



Universitas Negeri Surabaya
Faculty of Social Sciences and Law,
Social Sciences Education Undergraduate Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date																																																																																			
Evaluation of Learning and Learning	8420702066	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	4	July 17, 2024																																																																																			
AUTHORIZATION		SP Developer	Course Cluster Coordinator			Study Program Coordinator																																																																																				
		Dr. Nuansa Bayu Segara, S.Pd., M.Pd.	Dr. Wiwik Sri Utami, M.P			Dr. Nuansa Bayu Segara, S.Pd., M.Pd.																																																																																				
Learning model	Project Based Learning																																																																																									
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																																																									
	Program Objectives (PO)																																																																																									
	PO - 1	Students are able to apply the concepts of assessment and evaluation in social studies learning																																																																																								
	PO - 2	Students are able to differentiate approaches to assessment in social studies learning																																																																																								
	PO - 3	Students are able to apply Alternative Assessment in Social Studies Learning																																																																																								
	PLO-PO Matrix																																																																																									
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td>P.O</td></tr> <tr><td>PO-1</td></tr> <tr><td>PO-2</td></tr> <tr><td>PO-3</td></tr> </table>						P.O	PO-1	PO-2	PO-3																																																																															
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PO Matrix at the end of each learning stage (Sub-PO)																																																																																										
	<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th rowspan="2">P.O</th> <th colspan="16">Week</th> </tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th> </tr> </thead> <tbody> <tr><td>PO-1</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>PO-2</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>PO-3</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table>						P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1																	PO-2																	PO-3																
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PO-3																																																																																										
Short Course Description	Conduct studies and provide an understanding of the role of assessment in the education and learning process that adapts to the curriculum applicable in schools. Basic concepts of authentic, alternative and classroom-based assessment including assessment instrument development workshops. Implementation of assessments, processing of assessment results data as well as techniques and various forms of authentic assessment. Learning is carried out by applying a constructivist approach. The learning activity ends with an exercise in making a specific assessment rubric by each student in group discussion and reflection activities																																																																																									
References	Main :																																																																																									
	<ol style="list-style-type: none"> Gronlund, N.E. 1980. Construction Achievement Test. New Jersey: Prentice Hall Inc Daryanto. 2005. Evaluasi Pendidikan. Jakarta: Remaja Rosda Karya Nitko, Anthony J. 1983. Education, Test and Measurement. London. Hcourt Sudijono, Anas. 2011. Pengantar Evaluasi Pendidikan. Jakarta: Raja Grafindo (Rajawali Press) Febriana, R. (2021). Evaluasi pembelajaran. Bumi Aksara. Prijowuntato, S. W. (2020). Evaluasi pembelajaran. Sanata Dharma University Press. Widodo, H. (2021). Evaluasi Pendidikan. UAD PRESS. 																																																																																									
	Supporters:																																																																																									
Supporting lecturer	Dr. Wiwik Sri Utami, M.P. Dr. Nuansa Bayu Segara, S.Pd., M.Pd.																																																																																									
Week-	Final abilities of each learning stage (Sub-PO)	Evaluation		Help Learning, Learning methods, Student Assignments, [Estimated time]		Learning materials [References]	Assessment Weight (%)																																																																																			
		Indicator	Criteria & Form	Offline (offline)	Online (online)																																																																																					

