

P. Sample of Blueprint Assessment, Assignment Design And Assessment Rubric

BLUEPRINT ASSESSMENT, ASSIGNMENT DESIGN AND ASSESSMENT RUBRIC OF LEARNING SKILLS COURSE (101J1113)

I. *BLUEPRINT ASSESSMENT*

Blueprint Assessment applied by curriculum of DDM study program :

1. *Formative Assessment*

Formative assessment is obtained from tutorial assessment. Tutorial score is derived not only from student's performance but also from active discussion, scientific argumentation and student's attitude during tutorial process. It is mandatory for students to follow entire tutorial process, unless there is a justified reason. Check list is used in this type of assessment.

2. *Summative Assessment*

Summative assessment is based on score of assignment, quiz, practicum, Clinical Skill Lab and final exam score. The percentages of summative assessment are listed below:

- | | |
|---|-------|
| 1) Individual assignment | : 15% |
| 2) Group assignment | : 15% |
| 3) Written exam (in the form of <i>Short Answer Question-SAQ</i>) | : 25% |
| 4) CBT final exam (in the form of <i>Multiple Choice Question-MCQ</i>) | :45% |

Students are eligible to take course final exam if:

1. The attendance rate is 80% unless they have justified reason; and
2. Follow the entire tutorial process.

3. *Remedial and Appeal Procedure*

a. Remedial

- Limited to students with grade less than B-
- Remedial score will be taken as the best score
- Maximal grade from remedial result is B

b. Appeal Procedure

- *Appeal Procedure* is policy in providing opportunities for students to express an appeal for dissatisfaction with the grade obtained from specific course;
- Student can The student can submit his/her appeal to the course coordinator include any necessary evidence for consideration;
- Course coordinator will verify the data; Penanggungjawab matakuliah akan melakukan verifikasi data;
- The results of data verification will be given to student and forward to Dental Education Unit as well as to Vice Dean for Development and Academic Affairs.

Final score system is based on Hasanuddin University's reference in term of score, grade, and conversion, as follows:

Score	Grade	Conversion
>85	A	4,00
81 – 85	A-	3,75
76 – 80	B+	3,50
71 – 75	B	3,00
66 – 70	B-	2,75
61 – 65	C+	2,50
51 – 60	C	2,00
45 – 50	D	1,00
<44	E	0,00

II. ASSIGNMENT PLANNING

A. TUTORIAL with PROBLEM BASED LEARNING METHOD

Tutorial activity is held on the second week with problem based learning strategies using seven jump method. First day of the week is for the first tutorial, second day for self-directed study, third day for second tutorial, fourth day is also for self-directed study and fifth day for panel discussion.

Tutorial schedule :

- 1. First interaction:** in a large class with one way- face to face explanation and question answer. **The objective** is to explain the module and how to complete it, as well as make the discussion group. Module is distributed to students in this first interaction.
- 2. Second interaction:** First tutorial discussion led by elected student as chairman and secretary and facilitated by tutor. **The objective** is to select group chair and secretary and brainstorming for step 1-5.
- 3. Independent study,** to find update information based on the module.
- 4. Third interaction:** second tutorial discussion is led by elected student as chairman and secretary and facilitated by tutor. **The objective** is to explain discussion result obtained from independent study and clarify, analyze as well as synthesize all information.
- 5. Independent discussion:** with the similar process with tutorial discussion, and if the information is considered sufficient, then the time of independent discussion can be use to finish assignment in the form of written reports. Independent discussion can be repeated over schedule.
- 6. Last interaction:** Panel discussion and expert lecture. **The objective** is to report analysis result and information synthesis found to solve problems in scenario. Any misperception or unclear explanation, can be resolved by the experts present in the class. Presentation report is made by group in accordance with the systematic and submitted to each group tutor.

