



UNIVERSITAS SEBELAS MARET
FACULTY OF TEACHER TRAINING AND EDUCATION
SCIENCE EDUCATION STUDY PROGRAM

Jl Ir. Sutami No 36A Ketingan Surakarta 57126
Telephone (0271) 669124, Facsimile (0271) 648939
Website: <http://ipa.fkip.uns.ac.id>, Email: ipa@fkip.uns.ac.id

Module Handbook

Module Name:	Performance Assessment				
Module Level:	Undergraduate Program				
Code, if applicable:	KB2918759				
Date created	28 th July 2020				
Date updated	26 th January 2023				
Sub-title, if applicable:	-				
Courses, if applicable:	-				
Semester(s) in which the module is taught	7 th				
Module coordinator(s)	Dr. Budi Utami S.Pd.,M.Pd.				
Lecturer(s)	Prof. Dr. Suciati, M.Pd. Dr. Budi Utami, S.Pd., M.Pd.				
Language	Bahasa Indonesia (Indonesian Language) and English				
Course Classification	Compulsory Course / Elective Studies				
Teaching format/class hours per week during semester	Direct instruction/face to face/blended learning: 2 x 50 minutes / Week: lecture, discussion Structured Activity: 2 x 60 minutes / Week: Team-based projects Self-study Activity: 2 x 60 minutes / Week				
Workload					
	Type	CSU	Face to Face	Structured Activity	Self-study
	T	2	26.7h (0.88 ECTS)	32h (1.06 ECTS)	32h (1.06 ECTS)
	Note: 1 hour equals with 0.033 ECTS The workload hours including the examination and preparation				
Credit Points:	2 CSU (3 ECTS)				
Requirements:	-				
Learning goals/competencies:	PLO 3 Demonstrate pedagogical knowledge of designing, implementing, evaluating learning PLO 6 Design, implement, and evaluate science learning using ICT PLO13				



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	Demonstrate human, cultural values and attitudes in professional-related task CLO 1 Analyze the meaning of performance assessment, mention the components of performance assessment, describe how to use tools such as performance assignments, task assessment lists, rubrics and portfolios, explain high-level thinking skills or process skills that can come from various disciplines such as writing or proofreading from language arts or Mathematical calculation and problem solving skills. other process skills. Make a performance assessment to measure 21st century skills. CLO 2 Able to organize data and information digitally with security priority scales to ensure security and prevent plagiarism. CLO 3 Have sincerity, commitment, earnestness to develop attitudes, values, and abilities of students based on the values of local wisdom and noble character.																
Content	Students are able to do development of performance assessment in science learning																
Attribute Soft skill	Students can solve problems in the field of study studied																
Study/exam achievements:	Students are considered to complete the course and pass if they obtain at least 60% of maximum final grade. The final grade (FS) is calculated based on the following ratio: <table border="1"> <thead> <tr> <th>Aspect</th><th>(%)</th></tr> </thead> <tbody> <tr> <td>Participatory Activities (Case method)</td><td>15</td></tr> <tr> <td>Project (Team Based Project)</td><td>15</td></tr> <tr> <td>Task</td><td>10</td></tr> <tr> <td>Quiz</td><td>0</td></tr> <tr> <td>Mid-term test</td><td>30</td></tr> <tr> <td>Final Test</td><td>30</td></tr> <tr> <td>Final Score</td><td>100</td></tr> </tbody> </table>	Aspect	(%)	Participatory Activities (Case method)	15	Project (Team Based Project)	15	Task	10	Quiz	0	Mid-term test	30	Final Test	30	Final Score	100
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Participatory Activities (Case method)	15																
Project (Team Based Project)	15																
Task	10																
Quiz	0																
Mid-term test	30																
Final Test	30																
Final Score	100																
Forms of Media	Laptop, internet, whiteboard, projector, LCD, journal article																

[illegible]



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Assessment Rubric for Presentation

Name :

NIM :

No.	Assessment aspect	Criteria	Score maximum	Assessment
1.	Presentation	Preparation Material order Use of other tools/media	10 15 10	
2.	Presentation script	Conformity with the proposal/paper Slide composition	10 10	
3.	Exposure	Use of standard language Clarity of presentation content	15 15	
4.	Attitude	Material delivery Appearance	10 5	
Total				



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Questionnaire Quality Observation Sheet

No.	Realm of Knowledge	Conceptual definition	Question Indicator
1.	C1 (Remembering)	1.1 Restate what has been learned from lecturers, books, other sources as original, without making changes	1.1.1 Questions based on existing facts related to the course material
2.	C2 (Understanding)	2.1 There has been a processing process from the original form but the meaning of words, terms, writings, graphics, 17okum, pictures, photos has not changed	2.1.1 Questions related to processing facts and lecture materials that have been explained by the lecturer
3.	C3 (Applying)	3.1 Using information, concepts, procedures, principles, 17okum, theories that have been learned for something new/not yet learned	3.1.1 Questions in the form of matters related to the application of information or concepts of the subject matter studied
4.	C4 (Analyzing)	4.1 Using the skills he has learned on an unknown information in classifying information, determining the relationship between one group/information and the group. other information, between facts and concepts, between arguments and conclusions, a common thread of thought between one work and another	4.1.1 The questions raised are based on the skills that have been learned related to course material in classifying information
5.	C5 (Evaluating)	5.1 Able to analyze and synthesize information to solve problems, using existing information and related theories	5.1.1 The questions raised are based on the results of the analysis of the synthesis of information to solve problems, using existing information and related theories



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ASSESSMENT RUBRIC FOR PAPER

No	Component	Indicator	Score
1	Title	1. There is a variable that will solve the problem 2. Reflects efforts to solve problems 3. Bringing up the contemporary theme 4. Reflecting solutions/workarounds for problem solving	1. If there is one indicator 2. If there is two indicator 3. If there is three indicators 4. if there is four indicators
2	Background problem	1. Describe the problem 2. Describing the gap / gap between expectations and reality 3. Describe the actual situation/environment 4. Provide arguments for the need for problem solving	
3	Purpose	1. Describe the purpose of writing 2. Write down the expected components in the direction of writing 3. Write down important descriptions of writing 4. Write down the subject of writing	
4	Formula problem	1. Contains urgent problems to solve 2. Contains problems encountered in everyday life 3. Contains current problems that society needs 4. Contains problems related to the theory being studied	
5	Literature review	1. Refers to one national/international article 2. Refers to two national/international article 3. Refers to three national/international articles 4. Refers to more than three national/international articles	
6	Discussion	1. The discussion provides data. 2. Discussion based on arguments, based on data/facts. 3. Discussion based on relevant theories. 4. Discussion of analyzing, synthesizing, evaluating data, relevant information	
7	Conclusion	1. Collect observations of objects or events. 2. Gather information. 3. Connecting observations, information with previous experience and knowledge. 4. Draw logical conclusions	



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8	References	1. Refers to two national/international articles. 2. Referring to three national/international articles. 3. Referring to four national/international articles. 4. Referring more than 4 national/international articles	
Total score			32
Score			(Total score/32)x 100=100