessments made easy. create, publish, share your assessments and surveys easily. Provided on <a href="http://www.questbase.com/">http://www.questbase.com/</a></li> </ul>	<p>instrument to assess Speaking and writing performance</p>			<p>Comprehension Assessment. Then, plan and design your assessment instrument.</p> <ul style="list-style-type: none"> <li>In groups of three, decide on an objective for your writing Comprehension Assessment. Then, plan and design your assessment instrument</li> <li>Post the of the planning and designs results to <a href="https://new.edmodo.commm/groups/LAgroup">https://new.edmodo.commm/groups/LAgroup</a> or <a href="http://www.shareit.ac.id">http://www.shareit.ac.id</a></li> <li>Attain the feedback that will be given in next meeting</li> <li>Provide additional</li> </ul>	<ul style="list-style-type: none"> <li>Read the materials they have found from online resources before</li> <li>Confirm &amp; refine knowledge from reading</li> <li>Actively engaged in class discussion</li> <li>Download the assignment through <b>Edmodo</b></li> <li>Utilize their <b>smartphone or laptop</b> to access and download the additional materials to be used for the assignment.</li> <li>Do the structured assignment given to be evaluated and discussed in the upcoming week</li> </ul>	
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					materials from <b>online resources</b> for the next class meeting		
Week 13,14	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>Plan, design, and develop appropriate set of assessment instrument to assess student performance in Grammar.</li> <li>Plan, design, and develop appropriate set of assessment instrument to assess student performance in Vocabulary</li> <li>Employ software i.e. <b>Ms. office</b> to assist the process of planning and designing set of assessment instrument to assess Vocabulary and Grammar.</li> <li>Employ <b>E-assessment</b> software such as</li> </ul>	<ul style="list-style-type: none"> <li>The abilities of students to plan, design and develop set of assessment instrument to assess grammar and vocabulary performance accurately and appropriately with the assistance of <b>Ms. Word and Excel.</b></li> <li>The abilities to employ <b>E-assessment</b> software such as <b>Quest Base.</b> Assessments in designing and developing set of assessment instrument to assess grammar and</li> </ul>	<p>Assessing Grammar and Vocabulary</p> <ul style="list-style-type: none"> <li>Types of Grammar and Vocabulary performance</li> <li>Types of tasks to assess Grammar and Vocabulary performance</li> <li>Scoring Grammar and Vocabulary performance</li> </ul>	<p><b>Lecturing, Discussion and Group work</b></p> <p>(In Applying the methods, the teachers and students incorporate common hardware i.e. <b>Laptop, LCD, Projector, and using presentation software</b> to present the materials)</p> <p><b>FF: 3x50minutes</b></p>	<p><b>OL &amp; SA:</b> <b>(60+60) minutes x 3</b></p> <p><b>Cooperative learning and Structured assignment</b></p> <ul style="list-style-type: none"> <li>Download the assignment sent through <b>Email</b></li> <li>Search and retrieve online <b>resources (e-book, Journal, video, ppt related</b> to the material learned in face to face meeting) to support the students in doing the assignment</li> <li>Works in group to. decide on an objective for your grammar Comprehension Assessment.</li> </ul>	<p><b>Lecturer:</b></p> <ul style="list-style-type: none"> <li>Discusses and gives feedback for the previous assignment.</li> <li>Introduces the topics and presents them by applying <b>Laptop, projector, LCD and PPT slides.</b></li> <li>Provides some questions related to the materials presented</li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>Present the preceding assignment</li> <li>Read the materials they</li> </ul>	<p>Grammar and Vocabulary test plan and construction</p> <p><b>(Non-test)</b></p> <p>Please share to:</p> <p><a href="https://new.edmodo.commm/groups/LAgroup">https://new.edmodo.commm/groups/LAgroup</a> or <a href="http://www.shareit.ac.id">http://www.shareit.ac.id</a></p>

	<p><b>Quest Base.</b> assessments made easy. create, publish, share your assessments and surveys easily. Provided on <a href="http://www.questbase.com/">http://www.questbase.com/</a></p>	<p>vocabulary performance.</p>		<p>Then, plan and design your assessment instrument.</p> <ul style="list-style-type: none"> <li>In groups of three, decide on an objective for your Vocabulary Comprehension Assessment. Then, plan and design your assessment instrument</li> <li>Post the of the planning and designs results to <a href="https://new.edmodo.commm/groups/LAgroup">https://new.edmodo.commm/groups/LAgroup</a> or <a href="http://www.shareit.ac.id">http://www.shareit.ac.id</a></li> <li>Attain the feedback that will be given in next meeting</li> <li>Provide additional materials from <b>online</b></li> </ul>	<p>have found from online resources before</p> <ul style="list-style-type: none"> <li>Confirm &amp; refine knowledge from reading</li> <li>Actively engaged in class discussion</li> <li>Download the assignment through <b>Edmodo</b></li> <li>Utilize their <b>smartphone or laptop</b> to access and download the additional materials to be used for the assignment.</li> <li>Work in group to do the structured assignment given to be evaluated and discussed in the upcoming week</li> </ul>	
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					<p><b>resources</b> for the next class meeting</p> <p>OL &amp; SA: (60+60) minutes x 3</p>		
Week 15	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>Describe information obtained from assessment activities.</li> <li>Make inference on the strengths and weaknesses of a language program with reference to data obtained from assessment.</li> </ul>	<ul style="list-style-type: none"> <li>The abilities of students to explain and make inference on the strengths and weaknesses of a language program appropriately</li> <li>The abilities of students apply <b>SPSS, JASP, etc.</b> to decide Mean. Median</li> </ul>	<p>Describing Assessment Results</p> <ul style="list-style-type: none"> <li>Describing Assessment Results</li> <li>Interpreting Assessment Results</li> <li>Reporting Assessment Results</li> <li>Utilizing Assessment Results</li> </ul>	<p><b>Lecturing, Discussion and Group work</b></p> <p>(In Applying the methods, the teachers and students incorporate common hardware i.e. <b>Laptop, LCD, Projector, and using presentation software</b> to present the materials)</p>	<p><b>Collaborative learning and Structured assignment</b></p> <ul style="list-style-type: none"> <li>Download the assignment sent through <b>Email</b></li> <li>Search and retrieve online <b>resources (e-book, Journal, video, ppt related</b> to the material learned</li> </ul>	<p><b>Lecturer:</b></p> <ul style="list-style-type: none"> <li>Discusses and gives feedback for the previous assignment.</li> <li>Introduces the topics and presents them by applying <b>Laptop, projector, LCD and PPT slides.</b></li> </ul>	<p>Statistical calculation and test Interpretation <b>(Non-test)</b></p> <p>Please share to:</p> <p><a href="https://new.edmodo.commm/groups/LAgroup">https://new.edmodo.commm/groups/LAgroup</a> or <a href="http://www.shareit.ac.id">http://www.shareit.ac.id</a></p>

<ul style="list-style-type: none"> <li>• With reference to assessment data, recommend follow-up actions to improve student learning</li> <li>• Employ some <b>statistical Packages</b> in interpreting assessment data.</li> <li>• Employ <i>Survey crest</i>. Easy Free Online Survey Creator at Your Finger Tips. <a href="http://www.surveycrest.com/?login=1">http://www.surveycrest.com/?login=1</a></li> </ul>	<p>and Mode b. Measure of Central Tendency. c. Normal Distribution objective a set of score from the assessment data</p> <ul style="list-style-type: none"> <li>• The abilities of students to employ <i>Survey crest</i> in obtaining the assessment data.</li> </ul>	<p style="text-align: center;"><b>FF: 3x50minutes</b></p>	<p>in face to face meeting) to support the students in doing the assignment</p> <ul style="list-style-type: none"> <li>• Works in group to. decide <b>Mean. Median and Mode b. Measure of Central Tendency. c. Normal Distribution objective</b> a set of score from the assessment data</li> <li>• Post the results to: <a href="https://new.edmodo.commm/groups/LAgroup">https://new.edmodo.commm/groups/LAgroup</a> or <a href="http://www.shareit.ac.id">http://www.shareit.ac.id</a></li> <li>• Attain the feedback that will be given in next meeting</li> </ul>	<ul style="list-style-type: none"> <li>• Provides some questions related to the materials presented</li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• Present the preceding assignment</li> <li>• Read the materials they have found from online resources before</li> <li>• Confirm &amp; refine knowledge from reading</li> <li>• Actively engaged in class discussion</li> <li>• Download the assignment through <b>Edmodo</b></li> <li>• Utilize their <b>smartphone or laptop</b> to access and download the additional materials to be used for the assignment.</li> </ul>
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					<ul style="list-style-type: none"> <li>Provide additional materials from <b>online resources</b> for the next class meeting</li> </ul> <p>OL &amp; SA: (60+60) minutes x 3</p>	<ul style="list-style-type: none"> <li>Work in group to do the structured assignment given to be evaluated and discussed in the upcoming week</li> </ul>	
Week 16	<b>FINAL TEST</b> <b>Final test will be in the form of test construction, try-out, analysis, and report</b> <b>Then, submit it to:</b> <a href="https://new.edmodo.com/mm/groups/LA_group">https://new.edmodo.com/mm/groups/LA_group</a> or <a href="http://www.sha-reit.ac.id">http://www.sha-reit.ac.id</a>						

**Note:**

**FF:** Face to Face Meeting (On Classroom)

**OL:** Online Learning (Off Classroom)

**SA:** Structed Assignment

1 Credit is equal to 170 minutes which covers 50 minutes for Face to Face meeting, 60 minutes for self-learning, 60 minutes for structured assignment

#### 14. Assessment Criteria and Grading Scales

1. Assessment is conducted through the following methods:

a) Test including:

- Mid test the weight of which is 25% of the final score; maximum score (A: 80-100) is given when at least 80% of the test items are correctly answered;
- Final test the weight of which is 30% of the final score; maximum score (A: 80-100) is given when at least 80% of the test items are correctly answered

b) Non-test including:

- Written assignments quizzes the weight of which is 45% of the final score; maximum score (A: 80 -100) is given when the assignments are due and meet at least 80% of the expected features.

2. Grading in the Course will be based on the following scheme:

Achievement Level	Grade	Predicate
80-100%	A	Excellent
70-79%	B	Good
60-69%	C	Satisfactory
55-59%	D	Less Satisfactory
< 55%	E	FAIL

The results of students' marks can be seen in the **Grade book** feature provided on

<https://new.edmodo.commm/grouops/LAgroup>.

#### 15. References

##### a. Main Reading

- 1) Alderson, J. Charles; Clapham, Caroline and Wall, Dianne. (1995). *Language Test Construction and Evaluation*. Cambridge: Cambridge University Press
- 2) Brown, H. D. (2004). *Language Assessment: Principles and Classroom Practices*. NY: Longman.
- 3) Fulcher, G, and Davidson, F 2007. *Language Testing and Assessment. An Advanced Resource Book*; Routledge Taylor and Francis Group. New York.
- 4) Hughes, Arthur. 1989. *Testing for Language Teachers*. Cambridge: CUP.
- 5) Madsen, H. S. 1983. *Techniques in Testing*. Oxford: OUP.
- 6) Morrow, Keith. 1982. "Testing Spoken Language" in Heaton, B. (Ed.) *Language Testing*. 1982:56-58.
- 7) Read, John. 1991. "The Validity of Writing Test Tasks" in Sarini Anivan (Ed.) *Anthology Series* 25, RELC, 1991:77-91.

- 8) Underhill, Nick. 1987. *Testing Spoken Language: A Handbook of Oral Testing Technique*. Cambridge:
- 9) O'Malley, J. Michael and Lorraine Valdez Pierce. 1996. *Authentic Assessment for English Language Learners*. New York: Addison Wesley Publishing.
- 10) Weir, C. J. (2005). *Language testing and validation - An evidence-based approach*. Palgrave Macmillan.

#### ***b. Supplementary Reading***

##### ***Websites:***

- 1) ddeubel. (2009, March 29). *Assessment in EFL Classrooms – How to, Tips, Resources and What works*. Retrieved from School of TEFL:  
<http://teachers.schooloftefl.com/forum/topics/assessmentineflclassrooms?id=2025691%3ATopic%3A4513&page=2#comments>
- 2) Finch, A. (2003, August 3). *Assessment in Language-Learning - Links*. Retrieved 2013, from ELT Resources: <http://www.finchpark.com/courses/> Mueller, J. (2012). *Authentic Assessment Toolbox*. Retrieved from Authentic Assessment Toolbox:  
<http://jfmuellet.faculty.noctrl.edu/toolbox/index.htm>
- 3) Mueller, J. (2012). *Authentic Assessment Toolbox*. Retrieved from Authentic Assessment Toolbox:  
<http://jfmuellet.faculty.noctrl.edu/toolbox/index.htm>

##### ***Journal:***

- 1) Al-Yari, Ali-Sa'ad Sadeq, Alhammadi, Saleh Fayza, and Alyami, Ayied Salah. 2013. *Evaluation of Language Testing: An Applied Linguistic Perspective*. *International Journal of English Language Education*. Vol. 1 No. 2. Special Issue. P. 217 – 54.
3. Earl, Kerry and Giles, David. 2011. *An-other Look at Assessment: Assessment in Learning*.
- 2) Earl, Kerry and Giles, David. 2011. *An-other Look at Assessment: Assessment in Learning*. *New Zealand Journal of Teachers' Work*. Vol.8.
- 3) Yulmiati. 2012. *Constructing Validity of Reading Comprehension Test*. *Jurnal Pelangi*. Vol No 2. 5.