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	<p>1.Explain the meaning of assessment, evaluation and evaluation of learning outcomes</p> <p>2.Explain the purpose of the assessment</p> <p>3.Explain the function of assessment in learning</p>	Assessment in Learning	<p>Criteria: Formative</p> <p>Form of Assessment : Participatory Activities</p>	Build knowledge through discussion and question and answer processes 2 X 50	Build knowledge through discussion and question and answer processes 2 X 50	<p>Material: Concept of Evaluation and Assessment</p> <p>Literature: <i>Prijowuntato, SW (2020). Learning evaluation. Sanata Dharma University Press.</i></p>	2%
2	<p>1.Students are able to formulate a definition of the Assessment of Learning approach</p> <p>2.Students are able to formulate a definition of the Assessment for Learning approach</p> <p>3.Students are able to formulate a definition of the Assessment as Learning approach</p>	Assessment in Learning	<p>Criteria: Formative</p> <p>Form of Assessment : Participatory Activities</p>	Build knowledge through discussion and question and answer processes 2 X 50	Build knowledge through discussion and question and answer processes 2 X 50	<p>Material: Concept of Evaluation and Assessment</p> <p>Literature: <i>Prijowuntato, SW (2020). Learning evaluation. Sanata Dharma University Press.</i></p>	2%
3	Students analyze the benefits of Alternative Assessment in Social Studies Learning	<p>1.Able to understand the characteristics of Alternative Assessment in Social Sciences Learning</p> <p>2.Students analyze the benefits of Alternative Assessment in Social Studies Learning</p>	<p>Criteria: formative</p> <p>Form of Assessment : Participatory Activities</p>	Students listen and discuss the meaning and alternative assessment techniques. Students discuss cases in the learning process related to alternative assessments. 2 X 50	Students listen and discuss the meaning and alternative assessment techniques. Students discuss cases in the learning process related to alternative assessments. 2 X 50	<p>Material: Alternative Assessment</p> <p>References: <i>Gronlund, NE 1980. Construction Achievement Test. New Jersey: Prentice Hall Inc Daryanto. 2005. Educational Evaluation. Jakarta: Rosda Youth Karya Nitko, Anthony J. 1983. Education, Test and Measurement. London. Hcourt Sudijono, Anas. 2011. Introduction to Educational Evaluation. Jakarta: Raja Grafindo (Rajawali Press)</i></p>	2%

4	Students design various types of affective and psychomotor assessment instruments	<ol style="list-style-type: none"> 1. Students are able to correctly identify the types of affective assessment instruments. 2. Students are able to correctly identify the types of psychomotor assessment instruments. 3. Students are able to decide correctly on the affective and psychomotor assessment instruments of a case. 	<p>Criteria: Formative</p> <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	Students analyze the case then decide to use the 2 X 50 affective and psychomotor assessment instrument	Students analyze the case then decide to use the 2 X 50 affective and psychomotor assessment instrument	<p>Material: Affective and Psychomotor Assessment</p> <p>Reference: <i>Widodo, H. (2021). Education Evaluation. UAD PRESS.</i></p>	10%
5	Students design various types of affective and psychomotor assessment instruments	<ol style="list-style-type: none"> 1. Students are able to correctly identify the types of affective assessment instruments. 2. Students are able to correctly identify the types of psychomotor assessment instruments. 3. Students are able to decide correctly on the affective and psychomotor assessment instruments of a case. 	<p>Criteria: Formative</p> <p>Form of Assessment : Practice / Performance</p>	Students analyze the case then decide to use the 2 X 50 affective and psychomotor assessment instrument	Students analyze the case then decide to use the 2 X 50 affective and psychomotor assessment instrument	<p>Material: Affective and Psychomotor Assessment</p> <p>Reference: <i>Widodo, H. (2021). Education Evaluation. UAD PRESS.</i></p>	10%
6	Students design various types of affective and psychomotor assessment instruments	<ol style="list-style-type: none"> 1. Students are able to correctly identify the types of cognitive assessment instruments 2. Students are able to correctly identify the types of cognitive assessment instruments. 3. Students are able to decide correctly on the cognitive assessment instruments of a case. 	<p>Criteria: Formative</p> <p>Form of Assessment : Practice / Performance</p>	Students analyze the case then decide to use the 2 X 50 Cognitive assessment instrument	Students analyze the case then decide to use the 2 X 50 cognitive assessment instrument	<p>Material: Affective and Psychomotor Assessment</p> <p>Reference: <i>Widodo, H. (2021). Education Evaluation. UAD PRESS.</i></p>	2%