Tutorial Process

Group discussion use brainstorming and discussion to solve problems in the scenario with the step of seven jumps that listed below :

1. Clarify all foreign/unknown terms (if any)
2. Determine the problem found in scenario. Make questions out of it.
3. Answer the question based on student's prior knowledge
4. Organize the answer systematically
5. Determined unsolved problem to become the next learning outcome
6. Find as many as information from literature, expert, and another sources to solve the problems
7. Discuss and synthesize all information

B. INDIVIDUAL ASSIGNMENT

1. Assessment Weight

Assessment weight of individual assignment is 20 % out of 100% final course assessment.

2. Output

Output of individual assignment is an individual report based on discussion during tutorial process in accordance with learning objective and information found during student's independent study. Each student is mandatory to have final paper with topic assigned by course coordinator. This assignment is the entire record of information related to the discussion of the learning issue/s and learning objective achievement. Individual paper is evaluated and assessed by the facilitator during the second tutorial.

2.1 Individual Paper;

1. Writing systematic: Introduction (background); Topic (consist of learning objectives); Discussion (consist of various scientific information to answer learning objective each scenario); Summary (summary of discussion); and References (citation from scientific

journal, textbook, and another trusted sources with Vancouver style.

2. Individual paper is written in accordance with scientific method with MS Word, minimum 5 pages, font times new roman size 12, paper size HVS A4, neatly bound and cover with blue buffalo paper, original text not a copy; and .
3. Individual paper is collected in hardcopy to the tutor and softcopy to course coordinator with assigned name file: ((Tugas Individu-NIM-Blok 1).

C. GROUP ASSIGNMENT

1. Assessment Weight

Assessment weight of individual assignment is 10% out of 100% final course assessment.

2. Output

2.1 Group paper;

1) Writing systematic :

- Cover page;
- Introduction
 - A. Background
 - B. Objective
 - C. Significance
- Discussion (source can be from scientific journal, textbook, and another trusted sources)
- Summary
- References (Vancouver style)

2) Group paper is written in accordance with scientific method with MS Word, minimum 10 pages, font times new roman, size 12, space 1.5, paper size HVS A4, top margin 35 mm, left 35 mm, right 30 mm, and bottom margin 30 mm, page number on footer right, neatly bound and cover with blue buffalo paper, original text not a copy; and

3) Group paper is collected in hardcopy to the tutor and softcopy to the course instructor's email with assigned file name: (Tugas_Kelompok 10- Blok 1_2018).

2.2 Powerpoint presentation slide consist of : text, graphic, table and figure, minimum 10 slides. Collected in softcopy, with assigned file name: (Slide

ppt_Kelompok 10-Blok 1_2018).

2.3. Group presentation : apply the principle of effective communication in paper presentation.

3. Assessment Criteria

A. Group paper (50%)

- 1) Accuracy of systematic preparation based on standard guidelines;
- 2) Accuracy of grammar and spellcheck and in accordance with the guidelines for table, figure, and citation;
- 3) Consistency in the used of terms, color and symbols;
- 4) Neatness of the submitted paper

B. Powerpoint slide presentation (30%)

- 1) Clear and consistent, with easy to read fonts;
- 2) Innovative; with figures and another supporting relevant media

C. Presentation (20%)

- 1) Communicative language, clarity content, comprehensive and powerful presentation;
- 2) Time management (10 minutes presentation + 5 minutes discussion);
- 3) Well-prepared for the audience and presentation media.

D. WRITTEN EXAM WITH *SHORT ANSWER QUESTION* (SAQ) METHOD

1. Assessment Weight

Assessment weight of SAQ is 25% out of 100% final course assessment.

2. Output

Question sheet with 5-10 questions based on course/module expected learning outcome

3. Assessment Criteria

The accuracy of the answer in the given time that in accordance with related scientific references.

E. FINAL EXAM CBT with *MULTIPLE CHOICE QUESTION METHOD* (MCQ)

1. Assessment Weight

Assessment weight of final exam is 45% out of 100% final course assessment.

