



ASSESSMENT

1.1 SN-DIKTI Assessment

Learning assessment standards are minimum criteria for assessing student learning processes and outcomes in order to fulfill graduate learning outcomes. Learning assessment standards are regulated in Permenristekdikti No. 44 of 2015 concerning National Higher Education Standards (SN-Dikti).

Scope of assessment of learning processes and outcomes:

- a) Valuation principles;
- b) Assessment techniques and instruments;
- c) Assessment mechanisms and procedures;
- d) Implementation of assessments;
- e) Assessment reporting; And
- f) Student graduation.

1.1.1 Evaluation Principles

The general principles of assessment in accordance with SN-DIKTI can be seen in Table 1

Table 1. Evaluation Principles

No	Evaluation	Defenition
1	Educative	is an assessment that motivates students to capable: a. improve planning and learning methods; And b. achieve graduate learning outcomes.
2	Authentic	is a process-oriented assessment Study sustainable and good learning outcomes reflects the student's abilities during the process learning taking place.
3	Objective	is an assessment based on standards agreed between the lecturer and students and free from the influence of the subjectivity of the assessor and those being assessed.

1.1.2 Assessment Techniques and Instruments

a. Assessment Techniques

Assessment of learning outcomes is carried out in the areas of attitudes, knowledge and skills, which are explained in detail as follows:

1. Assessment of the attitude domain is carried out through observation, self-assessment, assessment between students (students assess the performance of their colleagues in one field or group), and assessment of personal aspects that emphasize aspects of faith, noble character, self-confidence, discipline and responsibility in interacting effectively with social environment, natural surroundings, and the world and its civilization.
2. Assessment of the realm of knowledge through various forms of written and oral tests which technically can be carried out directly or indirectly. Directly what this means is that lecturers and students meet face to face during assessments, for example during seminars, thesis exams, theses and dissertations. Meanwhile, indirectly, for example using written exam question sheets.
3. Assessment of skills domains through performance assessments which can be held through practicums, practicals, simulations, field practice, and others that enable students to improve their skill abilities.

A summary of assessment techniques and instruments is presented in Table 2.

Tabel 2. Assessment Techniques and Instruments

Assessment	Techniques	Instruments
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Attitude	Observation	1. Rubric for process assessment and/or 2. Portfolio or design work for assessment of results
General Skills	Observation, participation,	
Specific Skills	performance, written tests, oral	
Knowledge	tests, and questionnaires	

The final result of the assessment is an integration between various techniques and assessment instruments used.

b. Assessment Instruments

1). Rubric

A rubric is a guide or assessment guide that describes the desired criteria in assessing or grading student learning performance results. The rubric consists of dimensions or aspects that are assessed and criteria for student learning outcomes or indicators of student learning achievement. This guidebook explains analytical rubrics, holistic rubrics and perception scale rubrics.

The purpose of assessment using a rubric is to clarify the dimensions or aspects and levels of assessment of student learning outcomes. Apart from that, it is hoped that the rubric can be a driving force or motivator for students to achieve their achievements his learning. Rubrics can be comprehensive or generally applicable and can also be specific or only apply to a particular topic. A comprehensive rubric can be presented in the form of a holistic rubric.

There are 3 types of rubrics presented as examples in this book, namely:

1. Holistic rubrics are scoring guidelines for grading based on an overall impression or a combination of all criteria. An example of a holistic rubric can be seen in Table 3.
2. Analytical rubrics are assessment guidelines that have levels of assessment criteria that are described and given an assessment scale or assessment score. An example of an analytical rubric can be seen in

Table 4.

3. The perception scale rubric is an assessment guide that has levels of assessment criteria that are not described, but still provides an assessment scale or assessment score. An example of a perception scale rubric can be seen in Table 5.

