



**UNIVERSITAS NEGERI PADANG**  
 FACULTY OF MATHEMATICS AND NATURAL SCIENCES  
 MATHEMATICS DEPARTMENT, MATHEMATICS EDUCATION STUDY PROGRAM  
 Main Campus Universitas Negeri Padang.  
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**Bachelor of Mathematics Education**

**MODULE HANDBOOK**

Module name:	Evaluation of Mathematics Learning
Module level, if applicable:	Bachelor
Code:	MAT1.61.5302
Sub-heading, if applicable:	-
Classes, if applicable:	Evaluation of Mathematics Learning
Semester:	5 <sup>th</sup> (fifth)
Module coordinator:	Dr. Armiami
Lecturer(s):	Dr. Armiami, M.Pd., and Team
Language:	Bahasa Indonesia and English
Classification within the curriculum:	Compulsory Course
Teaching format / class hours per week during the semester:	<p>Teaching format:</p> <ul style="list-style-type: none"> <li>• Lectures (face to face activities): Project Based Learning with Presentations, Group and Class Discussion methods,</li> <li>• Structured assignment,</li> <li>• Independent activities</li> <li>• Practice</li> </ul> <p>3 x 170 minutes = 510 minutes = 8.50 hours lectures</p>
Workload:	<p>16 weeks per semester include Midterm Exam and Final Exam which consist of:</p> <ul style="list-style-type: none"> <li>• 1.67 hours lectures (2 x 50 minutes) per week,</li> <li>• 2 hours structured assignments (2 x 60 minutes) per week,</li> <li>• 2 hours independent activities (2 x 60 minutes) per week</li> <li>• 2.83 hours practice (1 x 170 minutes) per week</li> </ul> <p>16 x 170 x 3 = 8160 Minutes = 136 hours = 4.53 ECTS</p>
Credit points:	3 SKS (4.53 ECTS)
Prerequisite's course(s):	Mathematics Learning Design
Course outcomes:	<p>After completing this course, the students have ability to:</p> <p>CO1: Identify terms related to assessments in mathematics learning</p> <p>CO2: Explain and distinguish between Bloom, Cangelosi, and Marzano taxonomy and can formulate learning indicators and objectives based on the taxonomy</p> <p>CO3: Distinguish between test and non-test instruments and can design test and non-test instruments based on the taxonomy of Bloom, Cangelosi, and Marzano</p>

	<p>CO4: Explain and analyze the quality of instruments (valid, reliabel, differentiating power and difficulty levels) tests and non-tests.</p> <p>CO5: Explain and distinguish the students' mathematical abilities.</p> <p>CO6: Design instruments related to students' mathematical abilities and its scoring rubrics.</p> <p>CO7: Explain and design instruments of authentic assessment, attitudes and skills.</p> <p>CO8: Show a responsible attitude towards working in groups and individually.</p>
<p>Content:</p>	<p>This course discusses:</p> <ol style="list-style-type: none"> <li>1. definition of assessment and evaluation</li> <li>2. function, procedure, subject and object evaluation</li> <li>3. bloom taxonomy</li> <li>4. Cangelosi taxonomy</li> <li>5. Marzano taxonomy</li> <li>6. test instrument and its quality analysis</li> <li>7. non-test instrument and its quality analysis</li> <li>8. mathematics concept understanding skill and its instrument</li> <li>9. mathematics reasoning skill and its instrument</li> <li>10. mathematics communication skill and its instrument</li> <li>11. mathematics representation and its instrument</li> <li>12. mathematics problem solving skill and its instrument</li> <li>13. mathematics connection skill and its instrument</li> <li>14. authentic assessment and its instrument</li> </ol>
<p>Study/exam achievements:</p>	<p>Final Score = (25% x Midterm Exam score) + (30% x Final Exam score) + (25% x Assignment/Project score) + (20% x Affective Score Assessment)</p> <p>The initial cut - off points for grades A, A<sup>-</sup>, B<sup>+</sup>, B, B<sup>-</sup>, C<sup>+</sup>, C, C<sup>-</sup>, and D should not be less than 85, 80, 75, 70, 65, 60, 55, 50, and 40 out of 100 respectively.</p> <p><b>Explanation:</b></p> <ol style="list-style-type: none"> <li><b>1. Midterm Exam</b> <ul style="list-style-type: none"> <li>✓ Midterm Exam will be conducted in the 9<sup>th</sup> meeting</li> <li>✓ Midterm Exam is in the form of a written test (essay) and will be conducted in the classroom</li> <li>✓ The time allocation is 120 minutes according to the module schedule</li> </ul> </li> <li><b>2. Final Exam</b> <ul style="list-style-type: none"> <li>✓ Final Exam will be conducted in the 16<sup>th</sup> meeting.</li> <li>✓ Final Exam is in the form of a written test (essay) and will be conducted in the classroom.</li> <li>✓ The time allocation is 120 minutes which follows the Final Exam schedule provided by the Department.</li> </ul> </li> <li><b>3. Assignment</b> <ul style="list-style-type: none"> <li>✓ Project assignment:               <ol style="list-style-type: none"> <li>a. Projects are given twice in one semester,</li> </ol> </li> </ul> </li> </ol>

	<p>before midterm exam and before final exam</p> <ul style="list-style-type: none"> <li>b. Projects are given as group task and it is in form paper and presentation and it is assessed by rubric assessment</li> <li>c. Project before UTS is about analyzing the validity &amp; reliability of thesis' instruments that available in library.</li> <li>d. Project before UAS is about creating instruments of mathematical ability and analyze its validity &amp; reliability.</li> <li>e. The assignment is carried out to see the achievements of the PLO and CO which are in accordance with the characteristics of evaluation of mathematics learning module</li> </ul> <p><b>4. Affective Assessment</b></p> <ul style="list-style-type: none"> <li>✓ Affective assessment is held in every meeting by observing students' attitude in the classroom.</li> <li>✓ The assessment is based on the observation sheet by using the given scoring rubrics.</li> </ul>
Forms of media:	Whiteboard and LCD
Literature:	<ol style="list-style-type: none"> <li>1. Evaluasi Dan Penilaian Dalam Pembelajaran. (2020). (n.p.): Deepublish.</li> <li>2. Yong, T.H. (2020). Designing Quality Authentic Assessment. Taylor &amp; Francis Publisher.</li> <li>3. Sherrin, David. (2020). Authentic Assessment in Social Studies. Taylor &amp; Francis Publisher.</li> <li>4. Marzano, R. J. (2018). The Art and Science of Teaching. Solution Tree Publisher.</li> <li>5. Arikunto, Suharsimi. (2018). Dasar-dasar Evaluasi Pendidikan Ed. III. .P.T. Bina Akasar: Jakarta</li> <li>6. Prosedur Evaluasi dalam Pembelajaran. (2018). (n.p.): Deepublish.</li> <li>7. Mohan, Radha. (2016). Measurement, Evaluation and Assessment in Education. Prentice Hall.</li> <li>8. Anderson, Lorin W &amp; Krathwohl, David R. (2013). A Taxonomy for Learning, Teaching, and Assessing. A Revision of Bloom's Taxonomy. Pearson Education Limited: New York</li> <li>9. Witte, R. H. (2011). Classroom Assessment for Teachers. Mc Graw Hill Education.</li> <li>10. Spinelli, C.G. (2012). Classroom Assessment for Students in Special and General Education. Pearson Publisher.</li> </ol>

