





**SEMESTER LESSON PLAN  
ASSESSMENT IN EDUCATION**



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**MASTER PROGRAM IN EDUCATIONAL PSYCHOLOGY  
SCHOOL OF POSTGRADUATE STUDIES  
UNIVERSITAS PENDIDIKAN INDONESIA  
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<b>SEMESTER LESSON PLAN</b>		
<b>1. Identity Subject</b>		
Name of Study Program : Master of Educational Psychology		
Course Name : Assessment in Education		
Course Code : SP763		
Course Groups : Core Competency Courses of Study Program		
Credit (s) : 3 credits		
Program : Master Program		
Semester : 1 (One)		
Prerequisite : -		
Status : Compulsory		
Lecturer name and code : Dr. Tina Hayati Dahlan, S.Psi., M.Pd., Psychologist. (2537)		
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## **2. Course Description**

This course is an elective course for master degree students of Educational Psychology. Through this course, students are required to have theoretical and practical skills regarding assessment in education, including history and the concept of assessment; understanding, role, and function of assessment; psychological constructs in education; statistical concepts in psychological assessment; validity, reliability, norms, and decision-making; techniques and development of psychological assessment; define the concept of psychological attributes; developing and analyzing items and ethical standards in psychological assessment. The lecture approach is student-centered, namely through the process of student learning experiences in various lecture activities (*exposition-discovery learning & group-individual learning*), the lecturer acts as a facilitator.

## **3. Learning Outcomes**

- A Demonstrate scientific, educative, and religious attitudes and behaviors, which contribute to improving the quality of life in society, nation, and country based on culture, norms, and academic ethics.
- K1 Comprehend the concepts, theories, and principles in educational psychology, developmental psychology, and pedagogy, and their implementation in educational practices.
- K2 Comprehend the research methodology and its implementation to improve the quality of educational practices and promote the well-being of involved parties in formal, informal, and non-formal educational settings.
- GS1 Integrate learning and innovation skills, tacit knowledge, ICT competency, and life skills into lifelong learners' behavior to facilitate their career development.
- SS3 Design and develop evidence-based models of teaching and learning, assessment, and educative interventions based on educational psychology studies to optimize learning and benefit learners to learn and develop new skills.

## **4. Course Learning Outcomes**

- Knowing and mastering the history, concepts, roles, and functions of educational psychology assessment in the learning context.
- Understanding psychological constructs and basic statistical concepts in the development of psychological assessment.

- Understanding the concepts of validity, reliability, norms, and decision-making in psychological assessment.
- Applying the validity formula (content, construct) and reliability of a psychological assessment instrument.
- Understanding assessment techniques and applying them in the development of educational psychological assessment.
- Identifying and determining appropriate psychological attributes for the development of psychological assessments in order to produce effective learning.
- Analyzing items (difficulty level and item differentiability) in the psychological assessment instrument set.
- Arranging and developing psychological assessments in education in accordance with ethical standards in psychological assessment.
- Recognizing the importance of psychological assessment in education and being responsible for the psychological assessment instruments that are compiled or developed.

**5. Description Learning Plans**

<b>Meetings</b>	<b>Objectives</b>	<b>Study Materials / Teaching Materials</b>	<b>Learning Approach/Method</b>	<b>Time</b>	<b>Student Learning Experience</b>	<b>Assessment</b>	<b>Reference</b>
1	Students explain the history of assessment in educational psychology	- Orientation and history of assessment	Lectures, discussions, and questions and answers. Students study/examine the history of assessment in psychology	3x50 minutes	Students study/study the history of assessment in educational psychology	Presentations by each group (its representatives) about the history of assessment in	RPS