Table 3. Example of Holistic Rubric Form for Proposal Drafting

GRADE	SCORE	ASSESSMENT CRITERIA
Very less	<20	The design presented is disorganized and does not solve the problem
Not enough	21-40	The design presented is orderly but does not solve the problem
Enough	41- 60	The design presented is systematic, solves problems, but cannot be implemented
Good	61- 80	The design presented is systematic,
Very good	>81	solve problems, can be implemented, less innovative

Table 4. Example of an analytical rubric for assessing paper presentations

Assessed Aspects/Dimensions	Scale of Assessment				
	Very Less	Not Enough	Enough	Good	Very Good
	(Score < 20)	(21-40)	(41-60)	(61-80)	(Score ≥ 81)
Organization	There isn't any organization Which clear. Fact No used For support	Enough focus, However evidence is lacking sufficient For used in interesting	Presentation have focus and serve a number of proof that support	organized with good and serve that fact convincing For support	organized with serve fact Which powered by example has analyzed
Contents	The content is not accurate or too general. Listener not studying anything or sometimes misleading .	The contents not enough accurate, because it does not There is factual data, No add understanding	Fill in general accurate, but not complete. Listeners can learn a number of that fact implied, but they No add outlook new about that topic. Fill in	Accurate content and complete. Para listener add new insight about the topic the.	Fill capable evocative listener For floating right thought.

Presentation Style	The speaker is anxious and uncomfortable, and reads notes rather than speaking. Listeners are often ignored. No contact occurred eyes because the speaker looks more at the whiteboard or screen.	Sticking to the notes, no ideas are developed beyond the notes, the sound is monotonous	In general the speaker is calm, but with an even tone and quite often relies on notes. Sometimes eye contact with the listener is neglected.	The speaker is calm and uses appropriate intonation, speaks without relying on notes, and interacts intensively with the listener. The speaker always makes eye contact with the listener.	Speak enthusiastically, transmit enthusiasm and enthusiasm to the listener.
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Table 5. Example of a Perception Scale Rubric for Grading Oral Presentations

Assessed Aspects/Dimensions	Very Less	Not Enough	Enough	Good	Very Good
	<20	(21-40)	(41-60)	(61-80)	≥80
Communication Skills					
Material Mastery					
Ability					
Facing Questions					
Use of Presentation Props					

Some of the benefits of assessment using rubrics are as follows:

1. Rubrics can be an objective and consistent assessment guide with clear criteria;
2. Rubrics can provide information on the weight of assessments at each level of student ability

3. Rubrics can motivate students to study more actively;
4. Students can use rubrics to measure their own abilities or those of their study group;
5. Students get fast and accurate feedback;
6. Rubrics can be used as an instrument for effective reflection on the learning process that has taken place;
7. As a guide in the learning process and assessment of student learning outcomes.

2). Portfolio Assessment

Portfolio assessment is a continuous assessment based on a collection of information that shows the development of student learning achievements in a certain period. This information can be in the form of student work from the learning process that is considered the best or student work that shows the development of their abilities to achieve learning outcomes. The types of portfolio assessment presented in this book are as follows:

- a) Development portfolio, contains a collection of students' work that shows progress in achieving their abilities in accordance with the learning stages they have undertaken.
- b) The showcase portfolio contains students' work that shows their best learning performance.
- c) Comprehensive portfolio, containing the student's overall work results during the learning process.

An example of a portfolio assessment as in Table 6 is used to measure students' ability to select and summarize scientific journal articles.

Measured learning outcomes:

- a. Ability to select reputable and up-to-date journal articles according to the theme of the impact of industrial pollution;
- b. Ability to summarize journal articles appropriately and correctly.

Table 6. Example of Portfolio Assessment

No	ASSESSED OBJECTS/DIMENSIONS	Article-1		Article-2		Article3	
		Low (1-5)	High (6-10)	Low (1-5)	High (6-10)	Low (1-5)	High (6-10)
1	Articles come from indexed journals within the last 3 years.						
2	Articles related to the theme of the impact of industrial pollution.						
3	The minimum number of articles discusses the impact of industrial pollution on humans and the environment.						
4	Accuracy of summarizing the contents of important parts of the article abstract,						
5	Accuracy of summarizing concepts						
6	important thoughts in the article.						
7	Accuracy of summarizing the methodology used						
8	in the article.						

1.1.3 Assessment Mechanisms and Procedures

The assessment mechanism consists of::

- a. Develop, deliver, and agree on stages, techniques, instruments, criteria, indicators, and assessment weights between assessors and those assessed in accordance with the learning plan;

- b. Carry out the assessment process in accordance with the stages, techniques, instruments, criteria, indicators and assessment weights which contain the assessment principles.
- c. Provide feedback and opportunities to question assessment results to students; and
- d. Documenting the assessment of student learning processes and outcomes in an accountable and transparent manner.

