**Formulir Penilaian Portofolio Inovasi Pembelajaran Peserta Pengenalan Lapangan Persekolahan**

**Program Studi Pendidikan Bahasa Inggris Universitas Islam Indonesia**

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| **Nama** | :………………………… | **Sekolah**  | : …………………………… |
| **NIM** | : ………………………… | **Guru/Dosen Pembimbing** | :…………………………… |

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| **PANDUAN PENILAIAN** |
| Aspek ini dinilai berdasarkan penerapan strategi atau teknik pembelajaran yang kreatif dan inovatif yang dibuktikan dengan portofolio yang berisi **(1) deskripsi singkat tentang alasan penerapan, penjelasan tentang tata cara penerapan, dan refleksi tentang pelaksanaan penerapan (total keseluruhan min. 750 kata)** dan **(2) lampiran berupa dokumen perencanaan pembelajaran, materi dan media pembelajaran, sampling karya siswa, dan dokumentasi pelaksanaan.** |

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| **Criterion** | **Conventional Innovation** | **Emergent** | **Innovative Excellence** | **Score** |
| **1-5** | **6-8** | **9-10** |
| **Alignment to Learning Objectives** | Learning objectives are partially aligned and addressed. | Learning objectives are mostly aligned and addressed. | Learning objectives are fully aligned and addressed comprehensively. |  |
| **Opportunities for Deeper Learning** | Unlikely to achieve any impact on student learning; does not provide opportunity for deeper learning; and does not provide appropriate direction or scaffolding. | Has minimal impact on student learning; provides opportunity for deeper learning through low-level thinking skills; and provides incomplete direction or scaffolding. | Has a broad and deep impact on student learning; provides opportunity for deeper learning through critical thinking; and provides appropriate direction and scaffolding. |  |
| **Utility for Instruction** | Does not solve a problem in the classroom or creates more problems than it solves. Instructions are not complete and don't cater to the needs of students. | Solves a problem in the classroom and presents minor new problems. Instructions are adequate and likely to cater the needs of students. | Solves a problem in the classroom while avoiding new problems. Comprehensive instructions are completely provided and cater the needs of students. |  |
| **Adaptability** | Innovation is unlikely to be adaptable and help students achieve desirable outcomes in different learning contexts. | Innovation is potentially adaptable with some adjustment to help students achieve desirable outcomes in different learning contexts. | Innovation is easily adaptable and enables students to achieve desirable outcomes in different learning contexts. |  |
| **Evidence** | Some required documents are incomplete or missing. | All required documents are submitted. | All required documents are submitted with some additional evidence. |  |
| **Suggestion** | **Total** |

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