#### ***c. Freeware to support the assessment projects:***

- 1) Microsoft EXCEL spreadsheet and analysis program.  
<http://www.microsoft.com/office/excel/default.asp>
- 2) Quest Base. *assessments made easy. create, publish, share your assessments and surveys easily*.  
<http://www.questbase.com/>
- 3) Survey crest. *Easy Free Online Survey Creator at Your Finger Tips*.  
<http://www.surveycrest.com/?login=1>

## **16. Course Policies**

### **a. Attendance:**

Students are required to attend > 80% of class sessions. In cases where a student is not able to attend class due to illnesses or another assignment a formal notification of the absence is required, i.e. medical certificate for illnesses. Punctuality is an important code of conduct. Late arrival may be

recorded as missing from class. Failure in meeting the above requirements may result in a Grade E in the respective course. The students' attendances are tracked on <https://www.myattendancetracker.com/>.

**b. Lateness:**

- 1) Late submission of written work 1-7 days: Minus 20 of 1-100 score range;
- 2) Late submission of written work more than 7 days: the work will not be graded and 0 be given;
- 3) When the class begins at 8 a.m., late coming to the class within 1-10 minutes: students will be allowed to join in;
- 4) When the class begins at 10 a.m. or later, late coming to the class: students will not be allowed to join in and be considered absent.

**c. Missed Exams/Assignments:**

A student who, without notice or permission, misses an exam or assignment shall be given grade D for the exam/assignment concerned. The assignment/ exams are submitted to '*assignment*' feature provided on <https://new.edmodo.com/groups/LAgroup> or <http://www.sha.reit.ac.id>

**d. Academic Dishonesty:**

Students are to obey standard policy and regulations on honesty in academic work and avoid committing plagiarism and cheating in an exam. Committing plagiarism in an academic work and/or cheating in an exam will be given grade D for the work and/or exam. Details on plagiarism may be found at <http://www.plagiarism.org>. The students are also allowed to check self-plagiarism by using self-plagiarism software provided on <https://www.turnitin.com/>

**e. Attitudes in Classroom:**

In respect of character building, students are not allowed to chit-chat during learning sessions and are expected to seriously and actively take part in learning activities, respect one's opinions, and help each other. Cellular phones are to be turned into a silent mode. As regards to check students' attitudes during teaching and learning process, the lecturer applies the '*polling*' features provided on <https://new.edmodo.com/groups/LAgroup>.



Appendix 12: Syllabus Evaluation Checklist

An Instrument of ICT Competences-Integration Measurement



Name of Course : Language Assessment  
 Expert's Name : Dr. SA. Divera S., M.Pd

Date : 30 December 2019

Purpose of Evaluation : This evaluation form is intended to evaluate the prototype of ICT competence-integrated syllabuses of ~~Assessing~~ Competence Courses which is focused on the accommodated-ness of ICT competences in syllabus components.

- Instructions :
- 1). Read the content of syllabus component in "The statements" column.
  - 2). Analyse whether the statements correspond to ICT Competence descriptors in the next column.
  - 3). Put checklist (√) in the column "Implicit", if the ICT competences stated implicitly in the syllabus component.
  - 4). Put checklist (√) in the column "Explicit", if the ICT competences stated explicitly in the syllabus component.
  - 5). Give remarks in "Note" column if necessary (ex. The need to integrate more ICT competences etc.)

No	Syllabus Components	The Statements	ICT Competences Descriptors	ICT accommodated-ness		Notes
				Implicit	Explicit	
1.	Basic Information	Course Name : Language Assessment Credit : 3 Credits Semester : - Course Code : - Course Status : Compulsory	Use online application such as e-mail for submitting task and sending materials between students and lecturer (Technology Literacy)		√	ITB

Note : Be detailed in ICT-Competence descriptors eg see in folded paper

- Insert or insert EPG descriptors not only based on the existing syllabuses but see the KRNI and the ideal standard in EPG and Nature the courses.

Appendix 12



Appendix 12: Syllabus Evaluation Checklist

An Instrument of ICT Competences-Integration Measurement in the Syllabus

Name of Course : Language Assessment Date : \_\_\_\_\_  
 Expert's Name : Dr. Muehler Suseno, M.Pd  
 Purpose of Evaluation : This evaluation form is intended to evaluate the prototype of ICT competence-integrated syllabuses of Assessing Competence Courses which is focused on the accommodated-ness of ICT competences in syllabus components.  
 Instructions :  
 1). Read the content of syllabus component in "The statements" column.  
 2). Analyse whether the statements correspond to ICT Competence descriptors in the next column.  
 3). Put checklist (√) in the column "Implicit", if the ICT competences stated implicitly in the syllabus component.  
 4). Put checklist (√) in the column "Explicit", if the ICT competences stated explicitly in the syllabus component.  
 5). Give remarks in "Note" column if necessary (ex. *The need to integrate more ICT competences etc.*)

No	Syllabus Components	The Statements	ICT Competences Descriptors	ICT accommodated-ness		Notes
				Implicit	Explicit	
1.	Basic Information	Course Name : Language Assessment Credit : 3 Credits Semester : - Course Code : - Course Status : Compulsory Lecturer's Name : -	UN3: Recognize how a browser works and use a URL to access a website. (Technology Literacy)		√	

## Appendix 12: Syllabus Evaluation Checklist

### An Instrument of ICT Competences-Integration Measurement in the Syllabus

Name of Course : Language Assessment Date : \_\_\_\_\_

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

Purpose of Evaluation : This evaluation form is intended to evaluate the prototype of ICT competence-integrated syllabuses of Assessing Competence Courses which is focused on the accommodated-ness of ICT competences in syllabus components.

Instructions : 1). Read the content of syllabus component in “**The statements**” column.  
 2). Analyse whether the statements correspond to ICT Competence descriptors in the next column.  
 3). Put checklist (√) in the column “Implicit”, if the ICT competences stated implicitly in the syllabus component.  
 4). Put checklist (√) in the column “Explicit”, if the ICT competences stated explicitly in the syllabus component.  
 5). Give remarks in “Note” column if necessary (*ex. The need to integrate more ICT competences etc.*)

No	Syllabus Components	The Statements	ICT Competences Descriptors	ICT accommodated-ness		Notes
				Implicit	Explicit	
1.	Basic Information	Course Name : Language Assessment Credit : 3 Credits Semester : - Course Code : - Course Status : Compulsory Lecturer's Name : -	<b>UN3:</b> Recognize how a browser works and use a URL to access a website. <b>(Technology Literacy)</b>		√	
		Teacher's e-Mail Address: <a href="mailto:E-teacher@gmail.com">E-teacher@gmail.com</a> Course Web Pages/URLs:	<b>UN7:</b> Use ICT resources to support teachers' own acquisition of subject matter and pedagogical knowledge (Digital Classroom, Website, Social Site) <b>(Knowledge Deepening).</b>		√	

No	Syllabus Components	The Statements	ICT Competences Descriptors	ICT accommodated-ness		Notes
				Implicit	Explicit	
		<ul style="list-style-type: none"> <li><a href="https://new.edmodo.commmmm/groups/LA_group">https://new.edmodo.commmmm/groups/LA_group</a></li> <li><a href="http://www.shareit.ac.id">http://www.shareit.ac.id</a> Group Code: a68v56</li> </ul>	<b>UN10:</b> Use ICT to access and share resources to support their activities and their own professional learning ( <b>Knowledge Deepening</b> ).		v	
			<b>UN12:</b> Distinguish the use of ICT resources for individuals and small groups of students in the regular classroom such as Digital classroom platforms (Google classroom, Edmodo, Moodle, Padlet), Social sites (Email, WhatsApp, Facebook, Flickr, and BlogSpot). ( <b>Knowledge Deepening</b> )		v	
			<b>UN23:</b> Create an email account for a sustained series of email correspondence. ( <b>Knowledge Creation</b> )		v	
			<b>HE27:</b> Use an electronic forum (e.g., blog, Google classroom, Edmodo, Padlet) to post information for students about the class. ( <b>Knowledge Deepening</b> )		v	
			<b>HE29:</b> Demonstrate the understanding of various features of social media, blogs, and electronic mails in providing feedbacks ( <b>Knowledge Deepening</b> )		v	
			<b>HE31:</b> Evaluate students' works that are posted in blogs, social medias, or electronic mails ( <b>Knowledge Deepening</b> ).		v	
			<b>EP44:</b> Design blended learning modules using a learning management system ( <b>Knowledge Creation</b> )			
			<b>EU68:</b> Set and supervise on-line work for learners. ( <b>Knowledge Deepening</b> )			

No	Syllabus Components	The Statements	ICT Competences Descriptors	ICT accommodated-ness		Notes
				Implicit	Explicit	
			<b>PS70:</b> Implement virtual learning environment (VLEs) in the process of teaching and learning (ex. Edmodo, Moodle <b>(Knowledge Deepening)</b> )		v	
2.	Course Description	..... the class will be formatted in <b>blended learning (face to face and online learning activities) which incorporates the utilization of ICT tools both software and hardware i.e., E-Learning, ANA Test, SPSS, PPT, Microsoft office and other digital classroom platforms (Google classroom, Edmodo, Moodle, Padlet), Social sites (Email, WhatsApp, Facebook, Flickr, and BlogSpot) as well as Laptop, mobile phone, Projector, LCD TV, DVD player, speaker, etc.</b> in the process of teaching and learning the course.	<b>UN1:</b> Use the search engines in computer devices (Through internet devices, students can access relevant material to support their learning that explained in the course description) <b>(Technology Literacy)</b> .		v	
			<b>UN4:</b> Use common hardware (LCD, computer, cell phone, printer, etc.) in supporting teaching learning activity. <b>(Technology Literacy)</b>		v	
			<b>UN6:</b> Use presentation software and digital resources to support learning activity (PPT, Prezi, Canva, Keynote). <b>(Technology Literacy)</b>		v	
			<b>UN7:</b> Use ICT resources to support teachers 'own acquisition of subject matter and pedagogical knowledge (Digital Classroom, Website, Social Site). <b>(Knowledge Deepening)</b> .		v	
			<b>HE24:</b> Prepare instructional materials for students using basic technology tools (e.g., word-processing software, presentation software, and software that creates Internet resources). <b>(Knowledge Creation)</b>		v	



No	Syllabus Components	The Statements	ICT Competences Descriptors	ICT accommodated-ness		Notes
				Implicit	Explicit	
			<b>HE27:</b> Use an electronic forum (e.g., blog, Google classroom, Edmodo, Padlet) to post information for students about the class. <b>(Knowledge Deepening)</b>		v	
			<b>HE32:</b> Adapt technology-based activities and tasks to align with the learning goals and with the needs and abilities of the students. <b>(Knowledge Deepening)</b>		v	
			<b>EP41:</b> Coordinate project work with digital media (using, for example, a camera, the internet, social networks <b>(Knowledge Deepening)</b>		v	
			<b>EP42:</b> Develop technology-enriched learning environments that enable all students to pursue their individual curiosities. <b>(Knowledge Creation)</b>	v		
			<b>EP44:</b> Design blended learning modules using a learning management system <b>(Knowledge Creation)</b>		v	
			<b>IS48:</b> Facilitate ICT tools in brainstorming either at the classroom or at a distance. <b>(Knowledge Deepening)</b>		v	
			<b>IS49:</b> Address the diverse needs of all learners by using learner-centered strategies and providing equitable access to appropriate digital tools and resources. <b>(Knowledge Deepening)</b>	v		

