

Module Descriptions

A **module** is a self-contained **learning unit** within a higher education program that includes thematically related courses and is assigned a **fixed number of credits**. It follows specific **learning objectives**, includes an **assessment component**, and contributes to achieving the qualifications of a degree program. In some countries, “modules” are also named “courses”.

Please provide a module description for each module. In addition to the compulsory and elective modules, this also includes credited internships and the final thesis.

Please summarize all module descriptions in one document (Module Handbook) and create a table of contents so that the modules can be found easily.

Module designation	<i>Development of Assessment and Evaluation in Chemistry Learning</i>
Semester(s) in which the module is taught	2
Person responsible for the module	<i>Dr. Das Salirawati, M.Si</i>
Language	<i>Indonesia</i>
Relation to curriculum	<i>Compulsory/elective/specialisation</i>
Teaching methods	<i>Lecture, discussion, project</i>
Workload (incl. contact hours, self-study hours)	<i>(Estimated) Total workload: 100 minutes/week for class learning 100 minutes of independent activities (working on assignments or independent study)</i>
Credit points	2 sks
Required and recommended prerequisites for joining the module	-
Module objectives/intended learning outcomes	<i>After successfully completing the module, students are expected to be able to:</i> <i>1. explain the concept of measurement, assessment, and evaluation.</i> <i>2. distinguish various techniques and forms of assessment instruments.</i> <i>3. develop objective and descriptive questions that meet the aspects of material, construction, and language.</i> <i>4. criticize the quality of multiple-choice and descriptive questions in various textbooks on the market based on the criteria for good multiple-choice questions.</i> <i>5. develop attitude and skill assessment instruments with assessment rubrics.</i> <i>6. analyze the quality of questions in terms of difficulty level, discrimination power, distractor function, validity, and reliability.</i> <i>7. convert quantitative scores into categories on various value scales.</i> <i>8. classify questions based on their cognitive level (c1 – C6) based on their characteristics.</i> <i>9. develop HOTS questions based on chemical literacy.</i> <i>10. analyze question items using the IRT program and other programs through data simulation.</i>

Content	I. Pengertian Pengukuran, Penilaian, dan Evaluasi II. Teknik dan Bentuk Instrumen Penilaian III. Pengembangan Soal Objektif IV. Pengembangan Soal Uraian V. Pengembangan instrumen Penilaian Sikap dan Keterampilan VI. Rubrik Penilaian VII. Analisis Kualitas Soal VIII. Pemberian Skor IX. Pengembangan Soal C1 – C6 dan Soal HOTS Berbasis Literasi Kimia X. IRT dan Analisis Butir Soal Lainnya																								
Examination forms	written exam (closed book)																								
Study and examination requirements	Minimum attendance at lectures is 75% and lab work is 100% Final score (NA) is calculated as follows: <table><tr><th>No.</th><th>Assessment components</th><th>Weight (%)</th></tr><tr><td>1.</td><td>Attendance</td><td>5</td></tr><tr><td>2.</td><td>Assignments</td><td>10</td></tr><tr><td>3.</td><td>Quizzes</td><td>5</td></tr><tr><td>4.</td><td>Case Studies</td><td>20</td></tr><tr><td>5.</td><td>Projects</td><td>30</td></tr><tr><td>6.</td><td>Midterm Exams</td><td>15</td></tr><tr><td>7.</td><td>Final Exams</td><td>15</td></tr></table>	No.	Assessment components	Weight (%)	1.	Attendance	5	2.	Assignments	10	3.	Quizzes	5	4.	Case Studies	20	5.	Projects	30	6.	Midterm Exams	15	7.	Final Exams	15
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Reading list	Ajzen, I. (2005). <i>Attitudes, personality and behavior</i> 2nd Ed. Berkshire: Open University Press. Allen, M. J. & Yen, W. M. (1979). <i>Introduction to measurement theory</i>. Belmont: Brooks/Cole Publishers Company. Djaali & Pudji Muljono. (2008). <i>Pengukuran dalam bidang pendidikan</i>. Jakarta: Grasindo Gramedia Widjasarana Indonesia Djemari Mardapi. (2008). <i>Teknik penyusunan instrumen tes dan nontes</i>. Yogyakarta: Mitra Cendikia Yogyakarta Press. Kemendikbud. (2016). <i>Permendikbud RI No. 23 Tahun 2016 tentang Standar Penilaian Pendidikan</i>. Jakarta: Kemendikbud. Supardi. (2015). <i>Penilaian autentik: Pembelajaran afektif, kognitif, dan psikomotor (Konsep dan Aplikasi)</i>. Jakarta: Raja Grafindo Persada. Wright, B. D., & Stone, M. H. (1999). <i>Measurement essentials</i>. 2nd. Ed. Wilmington: Wide Range, Inc																								

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