2. Output

Assessment method with Multiple Choice Question (MCQ) method for final exam with as many as 100 question are used to assess cognitive level.

III. ASSESSMENT RUBRIC

A. Tutorial PBL

Tutorial score derived not only from student attendance but also from active participation during discussion, scientific argumentation, and student's attitude during tutorial. It is mandatory for students to follow entire tutorial process, unless there is a justified reason. This assessment use check list.

(Appendix 1 : Assessment of Tutorial).

B. Individual Assignment

(Appendix 2. *Assessment of Individual Assignment*).

C. Group Assignment

(Appendix 3. *Assessment of Group Assignment*)

D. Short Answer Question

(Appendix 4.)

E. Multiple Choice Question

(Appendix 5).

IV. LIST OF LECTURERS

No	Name	Department	Cellphone & E-mail
1	Dr. drg. Bahruddin Thalib, M.Kes., Sp.Pros	Prosthodontic	081342199964 bathalib64@yahoo.com
2	Prof. Dr. drg. Edy Machmud, Sp.Pros(K)	Proshodontic	081524196241 machmuedy@gmail.com
3	drg. Rini Pratiwi, M.Kes	Dental Public Health	082188632032 rinipratiwi.sadad@ymail.com
4	drg. Eri Hendra Jubhari, M.Kes.,Sp.Pros	Prosthodontic	08124235346 erijubhari@gmail.com
5	drg. Ayub Irmadani Anwar, M.MedEd	Dental Public Health	0811443667 ayubanwar_mks@yahoo.com
6	Dr. drg. Eddy Heriyanto Habar, Sp.Ort	Orthodontic	0811468344 eddyorto@gmail.com
7	Dr. drg. Irene E Rieuwpassa, M.Kes	Oral Biology	081355107432 drgirene@yahoo.com
8	drg. Adam Malik Hamudeng, M.MedEd	Pediatric Dentistry	081355645501 adammalikh94@yahoo.co.id
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10	drg. Nursyamsi, M.Kes	Dental Public Health	081340286286 nursyamsi4874@yahoo.com
11	drg. Abul Fauzi, Sp.BM	Pediatric Dentistry	081181667 abulfauzi@gmail.com
12	Dr. drg. Ike Damayanti Habar, Sp.Pros	Prosthodontic	081355015511 ike_prosto.unhas@yahoo.co.id

READING MATERIALS

1. Dweck, Carol S, 2006, ” **MINDSET : The New Psychology of Succes**”, Random House, New York.
2. Jones, R.Nelson, 1989, ”**Effective Thinking Skills**”, Cassell Educational limited, London.
3. Butler, Gillian & Hope, Tony, “**Manage Your Mind - The Mental Fitness Guide**”, 1995, Oxford University Press (II,5:31-44).
4. Harsono (2004), Pengantar Problem based Learning, Edisi kedua
5. Steven M. Downing; Assessment in health professions education
6. Dent Harden (2000): Practical Guide for medical teacher

Appendix 1. Assessment form for PBL Tutorial

ASSESSMENT FORM

Course : Module/Scenario :
 Scenario : Tutorial :
 Group : Date :

No	Student's ID	Name	Formative Assessment	Comments
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

Aspects of formative assessment:

- A. Active participation and responsibility in PBL process
- B. Scientific information related to originality, validity and update information
- C. Communication skills and openness in discussion
- D. Analytical capability related to discussion content
- E. Attitude (in the way of speaking, dressing up, and discussion)

Formative assessment and its criteria

1 = Very less	No active participation; poor attitude
2 = Less	Minimal participation; minimal communication and analytic capability; fair attitude
3 = Fair	Fair participation; fair communication skill and scientific information; fair analytical capability; fair attitude
4 = Good	Active participation; good communication skills and scientific information; good analytical capability; good attitude
5 = Very good	Active participation; very good communication skills; update scientific information; very good analytical skills, very good attitude.

