



**Universitas Negeri Surabaya
Fakultas Bahasa dan Seni
Program Studi S1 Pendidikan Bahasa Inggris**

Kode Dokumen

RENCANA PEMBELAJARAN SEMESTER

MATA KULIAH (MK)	KODE	Rumpun MK	BOBOT (sks)			SEMESTER	Tgl Penyusunan	
ESP Assessment	8820302287	Mata Kuliah Pilihan Program Studi	T=2	P=0	ECTS=3.18	5	28 Agustus 2023	
OTORISASI	Pengembang RPS		Koordinator RMK			Koordinator Program Studi		
	Esti Kurniasih		Wiwiet Eva Savitri			Dr. Him'mawan Adi Nugroho, S.Pd., M.Pd.		
Model Pembelajaran	Project Based Learning							
Capaian Pembelajaran (CP)	CPL-PRODI yang dibebankan pada MK							
	CPL-12	Merencanakan, melaksanakan dan mengevaluasi pembelajaran Bahasa Inggris secara efektif dan kreatif.						
	CPL-16	Menunjukkan pemahaman yang baik tentang konsep pembelajaran bahasa Inggris dari perspektif nasional dan global.						
	Capaian Pembelajaran Mata Kuliah (CPMK)							
	CPMK - 1	To have critical thought in understanding the concept of developing ESP Assessment based on the 2013 Curriculum and Kurikulum Merdeka (Kurmer).						
	CPMK - 2	To be responsible and have a strong commitment to develop students' character and competencies by formulating learning objectives on the basis of cognitive level.						
	CPMK - 3	To have critical, innovative, and systematic thought in utilizing the learning sources and IT for an effective ESP Assessment.						
	CPMK - 4	To be responsible and think critically and creatively in producing an appropriate ESP Assessment.						
	Matrik CPL - CPMK							
Matrik CPMK pada Kemampuan akhir tiap tahapan belajar (Sub-CPMK)								
Deskripsi Singkat MK	This course encompasses the knowledge on the concept of ESP Assessment and its development based on the 2013 Curriculum and Kurikulum Merdeka (Kurmer). This subject is initiated with understanding the reasons and logics of assessing English for specific purposes, tasks and strategic competence in ESP testing. At the end of the course, by integrating technology, the learners are asked to develop specific purpose tests/assessment of language skills (listening, speaking, reading, writing). All teaching-learning activities are conducted through discussion, presentation, question-answer, and doing a project.							
Pustaka	Utama :							

<ol style="list-style-type: none"> 1. 1. Douglas, D. (2000). <i>Assessing Language for Specific Purposes</i>. Cambridge: Cambridge University Press. 2. 2. Çelik, H. (2021). <i>Testing and assessment in English for Specific Purposes (ESP)</i>. In <i>Language assessment and test preparation in English as a foreign language (EFL) education</i> (pp.355-395). Vizetek Yayıncılık. 							
Pendukung :							
<ol style="list-style-type: none"> 1. 1. Brown, H. D. (2004). <i>Language assessment: Principles and classroom practices</i>. White Plains, NY: Pearson Education. 2. 2. Cheng, L. & Fox. J. (2017). <i>Assessment in the language classroom</i>. London: Palgrave. 3. 3. Ewa Donesch-Jezo. (2012). <i>English for Specific Purposes: What does it mean and why is it different from teaching General English?</i>. CONFLUENCE . 							
Dosen Pengampu		Ririn Pusparini, S.Pd., M.Pd. Ahmad Munir, S.Pd., M.Ed., Ph.D. Esti Kurniasih, S.Pd., M.Pd. Nur Fauzia, S.S., M.Pd. Zainul Aminin, S.Pd., M.Pd.					
Mg Ke-	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)	Penilaian		Bantuan Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [Estimasi Waktu]		Materi Pembelajaran [Pustaka]	Bobot Penilaian (%)
		Indikator	Kriteria & Bentuk	Luring (offline)	Daring (online)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Being able to explain the concept of ESP Assessment and reasons of ESP Assessment (Introduction to ESP Assessment)	To explain the concept of ESP Assessment and reasons of ESP Assessment orally (Assessment for Learning)	Kriteria: Checklist Bentuk Penilaian : Aktifitas Partisipatif	Presentation and Discussion, (Question and Answer) 2 X 50	- -	Materi: Intro to ESP Assessment: Reasons of ESP Assessment Pustaka: 2. Çelik, H. (2021). <i>Testing and assessment in English for Specific Purposes (ESP)</i> . In <i>Language assessment and test preparation in English as a foreign language (EFL) education</i> (pp.355-395). Vizetek Yayıncılık. Materi: Task Types and Characteristics Pustaka: 3. Ewa Donesch-Jezo. (2012). <i>English for Specific Purposes: What does it mean and why is it different from teaching General English?</i> . CONFLUENCE .	5%