No	Syllabus Components	The Statements	ICT Competences Descriptors	ICT accommodated-ness		Notes
				Implicit	Explicit	
			<b>DC53:</b> Provide learning opportunities outside the classroom for individual differences through ICT. <b>(Knowledge Creation).</b>		v	
			<b>DC55:</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. <b>(Knowledge Deepening)</b>	v		
			<b>DC 56: Implement</b> a new ICT tools such as laptop, interactive whiteboard, LCD projector, internet and social networks in classroom activities. <b>(Knowledge Deepening)</b>		v	
			<b>PS70:</b> Implement virtual learning environment (VLEs) in the process of teaching and learning (ex. Edmodo, Moodle). <b>(Knowledge Deepening)</b>		v	
3.	Expected Learning Outcomes (CPL)	<b>Keterampilan Umum</b> 1. Mampu mengkaji implikasi pengembangan atau implementasi <b>ilmu pengetahuan dan teknologi</b> yang memperhatikan dan menerapkan nilai humaniora sesuai dengan keahliannya berdasarkan kaidah, tata cara dan etika ilmiah dalam rangka menghasilkan solusi, gagasan, desain atau kritik seni (KU3)	<b>HE25:</b> Recognize the use of new technologies for teaching learning activities and professional purposes. <b>(Technology Literacy)</b>		v	
			<b>HE28:</b> Demonstrate the integration of the technology in innovative ways. <b>(Knowledge Deepening)</b>		v	
		2. Mampu menerapkan pemikiran logis, kritis, sistematis, dan inovatif dalam konteks pengembangan atau	<b>UN18:</b> Initiate a vision of integrating ICT into the curriculum and classroom practices in the school. <b>(Technology Literacy)</b>	v		

No	Syllabus Components	The Statements	ICT Competences Descriptors	ICT accommodated-ness		Notes
				Implicit	Explicit	
		<b>implementasi ilmu pengetahuan dan teknologi</b> yang memperhatikan dan menerapkan nilai humaniora yang sesuai dengan bidang keahliannya (KU1)	<b>EP42:</b> Develop technology-enriched learning environments that enable all students to pursue their individual curiosities. <b>(Knowledge Creation).</b>		v	
		<b>Keterampilan Khusus</b>	<b>EP44:</b> Design blended learning modules using a learning management system. <b>(Knowledge Creation).</b>		v	
		<b>3. Mampu menggunakan TIK untuk</b> menunjang proses pembelajaran untuk meningkatkan dan mengembangkan keterampilan tata bahasa Inggris <b>(KK4)</b>	<b>UN16:</b> Apply ICT to develop students' communications and collaboration skills. <b>(Knowledge Deepening)</b>		v	
			<b>IS45:</b> Adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity. <b>(Knowledge Deepening)</b>		v	
		<b>Pengetahuan:</b>	<b>IS46:</b> Model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning <b>(Knowledge Creation).</b>		v	
		<b>4. Menerapkan teknologi informasi dan komunikasi dalam</b> perencanaan pembelajaran, penyelenggaraan pembelajaran, evaluasi pembelajaran dan pengelolaan pembelajaran Bahasa Inggris <b>(PU15)</b>	<b>DC57:</b> Provide graded and non-graded practice reviews, quizzes, and examinations. <b>(Knowledge Creation).</b>		v	
4.	Course Learning Outcomes (CPMK)	Upon successful completion of the course, the students are expected to be able to define the concept of 'Assessment' and differentiate it from 'Evaluation' and 'Testing', demonstrate	<b>UN2:</b> Identify key concepts and processes of ICT in the subject area. <b>(Technology Literacy)</b>		v	



No	Syllabus Components	The Statements	ICT Competences Descriptors	ICT accommodated-ness		Notes
				Implicit	Explicit	
		<p>an understanding of some important principles and issues in language assessment, introduce the basic types of language assessment and analyze the assessment variation and process for language skills and components by operating various <b>open-ended software packages appropriate to assessment such as Ms. Excel, PPT, word-processing to write a worksheet and present data analysis as well as</b> using common hardware to support teaching and learning activity i.e. <b>Mobile phone, Laptop, Projector, LCD TV, DVD player.</b></p>	<p><b>UN4:</b> Use common hardware in supporting teaching and learning activity (Laptop, Projector, LCD TV, DVD player, speaker). <b>(Technology Literacy)</b></p>		v	
			<p><b>UN6:</b> Use presentation software and digital resources to support learning activity (PPT, Prezi, Canva, Keynote). <b>(Technology Literacy)</b></p>		v	
			<p><b>UN8:</b> Recognize the basic function of graphics software and use the software package to create a simple graphic display, such as: PPT, Ink space, Keynote, and Pixlr. <b>(Knowledge Creation).</b></p>		v	
			<p><b>UN9:</b> Demonstrate the basic tasks and use word processors, such as: Microsoft office, WPS, text entry, editing text, formatting text, printing. <b>(Knowledge Deepening)</b></p>		v	
			<p><b>UN13:</b> Incorporate appropriate ICT activities into lesson plans so as to support students' acquisition of school subject matter knowledge. <b>(Knowledge Creation).</b></p>	v		
			<p><b>UN21:</b> Operate various open-ended software packages appropriate to their subject matter area, such as visualization, data analysis, role-play simulations, and online references. <b>(Knowledge Deepening)</b></p>		v	

No	Syllabus Components	The Statements	ICT Competences Descriptors	ICT accommodated-ness		Notes
				Implicit	Explicit	
			<b>HE24:</b> Prepare instructional materials for students using basic technology tools (e.g., word-processing software, presentation software, and software that creates Internet resources) <b>(Knowledge Creation)</b> .		v	
			<b>HE26:</b> Demonstrate familiarity with a variety of forms of assessment that employ technology. <b>(Knowledge Deepening)</b>		v	
			<b>HE32:</b> Adapt technology-based activities and tasks to align with the learning goals and with the needs and abilities of the students. <b>(Knowledge Deepening)</b>		v	
			<b>EP39:</b> Use word-processing software to write a worksheet, following standard conventions. <b>(Technology Literacy)</b>		v	
			<b>IS49:</b> Address the diverse needs of all learners by using learner-centered strategies and providing equitable access to appropriate digital tools and resources. <b>(Knowledge Creation)</b> .	v		
5.	Learning Media	<b>Software:</b> E- portfolios, E-quizzes, and E-rubrics. Internet Device, Social Media Group, ANA test, SPSS, PPT, Ms. Word, etc.	<b>UN4:</b> Use common hardware in supporting teaching and learning activity (Laptop, Projector, LCD TV, DVD player, speaker). <b>(Technology Literacy)</b> .		v	
		<b>Hardware:</b>	<b>UN6:</b> Use presentation software and digital resources to support learning activity (PPT, Prezi, Canva, Keynote). <b>(Technology Literacy)</b> .		v	

No	Syllabus Components	The Statements	ICT Competences Descriptors	ICT accommodated-ness		Notes
				Implicit	Explicit	
		Laptop, Computer, LCD TV, Projector and Mobile phone, etc.	<b>UN7:</b> Use ICT resources to support teachers 'own acquisition of subject matter and pedagogical knowledge (Digital Classroom, Website, Social Site). <b>(Knowledge Deepening)</b>		v	
			<b>UN9:</b> Demonstrate the basic tasks and use word processors, such as: Microsoft office, WPS, text entry, editing text, formatting text, printing. <b>(Knowledge Deepening)</b>		v	
			<b>UN12:</b> Distinguish the use of ICT resources for individuals and small groups of students in the regular classroom such as Digital classroom platforms (Google classroom, Edmodo, Moodle, Padlet), Social sites (Email, WhatsApp, Facebook, Flickr, and BlogSpot). <b>(Knowledge Deepening)</b>		v	
			<b>UN21:</b> Operate various open-ended software packages appropriate to their subject matter area, such as visualization, data analysis, role-play simulations, and online references. <b>(Knowledge Deepening)</b>		v	
			<b>HE24:</b> Prepare instructional materials for students using basic technology tools (e.g., word-processing software, presentation software, and software that creates Internet resources). <b>(Knowledge Creation)</b> .		v	
			<b>HE27:</b> Use an electronic forum (e.g., blog, Google classroom) to post information for students about the class. <b>(Knowledge Deepening)</b>		v	

No	Syllabus Components	The Statements	ICT Competences Descriptors	ICT accommodated-ness		Notes
				Implicit	Explicit	
			<b>IS48:</b> Facilitate ICT tools in brainstorming either at the classroom or at a distance. <b>(Knowledge Deepening)</b>		v	
			<b>DC56:</b> Implement a new ICT tools such as laptop, interactive whiteboard, LCD projector, internet and social networks in classroom activities. <b>(Knowledge Deepening)</b>		v	
6.	Lesson Learning Outcomes (Sub-CPMK)	<b>Week 1</b> <ul style="list-style-type: none"> <li>Understand that the course needs the integration of ICT tools, application, and resources to support teaching and learning activities and develop their communication and collaboration skill.</li> <li><b>Access and download online resources and digital classroom platforms</b> to support the acquisition of Language Assessment Course.</li> </ul>	<b>UN1:</b> Use the search engines in computer devices. <b>(Technology Literacy).</b>		v	
			<b>UN3:</b> Recognize how a browser works and use a URL to access a website <b>(Technology Literacy).</b>		v	
			<b>UN7:</b> Use ICT resources to support teachers 'own acquisition of subject matter and pedagogical knowledge (Digital Classroom, Website, Social Site). <b>(Knowledge Deepening)</b>		v	
			<b>EP43:</b> Create lessons with downloaded texts, pictures, graphics, etc. <b>(Knowledge Creation)</b>		v	
			<b>UN15:</b> <b>Design</b> 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. <b>(Knowledge Creation)</b>		v	

No	Syllabus Components	The Statements	ICT Competences Descriptors	ICT accommodated-ness		Notes	
				Implicit	Explicit		
		Week 2	<ul style="list-style-type: none"> <li>Use and share soft files materials and worksheets <b>through virtual classroom</b></li> </ul>	<b>UN18:</b> Initiate a vision of integrating ICT into the curriculum and classroom practices in the school. <b>(Technology Literacy).</b>	v		
			<b>UN20:</b> Design online materials that support students' deep understanding of key concepts and their application to real world problems <b>(Knowledge Creation)</b>		v		
			<b>EP38:</b> Use for potential teaching material on the internet. <b>(Technology Literacy)</b>		v		
			<b>DC53:</b> Provide learning opportunities outside the classroom for individual differences through ICT. <b>(Knowledge Deepening)</b>		v		
		Week 3	<ul style="list-style-type: none"> <li>Employ the mind map software i.e. <b>Mindmono, free mind</b> to create mind map for classifying characteristic of Approaches in Language Assessment</li> </ul>	<b>UN8:</b> Recognize the basic function of graphics software and use the software package to create a simple graphic display, such as: PPT, Ink space, Keynote, and Pixlr. <b>(Technology Literacy)</b>		v	
				<b>UN18:</b> Initiate a vision of integrating ICT into the curriculum and classroom practices in the school. <b>(Technology Literacy).</b>		v	
<b>UN20:</b> Design online materials that support students' deep understanding of key concepts and their application to real world problems <b>(Knowledge Creation)</b>				v			

No	Syllabus Components	The Statements	ICT Competences Descriptors	ICT accommodated-ness		Notes
				Implicit	Explicit	
			<b>DC53:</b> Provide learning opportunities outside the classroom for individual differences through ICT. <b>(Knowledge Deepening)</b>		v	
		Week 4 <b>Quiz</b> Provided in E-Quiz	<b>UN1:</b> Use the search engines in computer devices. <b>(Technology Literacy).</b>		v	
			<b>UN20:</b> Design online materials that support students' deep understanding of key concepts and their application to real world problems <b>(Knowledge Creation)</b>		v	
			<b>DC53:</b> Provide learning opportunities outside the classroom for individual differences through ICT. <b>(Knowledge Deepening)</b>		v	
		Week 5 • Create slides for presentation and employ reference management tools such as Mendeley and EndNote	<b>UN6:</b> Use presentation software and digital resources to support learning activity (PPT, Prezi, Canva, Keynote). <b>(Technology Literacy).</b>		v	
			<b>UN21:</b> Operate various open-ended software packages appropriate to their subject matter area, such as visualization, data analysis, role-play simulations, and online references. <b>(Knowledge Deepening)</b>		v	