Makassar,.....

Tutor,

Appendix 2. Assessment form for Individual Assignment

ASSESSMENT FORM

Name/Group :
 Module Title :
 Date :

No	Assessment Components	Score (0 – 100)
I.	Introduction	
	- Background is in accordance with the given topic - Learning objective is in accordance with the scenario	1 – 5
II.	Paper Content	
1a.	Compliance with systematic of scientific writing: - In accordance with systematic of scientific writing - Reference is written in Vancouver method	0 – 20
1b.	The depth and width of paper content - Good sequence (example: starts from definition, signs and symptoms, etc) - References varies from trusted scientific sources - Ability to compile and analyze various sources and not copy paste	0 – 50
1c.	Sumarry- Comprehensive learning summary	0 – 5
1d.	Update relevant references	0 – 10
III.	Neatness	0 – 5
IV.	On-time submission	0 – 5
Total score		

Makassar,
 Facilitator
 r,

(.....)

Appendix 3. Assessment form for Group Assignment

Assessment of Group Assignment

Course : Module :

Group :

Assessment components	Assessment criteria	Weight (B)	Score (N)	Final Score (BxN)
A. Group paper	<ol style="list-style-type: none"> 1. Accuracy of systemic preparation based on standard guidelines.; 2. Accuracy of grammar and spellcheck; 3. Consistency in the use of terms, color and symbols; 4. Neatness of the submitted paper. 	(50%)	(10-100)	(a)
B. Powerpoint slide presentation	<ol style="list-style-type: none"> 1. Clear and consistent, easy to read fonts ; Innovative, using image, supported with another relevant media 	(20%)	(10-100)	(b)
C. Presentation	<ol style="list-style-type: none"> 1. Communicative language and content clarity; 2. Time management (10 minutes presentation + 5 minutes discussion); 3. Innovative powerpoint presentation, with clear and consistent figures and fonts. 	(30%)	(10-100)	(c)
Final Score				(a+b+c)

Makassar,.....

Penilai,

Appendix 4. PBL Final Exam

PBL final exam is designed in the form of Short Answer Question

Question
Standard answer as reference
Score criteria (10-100)	<40 : answer is not related with standard answer; 40-70: related with standard answer but not perfect; 71-100: perfect answer and in accordance with standard answer
Score	...

Question sample of PBL module exam

Question	What are the steps in 7 (seven) jumps?
Standard answer as reference	7 jumps (<i>seven jumps</i>) to solve the problem: 1. Identify all foreign /unknown terms (if any) , 2. Determine the problem found in scenario. Make questions out of it. 3. Answer the question based on student's prior knowledge 4. Organize the answer systematically 5. Determined unsolved problem to become the next learning outcome 6 Find as many as information from literature, expert, and another sources to solve the problems. 6. Discuss and synthesize all information.
Score criteria (10-100)	<40 : answer is not related with standard answer; 40-70: related with standard answer but not perfect; 71-100: perfect answer and in accordance with standard answer
Score	100

Appendix 5. Final exam with Multiple Choice Question (MCQ)

Multiple Choice Question for final exam use final assessment based on the number of correct answer divided with total question and multiplied by 100%.

Sample of final exam question (MCQ)

Question ID	Block 1-01/2017
Vignette	A group of dental students perform Problem Based Learning with seven jumps method. During discussion, a student is dominantly answer every question. This is the concern of the facilitator in the group. Before the stage / step ends, the facilitator reminds whether the group agreed answers are correct or not.
Question	Which step of seven jumps is the most appropriate for the above case?
Answer choice	A. Individual learning B. Problem analysis C. Determine the question D. Clarification of unknown terminology E. Problem synthesis
Answer key	B. Problem analysis
Written by	Adam Malik Hamudeng
Reference	1. Harsono (2004), Pengantar <i>Problem based Learning</i> , Edisi kedua