



**Universitas Negeri Surabaya**  
**Faculty of Economics and Business**  
**Bachelor of Accounting Education Study Program**

Document Code

**SEMESTER LEARNING PLAN**

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
EVALUATION OF LEARNING AND LEARNING	8720902117		T=2	P=0	ECTS=3.18	3	July 17, 2024
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
	Vivi Pratiwi, S.Pd., M.Pd.		Dr. Luqman Hakim, M.SA			Rochmawati, S.Pd., M.Ak.	

<b>Learning model</b>	Case Studies
-----------------------	--------------

<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program which is charged to the course</b>																																																																																																																						
	<b>Program Objectives (PO)</b>																																																																																																																						
	<b>PO - 1</b>	Able to act as a citizen who is proud and loves the country, has high nationalism																																																																																																																					
	<b>PO - 2</b>	Able to master the concepts, principles and assessment procedures in Accounting learning that are oriented towards assessment standards																																																																																																																					
	<b>PO - 3</b>	Able to plan and solve assessment problems in economics learning using principles, methods and assessment standards																																																																																																																					
	<b>PO - 4</b>	Able to evaluate student learning completeness based on the results of analysis of student learning outcomes																																																																																																																					
	<b>PO - 5</b>	Able to use item analysis software to analyze student learning outcomes																																																																																																																					
	<b>PLO-PO Matrix</b>																																																																																																																						
		<table border="1" style="margin-left: 40px;"> <tr><td>P.O</td></tr> <tr><td>PO-1</td></tr> <tr><td>PO-2</td></tr> <tr><td>PO-3</td></tr> <tr><td>PO-4</td></tr> <tr><td>PO-5</td></tr> </table>	P.O	PO-1	PO-2	PO-3	PO-4	PO-5																																																																																																															
	P.O																																																																																																																						
PO-1																																																																																																																							
PO-2																																																																																																																							
PO-3																																																																																																																							
PO-4																																																																																																																							
PO-5																																																																																																																							
<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																																																																																																																							
	<table border="1" style="margin-left: 40px;"> <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> <tr><td>PO-4</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-5</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																	PO-4																	PO-5																
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																																																																																																																							
PO-4																																																																																																																							
PO-5																																																																																																																							

<b>Short Course Description</b>	This course examines the understanding of the role of assessment in education and learning, various types of assessment according to the applicable curriculum, the preparation of various types of good questions and their assessment rubrics. The basic concepts of authentic, alternative and class-based assessment and the applicable curriculum include workshops on developing assessment instruments, along with analysis of question items both manually using the Excel program and using question-item software, references for learning completion, presented theoretically, workshops, assignments and practice .
---------------------------------	---

<b>References</b>	<b>Main :</b>
-------------------	---------------

1. Arends, Richardl. 2004. Guide to Field Experiences and Portfolio Development: to accompany learning to teach. New York: McGraw-Hill Book Company.
2. Arikunto, Suharsimi. 2006. Dasar-dasar Evaluasi Pendidikan (edisi revisi) cet. 6. Bumiaksara: Jakarta
3. Brookhart, Susan M. 2010. How to Assess Higher-Order Thinking Skills in Your Classroom. Alexandria: ASCD.
4. Departemen Pendidikan Nasional. Kurikulum SMP 1984, 1999, 2004, 2006 dan 2013, Jakarta
4. Gronlund, N. E. 1980. Construction Achievement Test. New Jersey: Prentice Hall Inc
5. Gronlund, N. E. 1991. How to Write and use Instructional Objective. New Jersey: Prentice Hall Inc.
6. Supranata, Sumarna, 2004. Analisis, Validitas, Reliabilitas dan Interpretasi Hasil Tes. Bandung: Rosdakarya
7. Johnson, David W. and Johnson, Robert T. 2002. Meaningful Assessment Manage able and Cooperative Process. Boston: Allyn and Bacon.
8. Kubiszyn, Tom/I. Borich, Gary. 2007. Educational Testing and Measurement: Classroom Application and Practice. New Jersey: John Wiley & Sons.
9. Linn, R. I. Gronlund, N. E. 1995. Measurement and Assessment in Teaching. Ohio: Merrill.
10. Rani, T. Swarupa. 2004. Educational Measurement and Evaluation. New Delhi: DPH.
11. Permendikbud No. 23 tahun 2016 tentang penilaian.
12. Kementerian Pendidikan dan Kebudayaan. 2019. Panduan Penulisan Soal HOTS
13. Direktorat Pembinaan SMK. 2018. Panduan Penilaian Hasil Belajar dan Pengembangan Karakter pada Sekolah Menengah Kejuruan.
14. Setiawati, W., dkk. 2018. Buku Penilaian High Order Thinking Skills. Jakarta : Direktorat Jendral Guru dan Tenaga Kependidikan
15. Glencoe Series. 2001. Performance Assessment in the Science Classroom. New York: McGraw-Hill Company