2	Being able to analyze the concept of Task types and characteristics	To analyze the concept of Task types and characteristics	Kriteria: Checklist Bentuk Penilaian : Aktifitas Partisipasif	Presentation and Discussion, (Question and Answer) 2 X 50	- -	Materi: Task Types and Characteristics Pustaka: 1. Douglas, D. (2000). <i>Assessing Language for Specific Purposes</i> . Cambridge: Cambridge University Press. Materi: Task Types and Characteristics Pustaka: 3. Ewa Donesch-Jezo. (2012). <i>English for Specific Purposes: What does it mean and why is it different from teaching General English?</i> . CONFLUENCE .	5%
3	Being able to explain the concept of Specific purpose assessment of Listening and its development based on the 2013 Curriculum and Kurikulum Merdeka (Kurmer)	To explain the concept of Specific purpose assessment of Listening and its development based on the 2013 Curriculum and Kurikulum Merdeka (Kurmer)	Kriteria: Checklist Bentuk Penilaian : Aktifitas Partisipasif	Presentation and Discussion, (Question and Answer) 2 X 50	- -	Materi: Specific Purpose Assessment of Listening Pustaka: 1. Douglas, D. (2000). <i>Assessing Language for Specific Purposes</i> . Cambridge: Cambridge University Press. Materi: Specific Purpose Assessment of Listening Pustaka: 1. Brown, H. D. (2004). <i>Language assessment: Principles and classroom practices</i> . White Plains, NY: Pearson Education. Materi: Specific Purpose Assessment of Listening Pustaka: 2. Cheng, L. & Fox, J. (2017). <i>Assessment in the language classroom</i> . London: Palgrave.	5%