No	Syllabus Components	The Statements	ICT Competences Descriptors	ICT accommodated-ness		Notes	
				Implicit	Explicit		
			<b>HE24:</b> Prepare instructional materials for students using basic technology tools (e.g., word-processing software, presentation software, and software that creates Internet resources). <b>(Knowledge Creation).</b>		v		
		Week 6	<ul style="list-style-type: none"> <li>• Employ reference management tools such as <b>Mendeley and EndNote.</b></li> </ul>	<b>UN18:</b> Initiate a vision of integrating ICT into the curriculum and classroom practices in the school. <b>(Technology Literacy).</b>		v	
			<ul style="list-style-type: none"> <li>•Post the assignment to <b>Edmodo</b></li> </ul>	<b>DC53:</b> Provide learning opportunities outside the classroom for individual differences through ICT. <b>(Knowledge Deepening)</b>		v	
		Week 7	<ul style="list-style-type: none"> <li>•Utilize <b>word-processing software</b> to write an essay</li> </ul>	<b>UN9:</b> Demonstrate the basic tasks and use word processors, such as: Microsoft office, WPS, text entry, editing text, formatting text, printing. <b>(Knowledge Deepening)</b>		v	
			<ul style="list-style-type: none"> <li>•Apply <b>class group platforms</b> in supporting them to do the assignments</li> </ul>	<b>UN12:</b> Distinguish the use of ICT resources for individuals and small groups of students in the regular classroom such as Digital classroom platforms (Google classroom, Edmodo, Moodle, Padlet), Social sites (Email, WhatsApp, Facebook, Flickr, and BlogSpot). <b>(Knowledge Deepening)</b>		v	
				<b>UN13:</b> Incorporate appropriate ICT activities into lesson plans so as to support students' acquisition of school subject matter knowledge. <b>(Knowledge Deepening)</b>		v	
				<b>HE24:</b> Prepare instructional materials for students using basic technology tools (e.g., word-processing software, presentation software, and software that creates Internet resources). <b>(Knowledge Creation).</b>		v	



No	Syllabus Components	The Statements	ICT Competences Descriptors	ICT accommodated-ness		Notes
				Implicit	Explicit	
		<b>Week 8</b>	<b>MID TEST</b>		v	
		Critical Analysis on kinds of assessment approach used by the teacher in designing the test in school. Elaborate the analysis and Post the mid-test works to: <a href="https://new.edmodo.com/mmm/groups/LAgroup">https://new.edmodo.com/mmm/groups/LAgroup</a>	<b>UN22:</b> Use a network and appropriate software to manage, monitor, and assess progress of various student projects. <b>(Knowledge Deepening)</b>			
			<b>HE34:</b> Use available digital devices to achieve teaching goals (e.g., turning the device on and off; opening, closing and resizing software windows; saving, editing, and organizing files and folders; copying, cutting, and pasting components within a document; recognizing file times; launching and exiting software applications; and similar universal tasks). <b>(Technology Literacy).</b>		v	
			<b>HE35:</b> Use computer-based diagnostic, formative, and summative testing where feasible. <b>(Technology Literacy).</b>		v	
			<b>IS46:</b> Model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning <b>(Knowledge Creation).</b>		v	
		<b>Week 9</b>	<b>UN1:</b> Use the search engines in computer devices. <b>(Technology Literacy).</b>		v	

No	Syllabus Components	The Statements	ICT Competences Descriptors	ICT accommodated-ness		Notes
				Implicit	Explicit	
		<ul style="list-style-type: none"> <li>• <b>Download</b> the additional resources provided <b>in the forms of pdf.</b></li> <li>• <b>Post</b> the assignment to classroom platforms</li> </ul>	<b>UN3:</b> Recognize how a browser works and use a URL to access a website ( <b>Technology Literacy</b> ).		v	
			<b>UN7:</b> Use ICT resources to support teachers 'own acquisition of subject matter and pedagogical knowledge (Digital Classroom, Website, Social Site). ( <b>Knowledge Deepening</b> )		v	
			<b>UN15:</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. ( <b>Knowledge Creation</b> )		v	
			<b>EP43:</b> Create lessons with downloaded texts, pictures, graphics, etc. ( <b>Knowledge Creation</b> )		v	
	Week 10	<ul style="list-style-type: none"> <li>•<b>Create slides for presentation</b> and employ reference management tools such as <b>Mendeley and EndNote.</b></li> </ul>	<b>UN6:</b> Use presentation software and digital resources to support learning activity (PPT, Prezi, Canva, Keynote). ( <b>Technology Literacy</b> ).		v	
			<b>UN21:</b> Operate various open-ended software packages appropriate to their subject matter area, such as visualization, data analysis, role-play simulations, and online references. ( <b>Knowledge Deepening</b> ).		v	
			<b>HE24:</b> Prepare instructional materials for students using basic technology tools (e.g., word-processing software, presentation		v	

No	Syllabus Components	The Statements	ICT Competences Descriptors	ICT accommodated-ness		Notes	
				Implicit	Explicit		
			software, and software that creates Internet resources). <b>(Knowledge Creation).</b>				
		Week 11,12,13	<ul style="list-style-type: none"> <li>Employ <b>mind mapping software i.e. Mindmono, freemind as well as word-processing software</b> to write an essay.</li> </ul>	<b>UN8:</b> Recognize the basic function of graphics software and use the software package to create a simple graphic display, such as: PPT, Ink space, Keynote, and Pixlr. <b>(Technology Literacy)</b>		v	
			<b>UN18:</b> Initiate a vision of integrating ICT into the curriculum and classroom practices in the school. <b>(Technology Literacy).</b>	v			
			<b>DC53:</b> Provide learning opportunities outside the classroom for individual differences through ICT. <b>(Knowledge Deepening)</b>			v	
			<b>UN20:</b> Design online materials that support students' deep understanding of key concepts and their application to real world problems <b>(Knowledge Creation)</b>			v	
		Week 14,15	Employ presentation software i.e. <b>PPT, Prezi and Ms. Word in</b> making chapter review and presenting the assignment	<b>UN6:</b> Use presentation software and digital resources to support learning activity (PPT, Prezi, Canva, Keynote). <b>(Technology Literacy).</b>		v	
			<b>UN21:</b> Operate various open-ended software packages appropriate to their subject matter area, such as visualization, data analysis, role-play simulations, and online references. <b>(Knowledge Deepening)</b>			v	

No	Syllabus Components	The Statements	ICT Competences Descriptors	ICT accommodated-ness		Notes
				Implicit	Explicit	
			<b>HE24:</b> Prepare instructional materials for students using basic technology tools (e.g., word-processing software, presentation software, and software that creates Internet resources). <b>(Knowledge Creation).</b>		v	
		<b>Week 16</b> <b>Final Test</b> Conduct a project to analyze the variations of test types employed in some schools. Then, submit it to:  <a href="https://new.edmodo.commm/groups/LAgroup">https://new.edmodo.commm/groups/LAgroup</a> or <a href="http://www.sha_reit.ac.id">http://www.sha_reit.ac.id</a>	<b>UN12:</b> Distinguish the use of ICT resources for individuals and small groups of students in the regular classroom such as Digital classroom platforms (Google classroom, Edmodo, Moodle, Padlet), Social sites (Email, WhatsApp, Facebook, Flickr, and BlogSpot). <b>(Knowledge Deepening)</b>		v	
			<b>UN14:</b> Design teaching and learning activities of ICT integration to acquire the skills of searching for managing, analysing, evaluating and using information. <b>(Knowledge Creation).</b>		v	
			<b>UN22:</b> Use a network and appropriate software to manage, monitor, and assess progress of various student projects. <b>(Technology Literacy).</b>		v	
7.	Learning Indicators	Week 1	<ul style="list-style-type: none"> <li>The abilities of students to <b>download and install Edmodo, SHARE-IT as classroom platform</b> employed to support teaching and learning in one semester.</li> <li>The abilities of students to <b>share the martials provided in classroom platforms.</b></li> </ul>	<b>UN1:</b> Use the search engines in computer devices. <b>(Technology Literacy).</b>	v	
			<b>UN3:</b> Recognize how a browser works and use a URL to access a website <b>(Technology Literacy).</b>		v	
			<b>UN7:</b> Use ICT resources to support teachers 'own acquisition of subject matter and pedagogical knowledge (Digital Classroom, Website, Social Site). <b>(Knowledge Deepening)</b>		v	

No	Syllabus Components	The Statements	ICT Competences Descriptors	ICT accommodated-ness		Notes
				Implicit	Explicit	
			<p><b>EP43:</b> Create lessons with downloaded texts, pictures, graphics, etc. <b>(Knowledge Creation)</b></p> <p><b>UN15:</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. <b>(Knowledge Creation)</b></p>		v	
		Week 2	<p>The abilities of students to summarize the materials learned and share it to Edmodo or SHARE-IT</p> <p><b>UN18:</b> Initiate a vision of integrating ICT into the curriculum and classroom practices in the school. <b>(Technology Literacy).</b></p> <p><b>UN12:</b> Distinguish the use of ICT resources for individuals and small groups of students in the regular classroom such as Digital classroom platforms (Google classroom, Edmodo, Moodle, Padlet), Social sites (Email, WhatsApp, Facebook, Flickr, and BlogSpot). <b>(Knowledge Deepening)</b></p> <p><b>DC53:</b> Provide learning opportunities outside the classroom for individual differences through ICT. <b>(Knowledge Deepening)</b></p>		v	
		Week 3	<p>The abilities of students to summarize the by employing Ms. Word processing materials learned and share it to Edmodo or SHARE-IT</p> <p><b>UN12:</b> Distinguish the use of ICT resources for individuals and small groups of students in the regular classroom such as Digital classroom platforms (Google classroom, Edmodo, Moodle, Padlet), Social sites (Email, WhatsApp, Facebook, Flickr, and BlogSpot). <b>(Knowledge Deepening)</b></p> <p><b>HE24:</b> Prepare instructional materials for students using basic technology tools (e.g., word-processing software, presentation</p>		v	
					v	

No	Syllabus Components	The Statements	ICT Competences Descriptors	ICT accommodated-ness		Notes
				Implicit	Explicit	
			software, and software that creates Internet resources). <b>(Knowledge Creation)</b>			
			<b>HE27:</b> Use an electronic forum (e.g., blog, Google classroom) to post information for students about the class <b>(Technology Literacy)</b> .		v	
			<b>EP39</b> : Use word-processing software to write a worksheet, following standard conventions. <b>(Technology Literacy)</b> .		v	
			<b>DC53:</b> Provide learning opportunities outside the classroom for individual differences through ICT. <b>(Knowledge Deepening)</b>		v	
		<b>Week 4</b>	<b>Quiz</b> +++++	<b>HE35:</b> Use computer-based diagnostic, formative, and summative testing where feasible. <b>(Technology Literacy)</b> .		v
			<b>UN20:</b> Design online materials that support students' deep understanding of key concepts and their application to real world problems <b>(Knowledge Creation)</b>		v	
			<b>DC53:</b> Provide learning opportunities outside the classroom for individual differences through ICT. <b>(Knowledge Deepening)</b>		v	
		<b>Week 5</b>	<ul style="list-style-type: none"> <li>The abilities of students to demonstrate their understanding in essay for providing the examples of communicative</li> </ul>	<b>UN12:</b> Distinguish the use of ICT resources for individuals and small groups of students in the regular classroom such as Digital classroom platforms (Google classroom, Edmodo, Moodle, Padlet), Social sites (Email, WhatsApp, Facebook, Flickr), <b>(Knowledge Deepening)</b>		v



No	Syllabus Components	The Statements	ICT Competences Descriptors	ICT accommodated-ness		Notes
				Implicit	Explicit	
		<p>language assessment and post it to <b>Edmodo</b> or <b>SHARE-IT</b></p> <ul style="list-style-type: none"> <li>The abilities of the students in employing <b>PPT slides, Mendeley or EndNote</b> to make and present the essay about concepts of communicative language assessment.</li> </ul>	<p><b>UN18:</b> Initiate a vision of integrating ICT into the curriculum and classroom practices in the school. <b>(Technology Literacy).</b></p>		v	
			<p><b>HE24:</b> Prepare instructional materials for students using basic technology tools (e.g., word-processing software, presentation software, and software that creates Internet resources). <b>(Knowledge Creation).</b></p>		v	
		<p>Week 6,7,9,10</p> <ul style="list-style-type: none"> <li>The abilities of students to apply reference management tools i.e. <b>Mendeley or EndNote</b> for the materials and assignment resources.</li> <li>The abilities of students to post the assignment in classroom platform (<b>Edmodo</b>)</li> </ul>	<p><b>UN5:</b> Implement the several ICT resources for online reading. <b>(Technology Literacy).</b></p>		v	
			<p><b>UN10:</b> Use ICT to access and share resources to support their activities and their own professional learning. <b>(Knowledge Deepening)</b></p>		v	
			<p><b>UN11:</b> Develop online and face-to-face learning communities. <b>(Knowledge Creation).</b></p>		v	
			<p><b>UN12:</b> Distinguish the use of ICT resources for individuals and small groups of students in the regular classroom such as Digital classroom platforms (Google classroom, Edmodo, Moodle, Padlet), Social sites (Email, WhatsApp, Facebook, Flickr, <b>(Knowledge Deepening)</b></p>		v	