7	Students understand various types of cognitive assessment instruments	<ol style="list-style-type: none"> 1. Students are able to correctly identify the types of cognitive assessment instruments 2. Students are able to correctly identify the types of cognitive assessment instruments. 3. Students are able to decide correctly on the cognitive assessment instruments of a case. 	Criteria: Formative Form of Assessment : Participatory Activities, Practice/Performance	Students analyze the case then decide to use the 2 X 50 Cognitive assessment instrument	Students analyze the case then decide to use the 2 X 50 cognitive assessment instrument	Material: Affective and Psychomotor Assessment Reference: <i>Widodo, H. (2021). Education Evaluation. UAD PRESS.</i>	2%
8	Students design various types of affective, psychomotor and cognitive assessment instruments.	<ol style="list-style-type: none"> 1. Students are able to correctly identify the types of affective, psychomotor and cognitive assessment instruments. 2. Students are able to correctly identify the types of affective, psychomotor and cognitive assessment instruments. 3. Students are able to decide correctly on affective, psychomotor and cognitive assessment instruments. 	Criteria: Formative Form of Assessment : Test	Students analyze cases then decide to use affective, psychomotor and cognitive assessment instruments. 2 X 50	Students analyze cases then decide on the use of affective, psychomotor and cognitive assessments. 2 X 50	Material: Affective and Psychomotor Assessment Reference: <i>Widodo, H. (2021). Education Evaluation. UAD PRESS.</i>	20%
9	Students design cognitive assessment grids.	<ol style="list-style-type: none"> 1. Students are able to correctly identify cognitive assessment grids. 2. Students are able to decide correctly on the cognitive assessment grid. 3. 	Criteria: Formative Form of Assessment : Participatory Activities, Tests	Students analyze the case then design a cognitive assessment grid. 2 X 50	Students analyze the case then decide on the design of the cognitive assessment grid. 2 X 50	Material: Affective and Psychomotor Assessment Reference: <i>Widodo, H. (2021). Education Evaluation. UAD PRESS.</i>	2%
10	Students analyze authentic assessments that are in accordance with Social Sciences Learning Outcomes	Students decide on an authentic assessment design that suits the Social Sciences Learning Outcomes	Criteria: Formative Form of Assessment : Participatory Activities, Tests	Students analyze cases from lecturer research results published in journals and then decide on an appropriate authentic assessment design. 2 X 50	Students analyze cases from lecturer research results published in journals and then decide on an appropriate authentic assessment design. 2 X 50	Material: Affective and Psychomotor Assessment Reference: <i>Widodo, H. (2021). Education Evaluation. UAD PRESS.</i>	2%