4	Being able to explain the concept of Specific purpose assessment of Listening and its development based on the 2013 Curriculum and Kurikulum Merdeka (Kurmer)	To explain the concept of Specific purpose assessment of Listening and its development based on the 2013 Curriculum and Kurikulum Merdeka (Kurmer)	Kriteria: Checklist Bentuk Penilaian : Aktifitas Partisipasif	Presentation and Discussion, (Question and Answer) 2 X 50	- -	Materi: Specific Purpose Assessment of Listening Pustaka: 1. Douglas, D. (2000). <i>Assessing Language for Specific Purposes</i> . Cambridge: Cambridge University Press. <hr/> Materi: Specific Purpose Assessment of Listening Pustaka: 1. Brown, H. D. (2004). <i>Language assessment: Principles and classroom practices</i> . White Plains, NY: Pearson Education. <hr/> Materi: Specific Purpose Assessment of Listening Pustaka: 2. Cheng, L. & Fox, J. (2017). <i>Assessment in the language classroom</i> . London: Palgrave.	5%
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5	Being able to explain the concept of Specific purpose assessment of Speaking and its development based on the 2013 Curriculum and Kurikulum Merdeka (Kurmer)	To explain the concept of ESP Assessment of Speaking and its development based on the 2013 Curriculum and Kurikulum Merdeka (Kurmer)	Kriteria: Checklist Bentuk Penilaian : Aktifitas Partisipatif	Presentation and Discussion, (Question and Answer) 2 X 50	- -	Materi: Specific Purpose Assessment of Speaking Pustaka: 1. <i>Douglas, D. (2000). Assessing Language for Specific Purposes. Cambridge: Cambridge University Press.</i> <hr/> Materi: Specific Purpose Assessment of Speaking Pustaka: 1. <i>Brown, H. D. (2004). Language assessment: Principles and classroom practices. White Plains, NY: Pearson Education.</i> <hr/> Materi: Specific Purpose Assessment of Speaking Pustaka: 2. <i>Cheng, L. & Fox, J. (2017). Assessment in the language classroom. London: Palgrave.</i>	5%
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6	Being able to explain the concept of Specific purpose assessment of Speaking and its development based on the 2013 Curriculum and Kurikulum Merdeka (Kurmer)	To explain the concept of ESP Assessment of Speaking and its development based on the 2013 Curriculum and Kurikulum Merdeka (Kurmer)	Kriteria: Checklist Bentuk Penilaian : Aktifitas Partisipasif	Presentation and Discussion, (Question and Answer) 2 X 50	- -	Materi: Specific Purpose Assessment of Speaking Pustaka: 1. <i>Douglas, D. (2000). Assessing Language for Specific Purposes. Cambridge: Cambridge University Press.</i> <hr/> Materi: Specific Purpose Assessment of Speaking Pustaka: 1. <i>Brown, H. D. (2004). Language assessment: Principles and classroom practices. White Plains, NY: Pearson Education.</i> <hr/> Materi: Specific Purpose Assessment of Speaking Pustaka: 2. <i>Cheng, L. & Fox, J. (2017). Assessment in the language classroom. London: Palgrave.</i>	5%
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7	Being able to explain the concept of Specific purpose assessment of Reading and its development based on the 2013 Curriculum and Kurikulum Merdeka (Kurmer)	To explain the concept of ESP Assessment of Reading and its development based on the 2013 Curriculum and Kurikulum Merdeka (Kurmer)	Kriteria: Checklist Bentuk Penilaian : Aktifitas Partisipasif	Presentation and Discussion, (Question and Answer) 2 X 50	- -	Materi: Specific Purpose Assessment of Reading Pustaka: 1. Douglas, D. (2000). <i>Assessing Language for Specific Purposes</i> . Cambridge: Cambridge University Press. <hr/> Materi: Specific Purpose Assessment of Reading Pustaka: 1. Brown, H. D. (2004). <i>Language assessment: Principles and classroom practices</i> . White Plains, NY: Pearson Education. <hr/> Materi: Specific Purpose Assessment of Reading Pustaka: 2. Cheng, L. & Fox, J. (2017). <i>Assessment in the language classroom</i> . London: Palgrave.	5%
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8	Being able to explain the concept of Specific purpose assessment of Reading and its development based on the 2013 Curriculum and Kurikulum Merdeka (Kurmer)	To explain the concept of ESP Assessment of Reading and its development based on the 2013 Curriculum and Kurikulum Merdeka (Kurmer)	Kriteria: Checklist Bentuk Penilaian : Aktifitas Partisipasif	Presentation and Discussion, (Question and Answer) 2 X 50	- -	Materi: Specific Purpose Assessment of Reading Pustaka: 1. Douglas, D. (2000). <i>Assessing Language for Specific Purposes</i> . Cambridge: Cambridge University Press. <hr/> Materi: Specific Purpose Assessment of Reading Pustaka: 1. Brown, H. D. (2004). <i>Language assessment: Principles and classroom practices</i> . White Plains, NY: Pearson Education. <hr/> Materi: Specific Purpose Assessment of Reading Pustaka: 2. Cheng, L. & Fox, J. (2017). <i>Assessment in the language classroom</i> . London: Palgrave.	5%