						psychology	
2	Students define the concept of assessment, the role, and function of psychological assessment in education	<ul style="list-style-type: none"> <li>- The meaning of assessment</li> <li>- The role and function of psychological assessment in education</li> </ul>	Lectures, discussions, and questions and answers. Students study/examine the concept of assessment, the role and function of assessment in educational psychology	3x50 minutes		<p>Presentations by each group (its representatives) on the concept of assessment, role and psychological assessment in education</p>	<ul style="list-style-type: none"> <li>• Anastasi, A. (1982)</li> <li>• Cohen, RJ (2005)</li> <li>• Crocker, L (1986)</li> <li>• Dunn-Rankin, P (1983)</li> <li>• Gregory, RJ (2004)</li> <li>• Groth-Marnat, Gary (2010)</li> <li>• Howard, L. (1986)</li> <li>• Murphy, KR (1998)</li> </ul>
3	Students discuss psychological constructs in education	<ul style="list-style-type: none"> <li>- Some constructs of educational psychology</li> </ul>	Lectures, discussions, and questions and answers. Students discuss the construct of educational psychology	3x50 minutes		<p>Presentations by each group (its representatives) about several constructs of educational</p>	<ul style="list-style-type: none"> <li>• Anastasi, A. (1982)</li> <li>• Cohen, RJ (2005)</li> <li>• Crocker, L (1986)</li> <li>• Dunn-Rankin, P (1983)</li> <li>• Gregory, RJ (2004)</li> <li>• Groth-Marnat, Gary (2010)</li> </ul>

						psychology	<ul style="list-style-type: none"> <li>• Howard, L. (1986)</li> <li>• Murphy, KR (1998)</li> </ul>
4	Students ask and answer questions about statistical concepts in psychological assessment	- Statistical concepts used in psychological assessments	Lectures, discussions, and questions and answers. Students ask and answer questions about statistical concepts used in psychological assessments	3x50 minutes		Presentations by each group (its representatives) on statistical concepts used in psychological assessment	<ul style="list-style-type: none"> <li>• Anastasi, A. (1982)</li> <li>• Cohen, RJ (2005)</li> <li>• Crocker, L (1986)</li> <li>• Dunn-Rankin, P (1983)</li> <li>• Gregory, RJ (2004)</li> <li>• Groth-Marnat, Gary (2010)</li> <li>• Howard, L. (1986)</li> <li>• Murphy, KR (1998)</li> </ul>
5	Students discuss reliability and norms	- Description of reliability and norms	Lectures, discussions, and questions and answers. Students discuss reliability and norms	3x50 minutes		Presentations by each group (its representatives) about reliability and norms	<ul style="list-style-type: none"> <li>• Anastasi, A. (1982)</li> <li>• Cohen, RJ (2005)</li> <li>• Crocker, L (1986)</li> <li>• Dunn-Rankin, P (1983)</li> <li>• Gregory, RJ (2004)</li> </ul>

							<ul style="list-style-type: none"> <li>• Groth-Marnat, Gary (2010)</li> <li>• Howard, L. (1986)</li> <li>• Murphy, KR (1998)</li> </ul>
6	Students discuss validity and decision-making	- Description of validity and decision making	Lectures, discussions, and questions and answers. Students discuss validity and decision making	3x50 minutes		Presentati on by each group (its representa tives) about validity and decision making	<ul style="list-style-type: none"> <li>• Anastasi, A. (1982)</li> <li>• Cohen, RJ (2005)</li> <li>• Crocker, L (1986)</li> <li>• Dunn-Rankin, P (1983)</li> <li>• Gregory, RJ (2004)</li> <li>• Groth-Marnat, Gary (2010)</li> <li>• Howard, L. (1986)</li> <li>• Murphy, KR (1998)</li> </ul>
7	Psychological Assessment Techniques in Education	- Techniques used in educational psychology assessment	Lectures, discussions, and questions and answers. Students discussed the techniques used in	3x50 minutes		Presentati on by each group (its representa tives) on the techniques used in	<ul style="list-style-type: none"> <li>• Anastasi, A. (1982)</li> <li>• Cohen, RJ (2005)</li> <li>• Crocker, L (1986)</li> <li>• Dunn-Rankin, P (1983)</li> </ul>

			educational psychology assessment			educational psychology assessment	<ul style="list-style-type: none"> <li>• Gregory, RJ (2004)</li> <li>• Groth-Marnat, Gary (2010)</li> <li>• Howard, L. (1986)</li> <li>• Murphy, KR (1998)</li> </ul>
8	<b>MIDTERM EXAM</b>						
9	Students study the Development of Psychological Assessments	- Stages of development of psychological assessment	Lectures, discussions, and questions and answers. Students examine/examine the stages of developing psychological assessments	3x50 minutes		Presentation by each group (its representatives) about the stages of developing a psychological assessment	<ul style="list-style-type: none"> <li>• Anastasi, A. (1982)</li> <li>• Cohen, RJ (2005)</li> <li>• Crocker, L (1986)</li> <li>• Dunn-Rankin, P (1983)</li> <li>• Gregory, RJ (2004)</li> <li>• Groth-Marnat, Gary (2010)</li> <li>• Howard, L. (1986)</li> <li>• Murphy, KR (1998)</li> </ul>
10	Students define and examine the concept of psychological attributes and the	- Definition of the concept of psychological attributes	Lectures, discussions, and questions and answers. Students study	3x50 minutes		Presentation by each group (its representative)	<ul style="list-style-type: none"> <li>• Anastasi, A. (1982)</li> <li>• Cohen, RJ (2005)</li> </ul>



