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Paper title: "An Evaluation of Self-assessment Practice Scale (SaPS) Using Rasch Model Analysis"

It is increasingly acknowledged that self-assessment is an important part of learning because it enables students to realize their strengths and weaknesses for improvement. The Rasch model is used in this study to evaluate the Self-Assessment Practice Scale (SaPS) regarding its psychometric properties within the Indonesian educational context. Despite the established validity and reliability of the SaPS across different cultural contexts, there is no study to date regarding its appropriateness for the Indonesian context. This is a quantitative survey research study in which data were collected using a convenience sample from 107 students in the secondary and tertiary levels of education. Reliability scores indicated good with the person reliability = 0.84 and item reliability = 0.83. While the construct validity is good as depicted by the raw variance explained of 35.7% with unexplained variance consistently below 15%. DIF for gender is also identified, showing differences in self-assessment practice between male and female students. The results extend the literature on self-assessment by providing evidence of the applicability of the SaPS in Indonesia and the value of Rasch analysis in the validation of educational instruments across diverse contexts. The implication and suggestions of the study are discussed further.