11	Students are able to design various authentic assessments.	<ol style="list-style-type: none"> 1. Students are able to identify various types of authentic assessment. 2. Students are able to decide correctly on authentic assessments. 	<p>Criteria: Formative</p> <p>Form of Assessment : Assessment of Project Results / Product Assessment, Practices / Performance</p>	Students analyze the case then decide on an appropriate authentic assessment design. 2 X 50	Students analyze the case then decide on an appropriate authentic assessment design. 2 X 50	<p>Material: Affective and Psychomotor Assessment</p> <p>Reference: <i>Widodo, H. (2021). Education Evaluation. UAD PRESS.</i></p>	2%
12	Able to explain the analysis techniques for learning outcome test items	<ol style="list-style-type: none"> 1. Practicing the analysis process. Test validity and reliability 2. Practicing the process of analyzing the level of difficulty, differential power, distractor quality 	<p>Criteria: Formative</p> <p>Form of Assessment : Practice / Performance</p>	Practicing the analysis process of cognitive assessment instruments (test validity, reliability, level of difficulty, distinguishability, quality of distraction, etc.) 2 X 50	Practicing the process of analyzing cognitive assessment instruments (testing validity, reliability, level of difficulty, distinguishing power, quality of distraction, etc.)	<p>Material: Validity and reliability of the</p> <p>Literature Assessment Instrument: <i>Febriana, R. (2021). Learning evaluation. Literary Earth.</i></p>	2%
13	Able to explain the analysis techniques for learning outcome test items	<ol style="list-style-type: none"> 1. Practicing the analysis process. Test validity and reliability 2. Practicing the process of analyzing the level of difficulty, differential power, distractor quality 	<p>Criteria: Formative</p> <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	Practicing the analysis process of cognitive assessment instruments (test validity, reliability, level of difficulty, distinguishability, quality of distraction, etc.) 2 X 50	Practicing the process of analyzing cognitive assessment instruments (testing validity, reliability, level of difficulty, distinguishing power, quality of distraction, etc.)	<p>Material: Validity and reliability of the</p> <p>Literature Assessment Instrument: <i>Febriana, R. (2021). Learning evaluation. Literary Earth.</i></p>	2%
14	Able to explain the analysis techniques for learning outcome test items	<ol style="list-style-type: none"> 1. Practicing the analysis process. Test validity and reliability 2. Practicing the process of analyzing the level of difficulty, differential power, distractor quality 	<p>Criteria: Formative</p> <p>Form of Assessment : Practice / Performance</p>	Practicing the analysis process of cognitive assessment instruments (test validity, reliability, level of difficulty, distinguishability, quality of distraction, etc.) 2 X 50	Practicing the process of analyzing cognitive assessment instruments (testing validity, reliability, level of difficulty, distinguishing power, quality of distraction, etc.)	<p>Material: Validity and reliability of the</p> <p>Literature Assessment Instrument: <i>Febriana, R. (2021). Learning evaluation. Literary Earth.</i></p>	10%
15	Able to practice processing and reporting assessment results.	<ol style="list-style-type: none"> 1. Students are able to process assessment results 2. Students are able to report assessment results 	<p>Criteria: Formative</p> <p>Form of Assessment : Participatory Activities</p>	Through case studies, students practice processing and reporting assessment results. 2 X 50	Through case studies, students practice processing and reporting assessment results.	<p>Material: Assessment Reporting</p> <p>Literature: <i>Gronlund, NE 1980. Construction Achievement Test. New Jersey: Prentice Hall Inc Daryanto. 2005. Educational Evaluation. Jakarta: Rosda Youth Karya Nitko, Anthony J. 1983. Education, Test and Measurement. London. Hcourt Sudijono, Anas. 2011. Introduction to Educational Evaluation. Jakarta: Raja Grafindo (Rajawali Press)</i></p>	2%

16	Able to practice processing and reporting assessment results.	<ol style="list-style-type: none"> 1. Students are able to process assessment results 2. Students are able to report assessment results 	Criteria: formative Forms of Assessment : Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance	Through case studies, students practice processing and reporting assessment results. 2 X 50	Through case studies, students practice processing and reporting assessment results.	Material: Assessment Reporting Literature: <i>Gronlund, NE 1980.</i> <i>Construction Achievement Test. New Jersey: Prentice Hall Inc Daryanto. 2005.</i> <i>Educational Evaluation. Jakarta: Rosda Youth Karya Nitko, Anthony J. 1983.</i> <i>Education, Test and Measurement. London. Hcourt Sudijono, Anas. 2011.</i> <i>Introduction to Educational Evaluation. Jakarta: Raja Grafindo (Rajawali Press)</i>	28%
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Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	17%
2.	Project Results Assessment / Product Assessment	10.33%
3.	Portfolio Assessment	9.33%
4.	Practice / Performance	41.33%
5.	Test	22%
		99.99%

Notes

1. **Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
2. **The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
3. **Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
4. **Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
5. **Indicators for assessing** ability in the process and student learning outcomes are specific and measurable statements that identify the ability or performance of student learning outcomes accompanied by evidence.
6. **Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
7. **Forms of assessment:** test and non-test.
8. **Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
9. **Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
10. **Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
11. **The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
12. TM=Face to face, PT=Structured assignments, BM=Independent study.