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9	Being able to explain the concept of Specific purpose assessment of Writing and its development based on the 2013 Curriculum and Kurikulum Merdeka (Kurmer)	To explain the concept of ESP Assessment of Writing and its development based on the 2013 Curriculum and Kurikulum Merdeka (Kurmer)	Kriteria: Checklist Bentuk Penilaian : Aktifitas Partisipasif	Presentation and Discussion (Question and Answer) 2 X 50	- -	Materi: Specific Purpose Assessment of Writing Pustaka: 1. Douglas, D. (2000). <i>Assessing Language for Specific Purposes</i> . Cambridge: Cambridge University Press. <hr/> Materi: Specific Purpose Assessment of Writing Pustaka: 2. Cheng, L. & Fox, J. (2017). <i>Assessment in the language classroom</i> . London: Palgrave. <hr/> Materi: Specific Purpose Assessment of Writing Pustaka: 3. Ewa Donesch-Jezo. (2012). <i>English for Specific Purposes: What does it mean and why is it different from teaching General English?</i> . CONFLUENCE .	5%
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10	Being able to explain the concept of Specific purpose assessment of Writing and its development based on the 2013 Curriculum and Kurikulum Merdeka (Kurmer)	To explain the concept of ESP Assessment of Writing and its development based on the 2013 Curriculum and Kurikulum Merdeka (Kurmer)	Kriteria: Checklist Bentuk Penilaian : Aktifitas Partisipasif	Presentation and Discussion (Question and Answer) 2 X 50	- -	Materi: Specific Purpose Assessment of Writing Pustaka: 1. Douglas, D. (2000). <i>Assessing Language for Specific Purposes</i> . Cambridge: Cambridge University Press. ----- Materi: Specific Purpose Assessment of Writing Pustaka: 2. Cheng, L. & Fox, J. (2017). <i>Assessment in the language classroom</i> . London: Palgrave. ----- Materi: Specific Purpose Assessment of Writing Pustaka: 3. Ewa Donesch-Jezo. (2012). <i>English for Specific Purposes: What does it mean and why is it different from teaching General English?</i> . CONFLUENCE .	5%
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11	Being able to explain the concept of integrating the learning sources and technology in developing an ESP Assessment	To explain the concept of integrating the learning sources and technology in developing an ESP Assessment	Kriteria: Checklist Bentuk Penilaian : Aktifitas Partisipasif	Presentation and Discussion (Question and Answer) 4 X 50	- -	Materi: Technology Aided ESL Assessment Pustaka: 1. <i>Douglas, D. (2000). Assessing Language for Specific Purposes. Cambridge: Cambridge University Press.</i> <hr/> Materi: Technology Aided ESL Assessment Pustaka: 2. <i>Cheng, L. & Fox. J. (2017). Assessment in the language classroom. London: Palgrave.</i> <hr/> Materi: Technology Aided ESL Assessment Pustaka: 2. <i>Çelik, H. (2021). Testing and assessment in English for Specific Purposes (ESP). In Language assessment and test preparation in English as a foreign language (EFL) education (pp. 355-395). Vizetek Yayıncılık.</i> <hr/> Materi: Technology Aided ESL Assessment Pustaka: 1. <i>Brown, H. D. (2004). Language assessment: Principles and classroom practices. White Plains, NY: Pearson Education.</i>	5%
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12	UTS (Written Mid-term Test)	Written Mid-term Test	Kriteria: Tes Bentuk Penilaian : Tes	Written Mid-term Test 2 X 50	-	Materi: Materi di Pertemuan 1-11 Pustaka: 1. Douglas, D. (2000). <i>Assessing Language for Specific Purposes</i> . Cambridge: Cambridge University Press. Materi: Materi di Pertemuan 1-11 Pustaka: 2. Çelik, H. (2021). <i>Testing and assessment in English for Specific Purposes (ESP)</i> . In <i>Language assessment and test preparation in English as a foreign language (EFL) education</i> (pp.355-395). Vizetek Yayıncılık. Materi: Materi di Pertemuan 1-11 Pustaka: 1. Brown, H. D. (2004). <i>Language assessment: Principles and classroom practices</i> . White Plains, NY: Pearson Education. Materi: Materi di Pertemuan 1-11 Pustaka: 2. Cheng, L. & Fox, J. (2017). <i>Assessment in the language classroom</i> . London: Palgrave. Materi: Materi di Pertemuan 1-11 Pustaka: 3. Ewa Donesch-Jezo. (2012). <i>English for Specific Purposes: What does it mean and why is it different from teaching General English?</i> . CONFLUENCE .	15%
13	Being able to analyze ESP Test of Listening and Speaking	To analyze ESP Test of Listening and Speaking	Kriteria: Checklist Bentuk Penilaian : Aktifitas	Presentation and Discussion (Question and Answer) 2 X 50	-	Materi: Developing an ESP Assessment instrument (Listening,	5%