**Supporters:**

**Supporting lecturer**  
Dr. Luqman Hakim, S.Pd., S.E., M.SA.  
Vivi Pratiwi, 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	Able to understand the concept and meaning of assessment, evaluation and assessment of learning outcomes	<ol style="list-style-type: none"> <li>1. Explain the meaning of assessment, evaluation and assessment of learning outcomes</li> <li>2. Explain the purpose of the assessment</li> <li>3. Explain the function of assessment in learning</li> <li>4. Able to explain assessment classifications</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Criteria: Grading Rubric</li> <li>2. Form: Non Test</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities</p>	<p>Offline: 1. Lecture 2. Discussion 3. Cooperative Learning 4. Task-1: Identify the meaning of assessment, evaluation and evaluation of learning outcomes. Discuss the purpose and function of assessment in learning.</p> <p>Online: Elearning: Take and give, cooperative learning, providing short, clear and concise information that requires fast memory and understanding skills, as well as discussing the material. presented so that you can think at a higher level.</p> <p>2 X 50</p>		<p><b>Material:</b> Concept and meaning of assessment, evaluation and evaluation of learning outcomes.</p> <p><b>Reference:</b> Arikunto, Suharsimi. 2006. Basics of Educational Evaluation (revised edition) cet. 6. Bumiaksara: Jakarta</p>	3%

2	Able to understand evaluation techniques in learning	<ol style="list-style-type: none"> <li>1.Explain the basic principles of evaluation</li> <li>2.Explain the characteristics of evaluation</li> <li>3.Explains the cognitive, affective and psychomotor domains as objects of learning evaluation</li> <li>4.Explains techniques in learning evaluation</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Student Name: Day/date:</li> <li>2.Rated aspect</li> <li>3.Score</li> <li>4.4</li> <li>5.3</li> <li>6.2</li> <li>7.1</li> <li>8.A. Contents</li> <li>9.1. Mastery of material</li> <li>10.2. Match between the content presented and the content of the paper</li> <li>11.3. Slide displays (images, diagrams, photos, videos, material flow) support presentations</li> <li>12.4. Ability to defend arguments</li> <li>13.B. Presentation</li> <li>14.1. Voice quality (volume, voice articulation, intonation)</li> <li>15.2. Demeanor (way of looking, effective body movements, calm)</li> <li>16.3. Dress politely and neatly</li> <li>17.4. Correct use of language</li> <li>18.5. Responsive and ready to accept input</li> <li>19.Source: Adapted from performance assessment, Glencoe McGraw-Hill</li> <li>20.Information:</li> <li>21.1. Score 4 if done very well</li> <li>22.2. Score 3 if done well</li> <li>23.3. Score 2 if done sufficiently</li> <li>24.4. Score 1 if done poorly</li> <li>25.Questions number 1-4 have a weight of 25 etc</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities, Practice/Performance</p>	<p>Offline:1. Lecture 2. Discussion3. Cooperative Learning4. Task-1: Identify the meaning of assessment, evaluation and evaluation of learning outcomes. Discuss the purpose and function of assessment in learning. Online: Elearning: Take and give, cooperative learning, providing short, clear and concise information that requires fast memory and understanding skills, as well as discussing the material presented so that you can think at a higher level. 2 X 50</p>		<p><b>Material:</b> evaluation techniques in learning <b>References:</b> <i>Rani, T. Swarupa. 2004. Educational Measurement and Evaluation. New Delhi: DPH.</i></p>	3%
---	--	--	---	--	--	---	----