	concept of psychological attributes		and discuss the concept of psychological attributes				<ul style="list-style-type: none"> <li>• Crocker, L (1986)</li> <li>• Dunn-Rankin, P (1983)</li> <li>• Gregory, RJ (2004)</li> <li>• Groth-Marnat, Gary (2010)</li> <li>• Howard, L. (1986)</li> <li>• Murphy, KR (1998)</li> </ul>
11-12	Students practice developing psychological assessment items in Education	- Developing Assessment items in Education	Discussions, exercises, and questions and answers. Students practice developing psychology assessment items in Education	3x50 minutes		Practice/exercise in developing assessment items in education	<ul style="list-style-type: none"> <li>• Anastasi, A. (1982)</li> <li>• Cohen, RJ (2005)</li> <li>• Crocker, L (1986)</li> <li>• Dunn-Rankin, P (1983)</li> <li>• Gregory, RJ (2004)</li> <li>• Groth-Marnat, Gary (2010)</li> <li>• Howard, L. (1986)</li> <li>• Murphy, KR (1998)</li> </ul>
13-14	Students practice analyzing	- Analyze Assessment	Discussions, exercises and	3x50		Practice/exercise on	<ul style="list-style-type: none"> <li>• Anastasi, A. (1982)</li> </ul>

	psychological assessment items in education	items in Education	questions, and answers. Students practice analyzing psychological assessment items in education	minutes		analyzing assessment items in education	<ul style="list-style-type: none"> <li>• Cohen, RJ (2005)</li> <li>• Crocker, L (1986)</li> <li>• Dunn-Rankin, P (1983)</li> <li>• Gregory, RJ (2004)</li> <li>• Groth-Marnat, Gary (2010)</li> <li>• Howard, L. (1986)</li> <li>• Murphy, KR (1998)</li> </ul>
15	Students discuss ethical standards in psychological assessment	- Code of ethics in psychological assessment	Lectures, discussions, and questions and answers. Students discuss the code of ethics in psychological assessments	3x50 minutes		Presentations by each group (its representatives) regarding the code of ethics in psychological assessment	<ul style="list-style-type: none"> <li>• Anastasi, A. (1982)</li> <li>• Cohen, RJ (2005)</li> <li>• Gregory, RJ (2004)</li> <li>• Groth-Marnat, Gary (2010)</li> <li>• Murphy, KR (1998)</li> </ul>
16	<b>FINAL EXAMS</b>						

## 6. References

Anastasi, A. (1982). *Psychological Testing*. 5th ed. New York: Macmillan Publishing, Inc.

Cohen, R.J., Swerdlik, M.E. (2005). *Psychological Testing and Assessment: AN Introduction to Test an Measurement*. 6th. New York: McGraw-Hill Companies, Inc.

Crocker, L.; Algina, J. (1986). *Introduction to Classical and Modern Test Theory* New York: Hall-Rinrhart and Winston, Inc.

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Gregory, R J. (2004). *Psychological Testing: History, Principles, and Application*. 4th. Boston: Pearson Education Group, Inc.

Groth-Marnat, Gary. (2010). *Hand Book of Psychological Assessment*. 5th. (Terjemahan). Yogyakarta: Pustaka Pelajar.

Howard, L. (1986). *Test Scores and What They Mean*. 4th. Englewood Cliffs. New Jersey: Prentice-Hall.

Murphy, KR, Davidshofer, CO (1998). *Psychological Testing: Principles and Application*. 4th. USA: Prentice-Hall International, Inc.

## **7. Attachment**

Appendix 1. *Teaching Materials*

Appendix 2. *Media*

Appendix 3. *Assessment Instrument*