

Module designation	Science Education Assessment
Module level, if applicable	Undergraduate
Code, if applicable	PIPAUM6402
Subtitle, if applicable	-
Courses, if applicable	-
Semester(s) in which the module is taught	Even/Autumn Term
Person responsible for the module	Sugiyanto, S.Pd., M.Si
Lecturer	Sugiyanto, S.Pd., M.Si; Vita Ria Mustikasari, S.Pd., M.Pd
Language	Bahasa Indonesia
Relation to curriculum	Undergraduate degree program, compulsory, 4th semester.
Type of teaching, contact hours	Undergraduate degree program: cooperative learning, presentation, laboratory work, 3 x 50 = 150 minutes and 1 x 170 minutes
Workload	<ol style="list-style-type: none"> 1. Lectures: 3 x 50 = 150 minutes (2.5 hours) per week. 2. Exercises and Assignments: 3 x 60 = 180 minutes (3 hours) per week. 3. Laboratory work: 1 x 170 minutes (2.83 hours) per week. 4. Private study: 3 x 60 = 180 minutes (3 hours) per week.
Credit points	2 credit points (~3.17 ECTS-eq)
Requirements according to the examination regulations	A student must have attended at least 80% of the lectures to sit in the exams.
Recommended prerequisites	-
Module objectives/intended learning outcomes	After completing this module, students are expected to: LO. 7: analyze science learning problems and mastering learning diagnostic tools, methods, and data analysis using information technology in science education research and communicate the result based on scientific principles using the transdisciplinary approach.
Content	1) Measurement, assessment, and evaluation, 2) Characteristics of assessment, 3) Objectives and functions of assessment, 4) Evaluation models and approaches, 5) Types of test assessment instruments, 6) types of non-test

	assessment instruments, 7) Authentic assessment, 8) Knowledge domain assessment instruments, 9) Skill domain assessment instruments, 10) Attitude domain assessment instruments, 11) content and constructs validity 12) Validity, reliability, different power, and difficulty, 13) Scoring techniques , 14) PAP, 15) PAN, 16) Processing and reporting of evaluation results, 17) Evaluation and reflection of evaluation implementation
Study and examination requirements and forms of examination	Presentation, Paper, Middle exams, Final exams
Media employed	LCD, power point, white board, video and moodle (Sipejar)
Reading list	<ol style="list-style-type: none"> 1. Krathwohl, D. R., 2002. <i>A Revision of Bloom's Taxonomy</i> 2. Miller, M. D., Linn, R. L. & Gronlund, N. E. 2012. <i>Measurement and Assessment in Teaching</i>. New York: Pearson. 3. Popham, W. J. 2013. <i>Classroom Assessment: What Teachers Need to Know, 7th Ed.</i> New York: Pearson. 4. Rahayu, S. 2014. <i>How to Evaluate Affective dimension in Chemistry Education</i>. In Kahveci, M. & Orgill, M. (Eds). <i>Affective dimensions in chemistry education</i>. Heidelberg: Springer. 5. Safari. 2004. <i>Teknik Analisis Butir Soal Instrumen Tes dan Non-Tes dengan Manual, Kalkulator dan Komputer</i>. Jakarta: Depdiknas.
Date of last amendment made	May, 2020