3	Able to understand evaluation techniques in learning	<ol style="list-style-type: none"> <li>1.Explain the basic principles of evaluation</li> <li>2.Explain the characteristics of evaluation</li> <li>3.Explains the cognitive, affective and psychomotor domains as objects of learning evaluation</li> <li>4.Explains techniques in learning evaluation</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Student Name: Day/date:</li> <li>2.Rated aspect</li> <li>3.Score</li> <li>4.4</li> <li>5.3</li> <li>6.2</li> <li>7.1</li> <li>8.A. Contents</li> <li>9.1. Mastery of material</li> <li>10.2. Match between the content presented and the content of the paper</li> <li>11.3. Slide displays (images, diagrams, photos, videos, material flow) support presentations</li> <li>12.4. Ability to defend arguments</li> <li>13.B. Presentation</li> <li>14.1. Voice quality (volume, voice articulation, intonation)</li> <li>15.2. Demeanor (way of looking, effective body movements, calm)</li> <li>16.3. Dress politely and neatly</li> <li>17.4. Correct use of language</li> <li>18.5. Responsive and ready to accept input</li> <li>19.Source: Adapted from performance assessment, Glencoe McGraw-Hill</li> <li>20.Information:</li> <li>21.1. Score 4 if done very well</li> <li>22.2. Score 3 if done well</li> <li>23.3. Score 2 if done sufficiently</li> <li>24.4. Score 1 if done poorly</li> <li>25.Questions number 1-4 have a weight of 25 etc</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities</p>	<p>Offline:1. Lecture 2. Discussion3. Cooperative Learning4. Task-1: Identify the meaning of assessment, evaluation and evaluation of learning outcomes. Discuss the purpose and function of assessment in learning. Online: Elearning: Take and give, cooperative learning, providing short, clear and concise information that requires fast memory and understanding skills, as well as discussing the material presented so that you can think at a higher level. 4 X 50</p>	<p><b>Material:</b> evaluation techniques in learning <b>References:</b> <i>Rani, T. Swarupa. 2004. Educational Measurement and Evaluation. New Delhi: DPH.</i></p>	3%
---	--	--	---	--	---	----

4	Students are able to understand tests and non-tests as a form of learning evaluation in authentic assessment	<ol style="list-style-type: none"> <li>1.Explain the meaning of test and non-test</li> <li>2.Explain the function of tests and non-tests</li> <li>3.Explain authentic assessment</li> <li>4.Explain the purpose of authentic assessment</li> <li>5.Classifying authentic assessment models</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Details of participation assessment criteria:</li> <li>2.Score 4 Very good</li> <li>3.Score 3 Good</li> <li>4.Score 2 Fair</li> <li>5.Score 1 less</li> <li>6.Description of essay value;</li> <li>7.essay questions number 1-5 weight @20</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities</p>	<p>Offline:1. Lecture 2. Discussion3. Cooperative Learning4. Task-1: Identify the meaning of assessment, evaluation and evaluation of learning outcomes. Discuss the purpose and function of assessment in learning. Online: Elearning: Take and give, cooperative learning, providing short, clear and concise information that requires fast memory and understanding skills, as well as discussing the material. presented so that you can think at a higher level. 2 X 50</p>		<p><b>Material:</b> Tests and Non-Tests as a form of learning evaluation in authentic assessment <b>Reference:</b> <i>Directorate of Vocational School Development. 2018. Guide to Assessment of Learning Outcomes and Character Development in Vocational High Schools.</i></p>	3%
5	Students are able to understand tests and non-tests as a form of learning evaluation in authentic assessment	<ol style="list-style-type: none"> <li>1.Explain the meaning of test and non-test</li> <li>2.Explain the function of tests and non-tests</li> <li>3.Explain authentic assessment</li> <li>4.Explain the purpose of authentic assessment</li> <li>5.Classifying authentic assessment models</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Details of participation assessment criteria:</li> <li>2.Score 4 Very good</li> <li>3.Score 3 Good</li> <li>4.Score 2 Fair</li> <li>5.Score 1 less</li> <li>6.Description of essay value;</li> <li>7.essay questions number 1-5 weight @20</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities</p>	<p>Offline:1. Lecture 2. Discussion3. Cooperative Learning4. Task-1: Identify the meaning of assessment, evaluation and evaluation of learning outcomes. Discuss the purpose and function of assessment in learning. Online: Elearning: Take and give, cooperative learning, providing short, clear and concise information that requires fast memory and understanding skills, as well as discussing the material. presented so that you can think at a higher level. 2 X 50</p>		<p><b>Material:</b> Tests and Non-Tests as a form of learning evaluation in authentic assessment <b>Reference:</b> <i>Directorate of Vocational School Development. 2018. Guide to Assessment of Learning Outcomes and Character Development in Vocational High Schools.</i></p>	3%