No	Syllabus Components	The Statements	ICT Competences Descriptors	ICT accommodated-ness		Notes	
				Implicit	Explicit		
			<b>UN14:</b> Design teaching and learning activities of ICT integration to acquire the skills of searching for managing, analyzing, evaluating and using information. <b>(Knowledge Creation).</b>		v		
		Week 8	<b>MID TEST</b> Critical Analysis on kinds of assessment approach used by the teacher in designing the test in school. Elaborate the analysis and Post the mid-test works to: <a href="https://new.edmodo.commmm/groups/LAgroup">https://new.edmodo.commmm/groups/LAgroup</a>	<b>UN22:</b> Use a network and appropriate software to manage, monitor, and assess progress of various student projects. <b>(Knowledge Deepening)</b>		v	
			<b>HE34:</b> Use available digital devices to achieve teaching goals (e.g., turning the device on and off; opening, closing and resizing software windows; saving, editing, and organizing files and folders; copying, cutting, and pasting components within a document; recognizing file times; launching and exiting software applications; and similar universal tasks). <b>(Technology Literacy).</b>		v		
			<b>HE35:</b> Use computer-based diagnostic, formative, and summative testing where feasible. <b>(Technology Literacy).</b>		v		
			<b>IS46:</b> Model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning <b>(Knowledge Creation).</b>		v		

No	Syllabus Components	The Statements	ICT Competences Descriptors	ICT accommodated-ness		Notes
				Implicit	Explicit	
		Week 11,12,13  <ul style="list-style-type: none"> <li>The abilities of students in drawing a mind map to categorize the assessment format sand their strengths and weaknesses by employing <b>Mindmono, freemind.</b></li> <li>The abilities of the students to make a report for classifying different assessment formats by employing <b>MS. Word</b></li> </ul>	<b>UN8:</b> Recognize the basic function of graphics software and use the software package to create a simple graphic display, such as: PPT, Ink space, Keynote, and Pixlr. <b>(Technology Literacy)</b>		v	
			<b>UN18:</b> Initiate a vision of integrating ICT into the curriculum and classroom practices in the school. <b>(Technology Literacy).</b>		v	
			<b>DC53:</b> Provide learning opportunities outside the classroom for individual differences through ICT. <b>(Knowledge Deepening)</b>		v	
			<b>UN20:</b> Design online materials that support students' deep understanding of key concepts and their application to real world problems <b>(Knowledge Creation)</b>		v	
	Week 14,15	The abilities of students to operate <b>PPT, Prezi and Ms. Word</b> in making chapter review and presenting the assignment	<b>UN6:</b> Use presentation software and digital resources to support learning activity (PPT, Prezi, Canva, Keynote). <b>(Technology Literacy)</b>		v	
			<b>UN8:</b> Recognize the basic function of graphics software and use the software package to create a simple graphic display, such as: PPT, Ink space, Keynote, and Pixlr. <b>(Knowledge Creation).</b>		v	

No	Syllabus Components	The Statements	ICT Competences Descriptors	ICT accommodated-ness		Notes
				Implicit	Explicit	
			<b>UN9:</b> Demonstrate the basic tasks and use word processors, such as: Microsoft office, WPS, text entry, editing text, formatting text, printing. <b>(Knowledge Deepening)</b>		v	
			<b>UN13:</b> Incorporate appropriate ICT activities into lesson plans so as to support students' acquisition of school subject matter knowledge. <b>(Knowledge Creation).</b>		v	
			<b>UN21:</b> Operate various open-ended software packages appropriate to their subject matter area, such as visualization, data analysis, role-play simulations, and online references. <b>(Knowledge Deepening)</b>		v	
			<b>HE24:</b> Prepare instructional materials for students using basic technology tools (e.g., word-processing software, presentation software, and software that creates Internet resources) <b>(Knowledge Creation).</b>		v	
		<b>Week 16</b>	<b>UN12:</b> Distinguish the use of ICT resources for individuals and small groups of students in the regular classroom such as Digital classroom platforms (Google classroom, Edmodo, Moodle, Padlet), Social sites (Email, WhatsApp, Facebook, Flickr, and BlogSpot). <b>(Knowledge Deepening)</b>		v	
		<b>FINAL TEST</b> Final test will be in the form of test construction, try-out, analysis, and report	<b>UN14:</b> Design teaching and learning activities of ICT integration to acquire the skills of searching for managing, analysing, evaluating and using information. <b>(Knowledge Creation).</b>		v	
		<b>Then, submit it to:</b>				

No	Syllabus Components	The Statements	ICT Competences Descriptors	ICT accommodated-ness		Notes
				Implicit	Explicit	
		<a href="https://new.edmodo.com/mm/groups/LA_group">https://new.edmodo.com/mm/groups/LA_group</a> or <a href="http://www.sha_reit.ac.id">http://www.sha_reit.ac.id</a>	<b>UN22:</b> Use a network and appropriate software to manage, monitor, and assess progress of various student projects. <b>(Technology Literacy).</b>		v	
8.	Materials	Week 1: Introduction to Language Assessment Course	<b>UN3:</b> Recognize how a browser works and use a URL to access a website. <b>(Technology Literacy).</b>		v	
		<ul style="list-style-type: none"> <li>Purposes of the course, materials, activities/ procedures assessment as well as the rules of the course</li> </ul>	<b>UN5:</b> Implement the several ICT resources for online reading. <b>(Technology Literacy).</b>		v	
		Week 2: Introduction to Assessment in Language Teaching	<b>UN7:</b> Use ICT resources to support teachers 'own acquisition of subject matter and pedagogical knowledge (Digital Classroom, Website, Social Site). <b>(Knowledge Deepening)</b>		v	
		Week 3: Approaches to Language Testing	<b>UN10:</b> Use ICT to access and share resources to support their activities and their own professional learning. <b>(Knowledge Deepening)</b>		v	
		<b>Week 4:</b> <b>Quiz</b>	<b>UN11:</b> Develop online and face-to-face learning communities. <b>(Knowledge Creation).</b>	v		
		Week 5: What is communicative Language assessment?	<b>UN12:</b> Distinguish the use of ICT resources for individuals and small groups of students in the regular classroom such as Digital classroom platforms (Google classroom,		v	
		Week 6: How is communicative				v

No	Syllabus Components	The Statements	ICT Competences Descriptors	ICT accommodated-ness		Notes
				Implicit	Explicit	
		Language assessment different from structure-focused assessment?	Edmodo, Moodle, Padlet), Social sites (Email, WhatsApp, Facebook, Flickr, and BlogSpot). <b>(Knowledge Deepening)</b>			
		Week 7: Discrete point vs Integrative language assessments	<b>UN14:</b> Design teaching and learning activities of ICT integration to acquire the skills of searching for managing, analyzing, evaluating and using information. <b>(Knowledge Creation).</b>		v	
		<b>Week 8:</b> <b>Mid Test</b>				
		Week 9: Type of test/ Categories	<b>UN16:</b> Apply ICT to develop students' communications and collaboration skills. <b>(Knowledge Deepening)</b>		v	
		<ul style="list-style-type: none"> <li><b>Purposes:</b> Placement test, Diagnostic test, Achievement test, Proficiency test, etc. Standardized test and teacher made test</li> <li><b>Marking/Scoring:</b> subjective and objective, integrated and discrete, dictation, cloze, etc.</li> <li><b>Development/ Design:</b> Direct and Indirect</li> </ul>	<b>UN20:</b> Design online materials that support students' deep understanding of key concepts and their application to real world problems. <b>(Knowledge Deepening)</b>		v	
			<b>HE26:</b> Demonstrate familiarity with a variety of forms of assessment that employ technology. <b>(Knowledge Deepening)</b>		v	
			<b>HE27:</b> Use an electronic forum (e.g., blog, Google classroom) to post information for students about the class. <b>(Knowledge Deepening)</b>		v	
		Week 10: Objective and Subjective Testing	<b>HE30:</b> Demonstrate the use of ICT tools to organize and retrieve materials and students' data. <b>(Knowledge Deepening)</b>		v	

No	Syllabus Components	The Statements	ICT Competences Descriptors	ICT accommodated-ness		Notes
				Implicit	Explicit	
		Week 11,12: Traditional Assessment vs. Alternative Assessment	<b>EP38:</b> Use for potential teaching material on the internet. <b>(Technology Literacy).</b>		v	
		Week 13: Standardized Testing	<b>EP42:</b> Develop technology-enriched learning environments that enable all students to pursue their individual curiosities. <b>(Knowledge Creation).</b>		v	
		Week 14,15: How to Assess Language Skills and Language Components?	<b>EP43:</b> Create lessons with downloaded texts, pictures, graphics, etc. <b>(Knowledge Creation).</b>		v	
		<b>All materials are attached and can be downloaded in the following links:</b>	<b>EP44:</b> Design blended learning modules using a learning management system <b>(Knowledge Creation).</b>		v	
		<ul style="list-style-type: none"> <li>• <a href="https://www.slideshare.net/freshious/authentic-vs-traditional-assessment">https://www.slideshare.net/freshious/authentic-vs-traditional-assessment</a></li> <li>• <a href="https://new.edmodo.commm/groups/LAgroup">https://new.edmodo.commm/groups/LAgroup</a></li> <li>• <a href="https://faclettre.univ-tlemcen.dz/assets/uploads/DOCUMENTS/cours%20en%20ligne/4-Communicative%20Lqe%20Testing.pdf">https://faclettre.univ-tlemcen.dz/assets/uploads/DOCUMENTS/cours%20en%20ligne/4-Communicative%20Lqe%20Testing.pdf</a></li> </ul>	<b>IS45:</b> Adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity. <b>(Knowledge Deepening)</b>		v	
			<b>DC53:</b> Provide learning opportunities outside the classroom for individual differences through ICT. <b>(Knowledge Creation).</b>		v	
			<b>EU67:</b> Recommend appropriate online materials to students and colleagues. <b>(Knowledge Deepening)</b>		v	
			<b>PS70:</b> Implement virtual learning environment (VLEs) in the process of teaching and learning (ex. Edmodo, Moodle). <b>(Knowledge Deepening)</b>		v	



No	Syllabus Components	The Statements	ICT Competences Descriptors	ICT accommodated-ness		Notes
				Implicit	Explicit	
		<p><b>Week 16</b></p> <p><b>Final Test</b></p> <p>Final test will be in the form of test construction, try-out, analysis, and report</p> <p><b>Then, submit it to:</b></p> <p><a href="https://new.edmodo.com/mm/groups/LAgroup">https://new.edmodo.com/mm/groups/LAgroup</a> or <a href="http://www.sha.reit.ac.id">http://www.sha.reit.ac.id</a></p>	<p><b>UN12:</b> Distinguish the use of ICT resources for individuals and small groups of students in the regular classroom such as Digital classroom platforms (Google classroom, Edmodo, Moodle, Padlet), Social sites (Email, WhatsApp, Facebook, Flickr, and BlogSpot). <b>(Knowledge Deepening)</b></p>		v	
			<p><b>UN14:</b> Design teaching and learning activities of ICT integration to acquire the skills of searching for managing, analysing, evaluating and using information. <b>(Knowledge Creation).</b></p>		v	
			<p><b>UN22:</b> Use a network and appropriate software to manage, monitor, and assess progress of various student projects. <b>(Technology Literacy).</b></p>		v	
			<p><b>HE31:</b> Evaluate students' works that are posted in blogs, social medias, or electronic mails. <b>(Knowledge Deepening).</b></p>		v	
9.	Teaching Methods	<p><b>Week 1-16</b></p> <p><b>On- Classroom:</b></p> <ul style="list-style-type: none"> <li>• Lecturing and Q &amp; A session</li> <li>• Individual, and Group Work.</li> <li>• Mini Seminar and</li> <li>• Discussion</li> </ul>	<p><b>UN3:</b> Recognize how a browser works and use a URL to access a website <b>(Technology Literacy).</b></p>		v	
			<p><b>UN4:</b> Use common hardware in supporting teaching and learning activity (Laptop,</p>		v	



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				Implicit	Explicit	
		<ul style="list-style-type: none"> <li><b>Presentation</b></li> </ul> <p>In Applying the methods, the teachers and students incorporate common hardware i.e. <b>Laptop, LCD, Projector, and presentation software</b> to present the materials, ICT resources such as <b>website</b> to find relevant materials to support information needed, Internet device such as YouTube to facilitate students' comprehension about the materials, ICT involved- software and application such as Edmodo to compile the assignment.</p> <p><b>Off Classroom:</b></p> <ul style="list-style-type: none"> <li><b>Self-Learning</b></li> <li><b>WebQuests,</b></li> <li><b>Cooperative Learning</b></li> <li><b>Virtual collaborative learning</b></li> <li><b>Problem- based Learning</b></li> </ul> <ol style="list-style-type: none"> <li>Utilize smartphone or laptop to search and retrieve related materials and platforms that have been presented and suggested by the lecturers</li> <li>Download the assignment that is sent through <b>Edmodo</b></li> <li>Retrieve the additional materials to be used in doing the given assignment through <b>online resources i.e. e-book, journal, article, audio, video, etc.</b></li> </ol>	<p>Projector, LCD TV, DVD player, speaker). <b>(Technology Literacy).</b></p> <p><b>UN5:</b> Implement the several ICT resources for online reading. <b>(Technology Literacy).</b></p> <p><b>UN6:</b> Use presentation software and digital resources to support learning activity (PPT, Prezi, Canva, Keynote). <b>(Technology Literacy).</b></p> <p><b>UN8:</b> Recognize the basic function of graphics software and use the software package to create a simple graphic display, such as: PPT, Ink space, Keynote, and Pixlr. <b>(Knowledge Deepening)</b></p> <p><b>UN10:</b> Use ICT to access and share resources to support their activities and their own professional learning. <b>(Knowledge Deepening)</b></p> <p><b>UN11:</b> Develop online and face-to-face learning communities. <b>(Knowledge Creation).</b></p> <p><b>UN14:</b> Design teaching and learning activities of ICT integration to acquire the skills of searching for managing, analyzing, evaluating and using information. <b>(Knowledge Creation).</b></p>			
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					v	