The assessment procedure includes the planning stage, giving assignments or questions, observing performance, returning observation results, and giving final grades. The assessment procedure at the planning stage can be carried out through gradual assessment and/or re-assessment. The assessment mechanism related to assessment stages, assessment techniques, assessment instruments, assessment criteria, assessment indicators and assessment weights is carried out according to the flow in Figure 1.

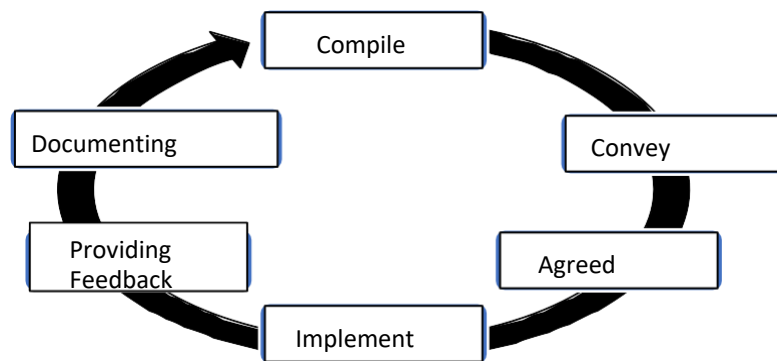


Figure 1. Assessment Mechanism

1.1.4

Implementation of Assessments

The implementation of the assessment is carried out in accordance with the lesson plan. The implementation of the assessment can be carried out by:

- a. The lecturer or team of lecturers;
- b. The lecturer or team of lecturers by involving students; and/or
- c. Lecturers or a team of lecturers by involving relevant stakeholders.

1.1.5 Assessment Reporting

Final assessment in higher education learning can use intermediate letters and intermediate numbers for grades in the range of 0 (zero) to 4 (four), with the following criteria:

Letters	Numbers	Category
A	4	Very good
B	3	Good
C	2	Fair
D	1	Deficient
E	0	Very poor
Assessment Results		

- a) Assessment results are announced to students after one stage of learning in accordance with the learning plan.
- b) The results of the assessment of the Learning Outcomes (CP) of graduates in each semester are expressed by the semester achievement index (IPS).
- c) The results of the assessment of CP graduates at the end of the study program are expressed by the cumulative grade point average (GPA).

ATTACHMENTS

Attachment 1. Title Page of Case-Method Design

**CASE-METHOD DESIGN PROPOSAL
DESIGN TITTLE**



NAMES OF STUDENT GROUPS:

1. A
2. B
3. ..

**STUDY PROGRAM
DEPARTMENT
FACULTY
MANADO STATE UNIVERSITY
20...**

Notes:

1. The title of the issue design uses Times New Roman font size 18 in bold format and uses capital letters.
2. The names of the student groups use Times New Roman font size 14 and are capitalized
3. Name of Study Program, Department, Faculty, University and year Times New Roman font size 14 in bold format and capitalized
4. The title page is made on A4 size paper with top, bottom and right margins of 3 cm, and left margin of 4 cm.

Attachment 2. Case-Method Design Approval Report Format

STUDY PROGRAM

DESIGN APPROVAL SHEET

Design Title :
 Implementation Time :
 Implementation :
 Location :
 Executive Member 1.
 Project 2.
 3.
 4. dst

dalam kelas

As presented in the discussion, through the case method learning model, the design of the implemented in the course After going through this is accepted for further

Knowing,
 Head of Department/Study

Tondano,
 Course Lecturer

20...

(Name of
 Lecturer)

(Name of
 Lecturer)

c 3. Title Page of Case-Method Final Report Design

CASE-METHOD DESIGN FINAL REPORT
DESIGN TITLE



NAMES OF STUDENT GROUPS:

- 3. A
- 4. B
- 3. ..

STUDY PROGRAM
DEPARTMENT
FACULTY
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	Literasi Teknologi <i>(Technology Literacy)</i>						
III.	Life Skills						

<i>Flexibility</i> (Fleksibilitas)						
<i>Leadership</i> (kepemimpinan)						
<i>Initiative</i> (Inisiatif)						
<i>Productivity</i> (Produktivitas)						
<i>Social Skills</i> (Kemampuan sosial)						