6	Able to understand the techniques for preparing and implementing learning outcomes tests	<ol style="list-style-type: none"> <li>1.Explain the characteristics of a good test</li> <li>2.Explain the form of learning outcomes tests and their preparation</li> <li>3.Explain the techniques for implementing learning outcomes tests</li> <li>4.Preparation of HOTS questions</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Information:</li> <li>2.1. Score 4 if done very well</li> <li>3.2. Score 3 if done well</li> <li>4.3. Score 2 if done sufficiently</li> <li>5.4. Score 1 if done poorly</li> <li>6.for essay questions number 1-5 the score weight is @20</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities, Practice/Performance</p>	<p>Offline:1. Lecture 2. Discussion3. Cooperative Learning4. Task-1: Identify the meaning of assessment, evaluation and evaluation of learning outcomes. Discuss the purpose and function of assessment in learning.</p> <p>Online: Elearning: Take and give, cooperative learning, providing short, clear and concise information that requires fast memory and understanding skills, as well as discussing the material. presented so that you can think at a higher level. 2 X 50</p>		<p><b>Material:</b> techniques for preparing and implementing learning outcomes tests.</p> <p><b>Reference:</b> Arikunto, Suharsimi. 2006. <i>Basics of Educational Evaluation (revised edition)</i> cet. 6. Bumiaksara: Jakarta</p>	4%
7	Able to understand the techniques for preparing and implementing learning outcomes tests	<ol style="list-style-type: none"> <li>1.Explain the characteristics of a good test</li> <li>2.Explain the form of learning outcomes tests and their preparation</li> <li>3.Explain the techniques for implementing learning outcomes tests</li> <li>4.Preparation of HOTS questions</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Information:</li> <li>2.1. Score 4 if done very well</li> <li>3.2. Score 3 if done well</li> <li>4.3. Score 2 if done sufficiently</li> <li>5.4. Score 1 if done poorly</li> <li>6.for essay questions number 1-5 the score weight is @20</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment</p>	<p>Offline:1. Lecture 2. Discussion3. Cooperative Learning4. Task-1: Identify the meaning of assessment, evaluation and evaluation of learning outcomes. Discuss the purpose and function of assessment in learning.</p> <p>Online: Elearning: Take and give, cooperative learning, providing short, clear and concise information that requires fast memory and understanding skills, as well as discussing the material. presented so that you can think at a higher level. 2 X 50</p>		<p><b>Material:</b> techniques for preparing and implementing learning outcomes tests.</p> <p><b>Reference:</b> Arikunto, Suharsimi. 2006. <i>Basics of Educational Evaluation (revised edition)</i> cet. 6. Bumiaksara: Jakarta</p>	4%
8	UTS	UTS	<p><b>Criteria:</b> Maximum value 100</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment, Test</p>	2 X 45		<p><b>Material:</b> UTS</p> <p><b>Library:</b></p>	20%