Partisipatif

Speaking, Reading or Writing) based on the 2013 Curriculum and Kurikulum Merdeka (Kurmer)
Pustaka: 1. Douglas, D. (2000). *Assessing Language for Specific Purposes*. Cambridge: Cambridge University Press.

Materi:
Developing an ESP
Assessment instrument (Listening, Speaking, Reading or Writing) based on the 2013 Curriculum and Kurikulum Merdeka (Kurmer)
Pustaka: 2. Çelik, H. (2021). *Testing and assessment in English for Specific Purposes (ESP)*. In *Language assessment and test preparation in English as a foreign language (EFL) education* (pp.355-395). Vizetek Yayıncılık.

Materi:
Developing an ESP
Assessment instrument (Listening, Speaking, Reading or Writing) based on the 2013 Curriculum and Kurikulum Merdeka (Kurmer)
Pustaka: 1. Brown, H. D. (2004). *Language assessment: Principles and classroom practices*. White Plains, NY: Pearson Education.

Materi:
Developing an ESP
Assessment instrument (Listening, Speaking, Reading or Writing) based

						on the 2013 Curriculum and Kurikulum Merdeka (Kurmer) Pustaka: 2. Cheng, L. & Fox. J. (2017). <i>Assessment in the language classroom</i> . London: Palgrave.	
14	Being able to analyze ESP Test of Reading and Writing	To analyze ESP Test of Reading and Writing	Kriteria: Checklist Bentuk Penilaian : Aktifitas Partisipatif	Presentation and Discussion (Question and Answer) 2 X 50	- -	Materi: Developing an ESP Assessment instrument (Listening, Speaking, Reading or Writing) based on the 2013 Curriculum and Kurikulum Merdeka (Kurmer) Pustaka: 1. Douglas, D. (2000). <i>Assessing Language for Specific Purposes</i> . Cambridge: Cambridge University Press. Materi: Developing an ESP Assessment instrument (Listening, Speaking, Reading or Writing) based on the 2013 Curriculum and Kurikulum Merdeka (Kurmer) Pustaka: 2. Çelik, H. (2021). <i>Testing and assessment in English for Specific Purposes (ESP). In Language assessment and test preparation in English as a foreign language (EFL) education (pp.355-395)</i> . Vizetek Yayıncılık. Materi: Developing an ESP Assessment instrument (Listening, Speaking, Reading or Writing) based on the 2013 Curriculum and Kurikulum Merdeka (Kurmer) Pustaka: 1. Brown, H. D.	5%

						<p>(2004). <i>Language assessment: Principles and classroom practices</i>. White Plains, NY: Pearson Education.</p> <p>Materi: Developing an ESP Assessment instrument (Listening, Speaking, Reading or Writing) based on the 2013 Curriculum and Kurikulum Merdeka (Kurmer) Pustaka: 2. Cheng, L. & Fox. J. (2017). <i>Assessment in the language classroom</i>. London: Palgrave.</p>	
15	Being able to develop an ESP Assessment instrument (Listening, Speaking, Reading and Writing) based on the 2013 Curriculum and Kurikulum Merdeka (Kurmer)	To develop an ESP Assessment instrument (Listening, Speaking, Reading and Writing) based on the 2013 Curriculum and Kurikulum Merdeka (Kurmer)	<p>Kriteria: Penilaian Hasil Project / Penilaian Produk</p> <p>Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk</p>	Lecture, Discussion and Project 2 X 50	- -	<p>Materi: Developing an ESP Assessment instrument (Listening, Speaking, Reading and Writing) based on the 2013 Curriculum and Kurikulum Merdeka (Kurmer) Pustaka: 1. Douglas, D. (2000). <i>Assessing Language for Specific Purposes</i>. Cambridge: Cambridge University Press.</p> <p>Materi: Developing an ESP Assessment instrument (Listening, Speaking, Reading and Writing) based on the 2013 Curriculum and Kurikulum Merdeka (Kurmer) Pustaka: 2. Çelik, H. (2021). <i>Testing and assessment in English for Specific Purposes (ESP). In Language assessment and test preparation in English as a foreign language (EFL) education</i></p>	10%