No	Syllabus Components	The Statements	ICT Competences Descriptors	ICT accommodated-ness		Notes
				Implicit	Explicit	
		4. Work In group of three to Summarize the materials that have been learned in face to face meeting, then post it to post it into <b>Edmodo or SHARE-it</b>	<b>UN17:</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. <b>(Knowledge Deepening)</b>		v	
		5. Use Mind Mapping Software such as <b>Mindmono, freemind.</b>	<b>UN21:</b> Operate various open-ended software packages appropriate to their subject matter area, such as visualization, data analysis, role-play simulations, and online references. <b>(Knowledge Deepening)</b>		v	
		6. Elaborate the examples of Discrete point vs Integrative language assessments in essay by using <b>Ms. Word.</b>	<b>HE24:</b> Prepare instructional materials for students using basic technology tools (e.g., word-processing software, presentation software, and software that creates Internet resources). <b>(Knowledge Creation).</b>		v	
		7. <b>Download</b> and watch the video related to the assignment given.	<b>HE27:</b> Use an electronic forum (e.g., blog, Google classroom) to post information for students about the class <b>(Knowledge Deepening)</b>		v	
			<b>HE32:</b> Adapt technology-based activities and tasks to align with the learning goals and with the needs and abilities of the students. <b>(Knowledge Deepening)</b>		v	
			<b>EP39:</b> Use word-processing software to write a worksheet, following standard conventions <b>(Technology Literacy).</b>		v	

No	Syllabus Components	The Statements	ICT Competences Descriptors	ICT accommodated-ness		Notes
				Implicit	Explicit	
			<p><b>IS47:</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 <b>(Knowledge Creation).</b></p>		v	
			<p><b>CM50:</b> Implement mobile device that employ a computer at their core such as cell phones, personal digital assistant (PDA), MP3 player etc. <b>(Knowledge Deepening)</b></p>		v	
			<p><b>DC53:</b> Provide learning opportunities outside the classroom for individual differences through ICT. <b>(Knowledge Creation).</b></p>		v	
10	Assignments	Week 1	<ul style="list-style-type: none"> <li>• Search and retrieve online resources (<b>e-book, Journal, video, ppt</b> related to the material learned in face to face meeting) to support them in doing the assignment</li> <li>• Write an essay by using own words that contains the definition and examples of communicative language assessment then post it to <b>Edmodo or SHARE-it.</b></li> </ul>	<p><b>UN3:</b> Recognize how a browser works and use a URL to access a website <b>(Technology Literacy).</b></p>	v	
			<p><b>UN10</b> Use ICT to access and share resources to support their activities and their own professional learning. <b>(Knowledge Deepening)</b></p>		v	
			<p><b>HE27:</b> Use an electronic forum (e.g., blog, Google classroom) to post information for students about the class <b>(Knowledge Deepening)</b></p>		v	

No	Syllabus Components	The Statements	ICT Competences Descriptors	ICT accommodated-ness		Notes	
				Implicit	Explicit		
			<p><b>IS47:</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 <b>(Knowledge Creation).</b></p>		v		
			<p><b>UN20:</b> Design online materials that support students' deep understanding of key concepts and their application to real world problems <b>(Knowledge Creation).</b></p>		v		
		Week 2,3	<ul style="list-style-type: none"> <li>Download the assignment that is sent through <b>Email</b></li> </ul>	<p><b>HE31:</b> Evaluate students' works that are posted in blogs, social medias, or electronic mails. <b>(Knowledge Deepening)</b></p>		v	
			<ul style="list-style-type: none"> <li>Summarize the materials that have been learned in face to face meeting in the form of written report by using the supporting resources, then, post it into <b>Edmodo or SHARE it</b></li> </ul>	<p><b>EP43:</b> Create lessons with downloaded texts, pictures, graphics, etc. <b>(Knowledge Creation).</b></p>		v	
			<ul style="list-style-type: none"> <li>Draw a mind map to classify types and characteristic of Language assessment</li> </ul>	<p><b>UN6:</b> Use presentation software and digital resources to support learning activity (PPT, Prezi, Canva, Keynote). <b>(Technology Literacy).</b></p>		v	
				<p><b>UN23:</b> Create an email account for a sustained series of email correspondence. <b>(Knowledge Deepening)</b></p>		v	

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				Implicit	Explicit	
		approach by applying <b>mid map software (Mindmono, freemind)</b>	<b>HE27:</b> Use an electronic forum (e.g., blog, Google classroom) to post information for students about the class  <b>(Knowledge Deepening)</b>		v	
	<b>Week 4</b>	<b>Quiz</b>  Check students' understanding on the materials learned in week 1 to 3.	<b>HE31:</b> Evaluate students' works that are posted in blogs, social medias, or electronic mails. <b>(Knowledge Deepening)</b>		v	
		The online quiz provided in E-quiz on <a href="https://new.edmodo.com/groups/LAgroup">https://new.edmodo.com/groups/LAgroup</a>	<b>HE35:</b> Use computer-based diagnostic, formative, and summative testing where feasible. <b>(Technology Literacy).</b>		v	
			<b>IS46:</b> Model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning  <b>(Knowledge Creation).</b>		v	
			<b>EU68:</b> Set and supervise on-line work for learners. <b>(Knowledge Deepening)</b>		v	
	<b>Week 5,6</b>	• Organize supporting materials from <b>online resources for the next class meeting</b>	<b>UN5:</b> Implement the several ICT resources for online reading. <b>(Technology Literacy).</b>		v	
			<b>UN10:</b> Use ICT to access and share resources to support their activities and their own professional learning. <b>(Knowledge Deepening)</b>		v	

No	Syllabus Components	The Statements	ICT Competences Descriptors	ICT accommodated-ness		Notes
				Implicit	Explicit	
			<b>UN11:</b> Develop online and face-to-face learning communities. <b>(Knowledge Creation).</b>		v	
		Week 7 <ul style="list-style-type: none"> <li>Elaborate the examples of Discrete point vs Integrative language assessments in essay by using <b>Ms. Word.</b></li> </ul>	<b>UN9:</b> Demonstrate the basic tasks and use word processors, such as: Microsoft office, WPS, text entry, editing text, formatting text, printing. <b>(Knowledge Deepening)</b>		v	
			<b>UN15:</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. <b>(Knowledge Creation).</b>		v	
			<b>EP39:</b> Use word-processing software to write a worksheet, following standard conventions <b>(Technology Literacy).</b>		v	
		<b>Week 8</b> <b>Mid Test</b> Critical Analysis on kinds of assessment approach used by the teacher in designing the test in school. Elaborate the analysis and Post the mid-test works to: <a href="https://new.edmodo.com/mmm/groups/LAgroup">https://new.edmodo.com/mmm/groups/LAgroup</a>	<b>UN7:</b> Use ICT resources to support teachers 'own acquisition of subject matter and pedagogical knowledge (Digital Classroom, Website, Social Site). <b>(Knowledge Deepening)</b>		v	
			<b>UN22:</b> Use a network and appropriate software to manage, monitor, and assess progress of various student projects. <b>(Knowledge Deepening)</b>		v	
			<b>HE31:</b> Evaluate students' works that are posted in blogs, social medias, or electronic mails. <b>(Knowledge Deepening)</b>		v	



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				Implicit	Explicit	
			<p><b>HE34:</b> Use available digital devices to achieve teaching goals (e.g., turning the device on and off; opening, closing and resizing software windows; saving, editing, and organizing files and folders; copying, cutting, and pasting components within a document; recognizing file times; launching and exiting software applications; and similar universal tasks). <b>(Technology Literacy).</b></p>		v	
			<p><b>HE35:</b> Use computer-based diagnostic, formative, and summative testing where feasible. <b>(Technology Literacy).</b></p>		v	
			<p><b>IS46:</b> Model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning <b>(Knowledge Creation).</b></p>		v	
		Week 9,10	<ul style="list-style-type: none"> <li>Download the assignment sent through <b>Email</b></li> </ul>	<p><b>UN5:</b> Implement the several ICT resources for online reading. <b>(Technology Literacy).</b></p>	v	
		<ul style="list-style-type: none"> <li>Search and download online resources (<b>e-book, Journal, video, ppt, audio and articles</b>)</li> </ul>	<p><b>HE31:</b> Evaluate students' works that are posted in blogs, social medias, or electronic mails. <b>(Knowledge Deepening)</b></p>		v	
			<p><b>EP43:</b> Create lessons with downloaded texts, pictures, graphics, etc. <b>(Knowledge Creation).</b></p>		v	
			<p><b>UN23:</b> Create an email account for a sustained series of email correspondence. <b>(Knowledge Deepening)</b></p>		v	



No	Syllabus Components	The Statements	ICT Competences Descriptors	ICT accommodated-ness		Notes	
				Implicit	Explicit		
		Week 11,12,13,14, and 15	<ul style="list-style-type: none"> <li>Get the feedback of the lecturer on <a href="https://new.edmodo.commm/groups/LAgroup">https://new.edmodo.commm/groups/LAgroup</a> or <a href="http://www.sha.reit.ac.id">http://www.sha.reit.ac.id</a></li> <li>Elaborate and set up the classification and process of standardized tests in the form of mind map and essay.</li> <li>The assignment is sent through <a href="https://new.edmodo.commmm/groups/LAgrou p">https://new.edmodo.commmm/groups/LAgrou p</a></li> </ul>	<p><b>HE27:</b> Use an electronic forum (e.g., blog, Google classroom) to post information for students about the class (<b>Knowledge Deepening</b>)</p> <p><b>HE35:</b> Use computer-based diagnostic, formative, and summative testing where feasible. (<b>Technology Literacy</b>).</p> <p><b>IS46:</b> Model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning (<b>Knowledge Creation</b>).</p> <p><b>EU68:</b> Set and supervise on-line work for learners. (<b>Knowledge Deepening</b>)</p> <p><b>PS69:</b> Plan homework or other out of class work to sustain learners' progress and to extend and consolidate their learning. (<b>Knowledge Creation</b>).</p> <p><b>PS70:</b> Implement virtual learning environment (VLEs) in the process of teaching and learning (ex. Edmodo, Moodle).(<b>Knowledge Deepening</b>)</p>		v	
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					v		

No	Syllabus Components	The Statements		ICT Competences Descriptors	ICT accommodated-ness		Notes
					Implicit	Explicit	
		<b>Week 16</b>	<p><b>Final test</b></p> <p>Final test will be in the form of test construction, try-out, analysis, and report</p> <p><b>Then, submit it to:</b></p> <p><a href="https://new.edmodo.com/mm/groups/LA_group">https://new.edmodo.com/mm/groups/LA_group</a> or <a href="http://www.sha_reit.ac.id">http://www.sha_reit.ac.id</a></p>	<p><b>UN12:</b> Distinguish the use of ICT resources for individuals and small groups of students in the regular classroom such as Digital classroom platforms (Google classroom, Edmodo, Moodle, Padlet), Social sites (Email, WhatsApp, Facebook, Flickr, and BlogSpot). <b>(Knowledge Deepening)</b></p>		v	
				<p><b>UN14:</b> Design teaching and learning activities of ICT integration to acquire the skills of searching for managing, analysing, evaluating and using information. <b>(Knowledge Creation).</b></p>		v	
				<p><b>UN22:</b> Use a network and appropriate software to manage, monitor, and assess progress of various student projects. <b>(Technology Literacy).</b></p>		v	
				<p><b>HE31:</b> Evaluate students' works that are posted in blogs, social medias, or electronic mails. <b>(Knowledge Deepening)</b></p>		v	
11	Teaching and Learning Activities	Week 1	<ul style="list-style-type: none"> <li>Lecturers presents the course outline by applying <b>Laptop and PPT slides.</b></li> <li>Informs <b>Edmodo or SHARE-it,</b> as the digital classroom</li> </ul>	<p><b>UN3:</b> Recognize how a browser works and use a URL to access a website <b>(Technology Literacy).</b></p>		v	
				<p><b>UN4:</b> Use common hardware in supporting teaching and learning activity (Laptop, Projector, LCD TV, DVD player, speaker). <b>(Technology Literacy).</b></p>		v	