9	Students are able to understand the validity of learning outcomes test items	<ol style="list-style-type: none"> <li>1.Explains techniques for testing the validity of learning outcomes tests</li> <li>2.Explain test testing rationally</li> <li>3.Explains empirical testing of tests</li> <li>4.Explain the meaning of learning outcome items</li> <li>5.Explains techniques for testing the validity of learning outcome test items</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Description of presentation assessment sheet:</li> <li>2.1. Score 4 if done very well</li> <li>3.2. Score 3 if done well</li> <li>4.3. Score 2 if done sufficiently</li> <li>5.4. Score 1 if done poorly</li> <li>6.Essay questions number 1-5 weight @score 20</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment</p>	<p>Offline:1. Lecture 2. Discussion3. Cooperative Learning4. Task-1: Identify the meaning of assessment, evaluation and evaluation of learning outcomes. Discuss the purpose and function of assessment in learning.</p> <p>Online: Elearning: Take and give, cooperative learning, providing short, clear and concise information that requires fast memory and understanding skills, as well as discussing the material. presented so that you can think at a higher level. 2 X 50</p>		<p><b>Material:</b> validity test of learning outcomes test items</p> <p><b>Reference:</b> <i>Supranata, Sumarna, 2004. Analysis, Validity, Reliability and Interpretation of Test Results. Bandung: Rosdakarya</i></p>	3%
10	Students are able to understand the reliability test of learning outcomes tests	<ol style="list-style-type: none"> <li>1.Explains techniques for testing the reliability of essay learning tests</li> <li>2.Explains techniques for testing the reliability of objective learning tests</li> <li>3.Explains the technique for testing the reliability of learning outcomes tests using a single test-single trial approach</li> <li>4.Explain the technique for testing the reliability of learning outcomes tests using a test-test approach</li> <li>5.Explains techniques for testing the reliability of learning outcomes tests using alternative form approaches</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Information:</li> <li>2.1. Score 4 if done very well</li> <li>3.2. Score 3 if done well</li> <li>4.3. Score 2 if done sufficiently</li> <li>5.4. Score 1 if done poorly</li> <li>6.essay questions number 1-5 score weight @ 20</li> </ol> <p><b>Form of Assessment :</b> Assessment of Project Results / Product Assessment, Practices / Performance</p>	<p>Offline:1. Lecture 2. Discussion3. Cooperative Learning4. Task-1: Identify the meaning of assessment, evaluation and evaluation of learning outcomes. Discuss the purpose and function of assessment in learning.</p> <p>Online: Elearning: Take and give, cooperative learning, providing short, clear and concise information that requires fast memory and understanding skills, as well as discussing the material. presented so that you can think at a higher level. 2 X 50</p>		<p><b>Material:</b> reliability test of learning outcomes tests</p> <p><b>References:</b> <i>Rani, T. Swarupa. 2004. Educational Measurement and Evaluation. New Delhi:DPH.</i></p>	4%

11	Able to explain examination, scoring and processing of learning results tests. Able to explain enrichment questions and remedial questions	<ol style="list-style-type: none"> <li>1.Explain the technique for checking learning outcomes test results</li> <li>2.Explain examination techniques in order to assess oral test results.</li> <li>3.Explain inspection techniques in order to assess manufacturing test results</li> <li>4.explains the scoring on the essay test</li> <li>5.explains scoring on objective tests</li> <li>6.explains processing techniques and changing (converting) learning outcomes test scores into values.</li> <li>7.explain the difference between scores and grades</li> <li>8.explains the processing and conversion of raw scores from learning outcomes tests into standard scores</li> <li>9.explains about enrichment and remedial matters</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Information:</li> <li>2.1. Score 4 if done very well</li> <li>3.2. Score 3 if done well</li> <li>4.3. Score 2 if done sufficiently</li> <li>5.4. Score 1 if done poorly</li> <li>6.essay questions number 1-5 question weight @20</li> </ol> <p><b>Form of Assessment :</b> Assessment of Project Results / Product Assessment, Practices / Performance</p>	<p>Offline:1. Lecture 2. Discussion3. Cooperative Learning4. Task-1: Identify the meaning of assessment, evaluation and evaluation of learning outcomes. Discuss the purpose and function of assessment in learning. Online: Elearning: Take and give, cooperative learning, providing short, clear and concise information that requires fast memory and understanding skills, as well as discussing the material. presented so that you can think at a higher level. 4 X 50</p>	<p><b>Material:</b> 1. examination, scoring and processing of learning results tests, 2. enrichment questions and remedial questions <b>Reader:</b> <i>Arikunto, Suharsimi. 2006. Basics of Educational Evaluation (revised edition) cet. 6.</i> <i>Bumiaksara: Jakarta</i></p>	4%
----	--	--	--	---	---	----



