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Dear **Siti Annisah [1,4*], Zulela [2], Endry Boeriswati [3], Yunita Wildaniati [4], Atin Supriatin [5]**

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REVIEW REPORT

Title of paper: **Test Instrument Development of Mathematical Problem Solving Skills**

For sections A & B, please tick a number from 0 to 5, where 0 = strongly disagree and 5 = strongly agree.

A. Technical aspects

1. The paper is within the scope of the Journal.	☐ 0	☐ 1	☐ 2	☐ 3	☐ 4	☑ 5
2. The paper is original.	☐ 0	☐ 1	☐ 2	☐ 3	☐ 4	☑ 5
3. The paper is free of technical errors.	☐ 0	☐ 1	☐ 2	☐ 3	☐ 4	☑ 5

B. Communications aspects

1. The paper is clearly readable.	☐ 0	☐ 1	☐ 2	☐ 3	☐ 4	☑ 5
2. The figures are clear & do clearly convey the intended message.	☐ 0	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
3. The length of the paper is appropriate.	☐ 0	☐ 1	☐ 2	☐ 3	☐ 4	☑ 5

C. Comments to the authors (You may use another sheet of paper.)

The research results can be analyzed into several points. First, this research is backed by the need for math learning about test instruments capable of measuring the ability to solve mathematical problems. Because preliminary study results showed that the test instruments that have been used have more measured the low level of ability. However, problem-solving capability is one of the competencies that will be achieved in the elementary/MI Mathematics course. Therefore, instruments that can measure and assess problem-solving capabilities. Secondly, the process of the development of test instruments begins with creating a test instrument design. The test instruments on this research are designed by the indicators of mathematical learning access, problem-solving indicators, criteria for problem-solving, rules of good and correct Indonesian grammar, and preparing alternatives to correct answers/solutions. The basic test preparation is the result of reviewing the problem-solving variables and drafting an assessment instrument. Thus, in theory, the test instrument developed can be determined to be valid to fulfill the validity of content validity and the validity of the construction (construct validity). A test is said to have the validity of the contents when it can measure the competencies that are developed along with their indicators and learning materials. The validity of the construction refers to the extent to which an instrument measures the concept of a theory that is the preparation of the instrument. Thirdly, to prove if the test instrument is valid both in content and construction, then the validity test is carried out by the experts (expert judgment). Based on expert assessment results shows that all item items developed are valid. The process of validation of test instruments assessed by six experts and performed 2 times indicates that the test instrument assessment of this mathematical problem-solving ability is valid and reliable. Thus, in theory, the test instrument developed is valid by experts and can be used to assess or measure the ability of mathematical problem-solving. Fourth, the test result test instrument is used to determine the validity of the test item. The validity of item items is very important because if there is an invalid item, it will reduce the overall validity of the instrument. The result of the instrument is to show that all item items of matter i.e. number 1, 2, 3, 4, and 5 are considered valid and reliable. Thus, from the results of the validation of the test instruments shows that the question of number 1, 2, 3, 4, and 5 is valid and reliable either in theory (expert judgment) or whole or item items.

D. Recommendation (Tick one)

1. Accepted without modifications. ☐
2. Accepted with minor corrections. ☑

3. Accepted with major modification. ☐

4. Rejected. ☐

Yours Sincerely,

Prof. Neal N. Xiong,

Editorial Office

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