No	Syllabus Components	The Statements	ICT Competences Descriptors	ICT accommodated-ness		Notes
				Implicit	Explicit	
		<p>platform for sharing the materials and references such as e-books, journal etc. Also, the platforms can be used for submitting <b>projects or tasks, providing some e-books, etc.</b>, and it can be retrieved through their laptops, tabs, and smartphones.</p> <ul style="list-style-type: none"> <li>Students <b>download the digital classroom</b> to be used in teaching and learning activities.</li> </ul>	<b>UN5:</b> Implement the several ICT resources for online reading. <b>(Technology Literacy).</b>		v	
			<b>UN14:</b> Design teaching and learning activities of ICT integration to acquire the skills of searching for managing, analysing, evaluating and using information. <b>(Knowledge Creation).</b>		v	
			<b>HE27:</b> Use an electronic forum (e.g., blog, Google classroom) to post information for students about the class <b>(Knowledge Deepening)</b>		v	
			<b>EP43:</b> Create lessons with downloaded texts, pictures, graphics, etc. <b>(Knowledge Creation).</b>		v	
			<b>PS69:</b> Plan homework or other out of class work to sustain learners' progress and to extend and consolidate their learning. <b>(Knowledge Creation).</b>		v	
			<b>PS70:</b> Implement virtual learning environment (VLEs) in the process of teaching and learning (ex. Edmodo, Moodle). <b>(Knowledge Deepening)</b>		v	
	Week 2	<p><b>Lecturer:</b></p> <p>Introduces the topics and presents them by applying</p>	<b>UN4:</b> Use common hardware in supporting teaching and learning activity (Laptop, Projector, LCD TV, DVD player, speaker). <b>(Technology Literacy).</b>		v	

No	Syllabus Components	The Statements	ICT Competences Descriptors	ICT accommodated-ness		Notes
				Implicit	Explicit	
		<p><b>Laptop, projector, LCD and PPT slides.</b></p> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>Download the assignment through <b>Edmodo</b></li> <li>Utilize their <b>smartphone or laptop</b> to access and download the additional materials to be used for the assignment</li> </ul>	<p><b>UN6:</b> Use presentation software and digital resources to support learning activity (PPT, Prezi, Canva, Keynote).</p> <p><b>(Technology Literacy).</b></p>		v	
			<p><b>HE27:</b> Use an electronic forum (e.g., blog, Google classroom) to post information for students about the class <b>(Knowledge Deepening)</b></p>		v	
			<p><b>EP43:</b> Create lessons with downloaded texts, pictures, graphics, etc. <b>(Knowledge Creation).</b></p>		v	
			<p><b>CM50 :</b> Implement mobile device that employ a computer at their core such as cell phones, personal digital assistant (PDA), MP3 player etc. <b>(Knowledge Deepening)</b></p>		v	
			<p><b>PS69:</b> Plan homework or other out of class work to sustain learners' progress and to extend and consolidate their learning. <b>(Knowledge Creation).</b></p>		v	
			<p><b>EU67:</b> Recommend appropriate online materials to students and colleagues. <b>(Knowledge Deepening)</b></p>		v	
	Week 3	<p><b>Lecturer:</b></p>	<p><b>UN6:</b> Use presentation software and digital resources to support learning activity (PPT, Prezi, Canva, Keynote).</p> <p><b>(Technology Literacy).</b></p>		v	

No	Syllabus Components	The Statements	ICT Competences Descriptors	ICT accommodated-ness		Notes
				Implicit	Explicit	
		<ul style="list-style-type: none"> <li>Discusses and gives feedback for the previous assignment.</li> <li>Introduces the topics and presents them by applying <b>Laptop, projector, LCD and PPT slides.</b></li> </ul>	<b>EP43:</b> Create lessons with downloaded texts, pictures, graphics, etc. <b>(Knowledge Creation).</b>		v	
		<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>Present the preceding assignment by using <b>PPT</b></li> <li>Utilize their <b>smartphone or laptop</b> to access and download the additional materials to be used for the assignment</li> <li>Download the assignment through <b>Edmodo</b></li> </ul>	<b>CM50:</b> Implement mobile device that employ a computer at their core such as cell phones, personal digital assistant (PDA), MP3 player etc. <b>(Knowledge Deepening)</b>		v	
			<b>DC52:</b> Implement the appropriate ICT tools in giving fast feedback to students' error. <b>(Knowledge Deepening)</b>		v	
			<b>EU67:</b> Recommend appropriate online materials to students and colleagues. <b>(Knowledge Deepening)</b>		v	
			<b>DC56:</b> Implement a new ICT tools such as laptop, interactive whiteboard, LCD projector, internet and social networks in classroom activities. <b>(Knowledge Deepening)</b>		v	
	<b>Week 4</b>	<b>Quiz</b> Check students' understanding on the	<b>HE31:</b> Evaluate students' works that are posted in blogs, social medias, or electronic mails. <b>(Knowledge Deepening)</b>		v	

No	Syllabus Components	The Statements	ICT Competences Descriptors	ICT accommodated-ness		Notes
				Implicit	Explicit	
		materials learned in week 1 to 3. The online quiz provided in E-quiz on <a href="https://new.edmodo.com/groups/LAgroup">https://new.edmodo.com/groups/LAgroup</a>	<b>HE35:</b> Use computer-based diagnostic, formative, and summative testing where feasible. <b>(Technology Literacy).</b>		v	
			<b>IS46:</b> Model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning <b>(Knowledge Creation).</b>		v	
			<b>EU68:</b> Set and supervise on-line work for learners. <b>(Knowledge Deepening)</b>		v	
		Week 5,6,7 <b>Lecturer:</b> <ul style="list-style-type: none"> <li>Brainstorming the topics and presents them by applying <b>Laptop, projector, LCD and PPT slides.</b></li> </ul> <b>Students:</b> <ul style="list-style-type: none"> <li>Download the assignment through <b>WhatsApp</b></li> <li>Utilize their <b>smartphone or laptop</b> to access and download the additional materials to be used for the assignment.</li> </ul>	<b>UN4:</b> Use common hardware in supporting teaching and learning activity (Laptop, Projector, LCD TV, DVD player, speaker). <b>(Technology Literacy).</b>		v	
			<b>UN5:</b> Implement the several ICT resources for online reading. <b>(Technology Literacy).</b>		v	
			<b>UN6:</b> Use presentation software and digital resources to support learning activity (PPT, Prezi, Canva, Keynote). <b>(Technology Literacy).</b>		v	
			<b>HE27:</b> Use an electronic forum (e.g., blog, Google classroom) to post information for students about the class <b>(Knowledge Deepening)</b>		v	



No	Syllabus Components	The Statements	ICT Competences Descriptors	ICT accommodated-ness		Notes
				Implicit	Explicit	
		<ul style="list-style-type: none"> <li>Present and confirm the previous assignment by using <b>PPT</b></li> <li>Apply <b>MS. Word</b> to write an essay.</li> </ul>	<b>EP39:</b> Use word-processing software to write a worksheet, following standard conventions ( <b>Technology Literacy</b> ).		v	
			<b>EP43:</b> Create lessons with downloaded texts, pictures, graphics, etc. ( <b>Knowledge Creation</b> ).		v	
			<b>CM50:</b> Implement mobile device that employ a computer at their core such as cell phones, personal digital assistant (PDA), MP3 player etc. ( <b>Knowledge Deepening</b> )		v	
	<b>Week 8</b>	<b>Mid Test</b>	<b>UN22:</b> Use a network and appropriate software to manage, monitor, and assess progress of various student projects. ( <b>Knowledge Deepening</b> )		v	
		Critical Analysis on kinds of assessment approach used by the teacher in designing the test in school. Elaborate the analysis and Post the mid-test works to: <a href="https://new.edmodo.com/mmm/groups/LAgroup">https://new.edmodo.com/mmm/groups/LAgroup</a>	<b>HE34:</b> Use available digital devices to achieve teaching goals (e.g., turning the device on and off; opening, closing and resizing software windows; saving, editing, and organizing files and folders; copying, cutting, and pasting components within a document; recognizing file times; launching and exiting software applications; and similar universal tasks). ( <b>Technology Literacy</b> ).		v	
			<b>HE35:</b> Use computer-based diagnostic, formative, and summative testing where feasible. ( <b>Technology Literacy</b> ).		v	
			<b>IS46:</b> Model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information		v	



No	Syllabus Components	The Statements	ICT Competences Descriptors	ICT accommodated-ness		Notes	
				Implicit	Explicit		
			resources to support research and learning <b>(Knowledge Creation).</b>				
		Week 9,10,11,12,13, 14.15	<b>Lecturer:</b> <ul style="list-style-type: none"> <li>Introduces the topics and presents them by applying <b>Laptop, projector, LCD and PPT slides.</b></li> </ul> <b>Students:</b> <ul style="list-style-type: none"> <li>Download the assignment through <b>Edmodo, WhatsApp, or Email</b></li> <li>Utilize their <b>smartphone or laptop</b> to access and download the additional materials to be used for the assignment.</li> <li>Make an essay contained students' understanding to classify types and characteristic of test and categories by using <b>MS. Word</b></li> </ul>	<b>UN5:</b> Implement the several ICT resources for online reading. <b>(Technology Literacy).</b>		v	
			<b>UN6:</b> Use presentation software and digital resources to support learning activity (PPT, Prezi, Canva, Keynote). <b>(Technology Literacy).</b>			v	
			<b>HE27:</b> Use an electronic forum (e.g., blog, Google classroom) to post information for students about the class <b>(Knowledge Deepening)</b>			v	
			<b>EP39:</b> Use word-processing software to write a worksheet, following standard conventions <b>(Technology Literacy).</b>			v	
			<b>EP43:</b> Create lessons with downloaded texts, pictures, graphics, etc. <b>(Knowledge Creation).</b>			v	

No	Syllabus Components	The Statements	ICT Competences Descriptors	ICT accommodated-ness		Notes
				Implicit	Explicit	
			<p><b>DC56:</b> Implement a new ICT tools such as laptop, interactive whiteboard, LCD projector, internet and social networks in classroom activities. <b>(Knowledge Deepening)</b></p>		v	
			<p><b>EU67:</b> Recommend appropriate online materials to students and colleagues. <b>(Knowledge Deepening)</b></p>		v	
			<p><b>PS69:</b> Plan homework or other out of class work to sustain learners' progress and to extend and consolidate their learning. <b>(Knowledge Creation).</b></p>		v	
			<p><b>PS70:</b> Implement virtual learning environment (VLEs) in the process of teaching and learning (ex. Edmodo, Moodle) <b>(Knowledge Deepening)</b></p>		v	
		<p><b>Week 16</b></p> <p><b>Final Test</b></p> <p>Final test will be in the form of test construction, try-out, analysis, and report</p> <p><b>Then, submit it to:</b></p>	<p><b>UN12:</b> Distinguish the use of ICT resources for individuals and small groups of students in the regular classroom such as Digital classroom platforms (Google classroom, Edmodo, Moodle, Padlet), Social sites (Email, WhatsApp, Facebook, Flickr, and BlogSpot). <b>(Knowledge Deepening)</b></p>		v	
			<p><b>UN14:</b> Design teaching and learning activities of ICT integration to acquire the skills of searching for managing, analysing, evaluating and using information. <b>(Knowledge Creation).</b></p>		v	

No	Syllabus Components	The Statements	ICT Competences Descriptors	ICT accommodated-ness		Notes
				Implicit	Explicit	
		<a href="https://new.edmodo.com/mm/groups/LA_group">https://new.edmodo.com/mm/groups/LA_group</a> or <a href="http://www.sha_reit.ac.id">http://www.sha_reit.ac.id</a>	<p><b>UN22:</b> Use a network and appropriate software to manage, monitor, and assess progress of various student projects. <b>(Technology Literacy).</b></p> <p><b>HE31:</b> Evaluate students' works that are posted in blogs, social medias, or electronic mails. <b>(Knowledge Deepening)</b></p>		v	
12	Assessment	<p>1. Chapter 'summary posted in Edmodo 'Group class or SHAREIT</p> <p>2. Review Analysis</p> <ul style="list-style-type: none"> <li>• Microsoft Office Word</li> <li>• Internet Device</li> <li>• e-book</li> </ul> <p>3. Presentation</p> <ul style="list-style-type: none"> <li>• LCD Presentation</li> <li>• Laptop</li> <li>• Microsoft Office</li> <li>• Power Point</li> <li>• Microsoft Office Word</li> </ul> <p>4. Essay</p> <ul style="list-style-type: none"> <li>• Microsoft Office Word</li> <li>• Internet Device</li> <li>• e-book</li> </ul> <p>5. Assessment and test types Analysis</p>	<p><b>UN6:</b> Use presentation software and digital resources to support learning activity (PPT, Prezi, Canva, Keynote). <b>(Technology Literacy).</b></p> <p><b>HE27:</b> Use an electronic forum (e.g., blog, Google classroom) to post information for students about the class <b>(Knowledge Deepening)</b></p> <p><b>HE31:</b> Evaluate students' works that are posted in blogs, social medias, or electronic mails. <b>(Knowledge Deepening)</b></p> <p><b>HE32:</b> Adapt technology-based activities and tasks to align with the learning goals and with the needs and abilities of the students. <b>(Knowledge Deepening)</b></p> <p><b>HE35:</b> Use computer-based diagnostic, formative, and summative testing where feasible. <b>(Knowledge Deepening)</b></p>		v	
					v	
					v	
					v	
					v	