						<p>(pp.355-395). Vizetek Yayincılık.</p> <p>Materi: Developing an ESP Assessment instrument (Listening, Speaking, Reading and Writing) based on the 2013 Curriculum and Kurikulum Merdeka (Kurmer) Pustaka: 1. <i>Brown, H. D.</i> (2004). <i>Language assessment: Principles and classroom practices.</i> White Plains, NY: Pearson Education.</p> <p>Materi: Developing an ESP Assessment instrument (Listening, Speaking, Reading and Writing) based on the 2013 Curriculum and Kurikulum Merdeka (Kurmer) Pustaka: 2. <i>Cheng, L. & Fox. J. (2017).</i> <i>Assessment in the language classroom.</i> London: Palgrave.</p>	
16	Being able to develop an ESP Assessment instrument (Listening, Speaking, Reading and Writing) based on the 2013 Curriculum and Kurikulum Merdeka (Kurmer)	To develop an ESP Assessment instrument (Listening, Speaking, Reading and Writing) based on the 2013 Curriculum and Kurikulum Merdeka (Kurmer)	<p>Kriteria: Penilaian Hasil Project / Penilaian Produk</p> <p>Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk</p>	Project 2 X 50	- -	<p>Materi: Developing an ESP Assessment instrument (Listening, Speaking, Reading and Writing) based on the 2013 Curriculum and Kurikulum Merdeka (Kurmer) Pustaka: 1. <i>Douglas, D.</i> (2000). <i>Assessing Language for Specific Purposes.</i> Cambridge: Cambridge University Press.</p> <p>Materi: Developing an ESP Assessment instrument (Listening, Speaking, Reading and Writing) based on the 2013 Curriculum and</p>	10%

						<p>Kurikulum Merdeka (Kurmer) Pustaka: 2. <i>Çelik, H. (2021). Testing and assessment in English for Specific Purposes (ESP). In Language assessment and test preparation in English as a foreign language (EFL) education (pp.355-395). Vizetek Yayıncılık.</i></p> <hr/> <p>Materi: Developing an ESP Assessment instrument (Listening, Speaking, Reading and Writing) based on the 2013 Curriculum and Kurikulum Merdeka (Kurmer) Pustaka: 1. <i>Brown, H. D. (2004). Language assessment: Principles and classroom practices. White Plains, NY: Pearson Education.</i></p> <hr/> <p>Materi: Developing an ESP Assessment instrument (Listening, Speaking, Reading and Writing) based on the 2013 Curriculum and Kurikulum Merdeka (Kurmer) Pustaka: 2. <i>Cheng, L. & Fox. J. (2017). Assessment in the language classroom. London: Palgrave.</i></p>
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Rekap Persentase Evaluasi : Project Based Learning

No	Evaluasi	Persentase
1.	Aktifitas Partisipasif	65%
2.	Penilaian Hasil Project / Penilaian Produk	20%
3.	Tes	15%
		100%

1. **Capaian Pembelajaran Lulusan PRODI (CPL-PRODI)** adalah kemampuan yang dimiliki oleh setiap lulusan PRODI yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodinya yang diperoleh melalui proses pembelajaran.
2. **CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-PRODI) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampilan umum, ketrampilan khusus dan pengetahuan.
3. **CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
4. **Sub-CP Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
5. **Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
6. **Kreteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kreteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kreteria dapat berupa kuantitatif ataupun kualitatif.
7. **Bentuk penilaian:** tes dan non-tes.
8. **Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
9. **Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
10. **Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
11. **Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
12. TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.