No	Syllabus Components	The Statements	ICT Competences Descriptors	ICT accommodated-ness		Notes
				Implicit	Explicit	
		<ul style="list-style-type: none"> <li>• Microsoft Office Word</li> <li>• Internet Devices</li> <li>• E-book</li> <li>• Journal</li> </ul>	<p><b>EP39:</b> Use word-processing software to write a worksheet, following standard conventions <b>(Technology Literacy).</b></p>		v	
		<p>6.Mind Mapping</p> <ul style="list-style-type: none"> <li>• Microsoft Office Word</li> <li>• Mind Mapping Software (<b>Mindmono, freemind</b>)</li> </ul>	<p><b>EP41:</b> Coordinate project work with digital media (using, for example, a camera, the internet, social networks. <b>(Knowledge Deepening)</b></p>		v	
			<p><b>EP42</b> Develop technology-enriched learning environments that enable all students to pursue their individual curiosities. <b>(Knowledge Creation).</b></p>		v	
			<p><b>EP44:</b> Design blended learning modules using a learning management system <b>(Knowledge Creation).</b></p>		v	
			<p><b>DC57:</b> Provide graded and non-graded practice reviews, quizzes, and examinations <b>(Knowledge Creation).</b></p>		v	
13	References	<p><b>Websites:</b></p> <p>1) ddeubel. (2009, March 29). Assessment in EFL Classrooms – How to, Tips, Resources and What works. Retrieved from School of TEFL:  <a href="http://teachers.schooloftefl.com/forum/topics/assessmentineflclassrooms?id=2025691%3ATopic%3A4513&amp;page=2#comments">http://teachers.schooloftefl.com/forum/topics/assessmentineflclassrooms?id=2025691%3ATopic%3A4513&amp;page=2#comments</a></p>	<p><b>UN1:</b> Use the search engines in computer devices. <b>(Technology Literacy)</b></p>		v	
			<p><b>UN3:</b> Recognize how a browser works and use a URL to access a website. <b>(Technology Literacy)</b></p>		v	
			<p><b>UN5:</b> Implement the several ICT resources for online reading. <b>(Knowledge Deepening)</b></p>		v	

No	Syllabus Components	The Statements	ICT Competences Descriptors	ICT accommodated-ness		Notes
				Implicit	Explicit	
		2) Finch, A. (2003, August 3). Assessment in Language-Learning - Links. Retrieved 2013, from ELT Resources: <a href="http://www.finchpark.com/courses/">http://www.finchpark.com/courses/</a>	<b>UN7:</b> Use ICT resources to support teachers' own acquisition of subject matter and pedagogical knowledge (Digital Classroom, Website, Social Site). <b>(Knowledge Deepening)</b>		v	
		Mueller, J. (2012). Authentic Assessment Toolbox. Retrieved from Authentic Assessment Toolbox: <a href="http://jfmuller.faculty.noctrl.edu/toolbox/index.htm">http://jfmuller.faculty.noctrl.edu/toolbox/index.htm</a>	<b>UN10:</b> Use ICT to access and share resources to support their activities and their own professional learning. <b>(Knowledge Deepening).</b>		v	
		3) Mueller, J. (2012). Authentic Assessment Toolbox. Retrieved from Authentic Assessment Toolbox: <a href="http://jfmuller.faculty.noctrl.edu/toolbox/index.htm">http://jfmuller.faculty.noctrl.edu/toolbox/index.htm</a>	<b>UN14:</b> Design teaching and learning activities of ICT integration to acquire the skills of searching for managing, analyzing, evaluating and using information. <b>(Knowledge Creation)</b>		v	
		<b>Journal:</b>	<b>UN21:</b> Operate various open-ended software packages appropriate to their subject matter area, such as visualization, data analysis, role-play simulations, and online references. <b>(Knowledge Deepening).</b>		v	
		1) Afriyanti, Rika. 2015. An Analysis of English Tests at International Standard School in Padang in 2010/2011 – 2011/2012 Academic Year. TELL – US (Teaching English Literature and Linguistic – Usage). Vol 1. No. 1.	<b>EP38:</b> Use for potential teaching material on the internet. <b>(Technology Literacy)</b>		v	
		2) Al-Yari, Ali-Sa'ad Sadeq, Alhammadi, Saleh Fayza, and Alyami, Ayied Salah. 2013. Evaluation of Language Testing: An Applied Linguistic Perspective. International Journal of English Language Education. Vol. 1 No. 2.	<b>IS49:</b> Address the diverse needs of all learners by using learner-centered strategies and providing equitable access to appropriate digital tools and resources. <b>(Knowledge Creation)</b>		v	

No	Syllabus Components	The Statements	ICT Competences Descriptors	ICT accommodated-ness		Notes
				Implicit	Explicit	
		<p>Special Issue. P. 217 – 54. 3. Earl, Kerry and Giles, David. 2011. An-other Look at Assessment: Assessment in Learning.</p> <p>3) Earl, Kerry and Giles, David. 2011. An-other Look at Assessment: Assessment in Learning. New Zealand Journal of Teachers' Work. Vol.8.</p> <p><b>Freeware to support the assessment projects:</b></p> <p>1). Microsoft EXCEL spreadsheet and analysis program.  <a href="http://www.microsoft.com/office/excel/default.asp">http://www.microsoft.com/office/excel/default.asp</a></p> <p>2) QuestBase. assessments made easy. create, publish, share your assessments and surveys easily.  <a href="http://www.questbase.com/">http://www.questbase.com/</a></p> <p>3). Surveycrest. Easy Free Online Survey Creator at Your Finger</p>	<p><b>EU67:</b> Recommend appropriate online materials to students and colleagues. <b>(Knowledge Deepening).</b></p>		v	
			<p><b>DC55:</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. <b>(Knowledge Deepening)</b></p>		v	
			<p><b>TM58:</b> Demonstrate the responsibility in using technology systems, information and software. <b>(Technology Literacy)</b></p>		v	
			<p><b>PS70:</b> Implement virtual learning environment (VLEs) in the process of teaching and learning (ex. Edmodo, Moodle). <b>(Knowledge Creation)</b></p>		v	
14.	Course Policy	<p><b>1. Missed Exams/Assignments:</b></p> <p>A student who, without notice or permission, misses an exam or assignment shall be given grade D for the exam/assignment concerned. The assignment is submitted to:</p>	<p><b>TM61:</b> Evaluate students' works using plagiarism detector (web) <b>(Knowledge Deepening)</b></p>		v	
			<p><b>UNI:</b> Use the search engines in computer devices <b>(Technology Literacy)</b></p>		v	



No	Syllabus Components	The Statements	ICT Competences Descriptors	ICT accommodated-ness		Notes
				Implicit	Explicit	
		<p><a href="https://new.edmodo.com/groups/LAgroup">https://new.edmodo.com/groups/LAgroup</a> or <a href="http://www.sha-reit.ac.id">http://www.sha-reit.ac.id</a></p> <p><b>2.Academic Dishonesty:</b></p> <p>Students are to obey standard policy and regulations on honesty in academic work and avoid committing plagiarism and cheating in an exam. Committing plagiarism in an academic work and/or cheating in an exam will be given grade D for the work and/or exam. Details on plagiarism may be found at <a href="http://www.plagiarism.org">http://www.plagiarism.org</a>.</p>	<p><b>UN3:</b> Recognize how a browser works and use a URL to access a website. <b>(Technology Literacy)</b></p>		v	
			<p><b>UN14:</b> Design teaching and learning activities of ICT integration to acquire the skills of searching for managing, analyzing, evaluating and using information. <b>(Knowledge Creation)</b></p>		v	
			<p><b>HE28:</b> Demonstrate the integration of the technology in innovative ways. <b>(Knowledge Deepening)</b></p>		v	
			<p><b>DC52:</b> Implement the appropriate ICT tools in giving fast feedback to students 'error <b>(Knowledge Deepening)</b></p>		v	
			<p><b>TM58:</b> Demonstrate the responsibility in using technology systems, information and software. <b>(Technology Literacy)</b></p>		v	
			<p><b>UN10:</b> Use ICT to access and share resources to support their activities and their own professional learning <b>(Knowledge Deepening).</b></p>		v	
			<p><b>UN13:</b> Incorporate appropriate ICT activities into lesson plans so as to support students' acquisition of school subject matter knowledge. <b>(Knowledge Creation)</b></p>	v		
			<p><b>UN22:</b> Use a network and appropriate software to manage, monitor, and assess progress of various student projects. <b>(Knowledge Deepening).</b></p>		v	



**Appendix 13: The Explanation of Syllabus Components by  
Kemanristekdikti**

(1)	(2)	(3)
NOMOR KOLOM	JUDUL KOLOM	PENJELASAN ISIAN
1	<b>MINGGU KE</b>	Menunjukkan kapan suatu kegiatan dilaksanakan, yakni mulai minggu ke 1 sampai ke 16 (satu semester) (bisa 1/2/3/4 mingguan).
2	<b>KEMAMPUAN AKHIR YANG DIRENCANAKAN</b>	Rumusan kemampuan dibidang kognitif, psikomotorik, dan afektif diusahakan lengkap dan utuh ( <i>hard skills &amp; soft skills</i> ). Tingkat kemampuan harus menggambarkan level CP lulusan prodi, dan dapat mengacu pada konsep dari Anderson (*). Kemampuan yang dirumuskan di setiap tahap harus mengacu dan sejalan dengan CPL, serta secara kumulatif diharapkan dapat memenuhi CPL yang dibebankan pada mata kuliah ini diakhir semester.
3	<b>BAHAN KAJIAN (materi ajar)</b>	Bisa diisi pokok bahasan /sub pokok bahasan, atau topik bahasan. (dengan asumsi tersedia diktat/modul ajar untuk setiap pokok bahasan) atau intergrasi materi pembelajaran, atau isi dari modul.
4	<b>METODE PEMBELAJARAN</b>	Dapat berupa : diskusi kelompok, simulasi, studi kasus, pembelajaran kolaboratif, pembelajaran kooperatif, pembelajaran berbasis proyek, pembelajaran berbasis masalah, atau metode pembelajaran lain, atau gabungan berbagai bentuk. Pemilihan metode pembelajaran didasarkan pada keniscayaan bahwa dengan metode pembelajaran yang dipilih mahasiswa mencapai kemampuan yang diharapkan.
5	<b>WAKTU</b>	Waktu yang disediakan untuk encapai kemampuan pada tiap tahap pembelajaran
6	<b>PENGALAMAN BELAJAR</b>	Kegiatan yang harus dilakukan oleh mahasiswa yang dirancang oleh dosen agar yang bersangkutan memiliki kemampuan yang telah ditetapkan (tugas, suvai, menyusun paper, melakukan praktek, studi banding, dsb)
7	<b>KRITERIA PENILAIAN dan INDIKATOR</b>	Kriteria Penilaian berdasarkan Penilaian Acuan Patokan mengandung prinsip edukatif, otentik, objektif, akuntabel, dan transparan yang dilakukan secara terintegrasi. Indikator dapat menunjukkan pencapaian kemampuan yang dicanangkan, atau unsur kemampuan yang dinilai (bisa kualitatif missal ketepatan analisis, kerapian sajian, Kreatifitas ide, kemampuan komunikasi, juga bisa juga yang kuantitatif : banyaknya kutipan acuan/unsur yang dibahas, kebenaran hitungan).

8	<b>BOBOT NILAI</b>	Disesuaikan dengan waktu yang digunakan untuk membahas atau mengerjakan tugas, atau besarnya sumbangan suatu kemampuan terhadap pencapaian pembelajaran yang dibebankan pada mata kuliah ini
9	<b>REFERENSI</b>	Daftar referensi yang digunakan dapat dituliskan pada lembar lain