12	Able to explain examination, scoring and processing of learning results tests. Able to explain enrichment questions and remedial questions	<ol style="list-style-type: none"> <li>1. Explain the technique for checking learning outcomes test results</li> <li>2. Explain examination techniques in order to assess oral test results.</li> <li>3. Explain inspection techniques in order to assess manufacturing test results</li> <li>4. explains the scoring on the essay test</li> <li>5. explains scoring on objective tests</li> <li>6. explains processing techniques and changing (converting) learning outcomes test scores into values.</li> <li>7. explain the difference between scores and grades</li> <li>8. explains the processing and conversion of raw scores from learning outcomes tests into standard scores</li> <li>9. explains about enrichment and remedial matters</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Information:</li> <li>2.1. Score 4 if done very well</li> <li>3.2. Score 3 if done well</li> <li>4.3. Score 2 if done sufficiently</li> <li>5.4. Score 1 if done poorly</li> <li>6. essay questions number 1-5 question weight @20</li> </ol> <p><b>Form of Assessment :</b> Assessment of Project Results / Product Assessment, Practices / Performance</p>	<p>Offline:1. Lecture 2. Discussion3. Cooperative Learning4. Task-1: Identify the meaning of assessment, evaluation and evaluation of learning outcomes. Discuss the purpose and function of assessment in learning. Online: Elearning: Take and give, cooperative learning, providing short, clear and concise information that requires fast memory and understanding skills, as well as discussing the material. presented so that you can think at a higher level. 4 X 50</p>		<p><b>Material:</b> 1. examination, scoring and processing of learning results tests, 2. enrichment questions and remedial questions <b>Reader:</b> <i>Arikunto, Suharsimi. 2006. Basics of Educational Evaluation (revised edition) cet. 6.</i> <i>Bumiaksara: Jakarta</i></p>	4%
----	--	---	--	---	--	---	----

13	Able to explain the analysis techniques for learning outcome test items	<ol style="list-style-type: none"> <li>1. explains the item difficulty degree technique</li> <li>2. explains the discriminative power analysis technique</li> <li>3. explains distractor function analysis techniques</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Information:</li> <li>2. A score of 4 is excellent</li> <li>3. A score of 3 is good</li> <li>4. A score of 2 is sufficient</li> <li>5. Score 1 less</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment</p>	<p>Offline:1. Lecture 2. Discussion3. Cooperative Learning4. Task-1: Identify the meaning of assessment, evaluation and evaluation of learning outcomes. Discuss the purpose and function of assessment in learning.</p> <p>Online: Elearning: Take and give, cooperative learning, providing short, clear and concise information that requires fast memory and understanding skills, as well as discussing the material. presented so that you can think at a higher level. 2 X 50</p>		<p><b>Material:</b> analysis techniques for learning outcome test items.</p> <p><b>Library:</b> <i>Directorate of Vocational School Development. 2018. Guide to Assessment of Learning Outcomes and Character Development in Vocational High Schools.</i></p>	4%
14	Able to explain techniques for determining final grades, KKM, and loading learning achievement profiles	<ol style="list-style-type: none"> <li>1. Explain the meaning of final value</li> <li>2. Explain the final value function</li> <li>3. Explain the factors that need to be considered in determining the final grade</li> <li>4. Explain the technique of arranging the ranking.</li> <li>5. Explain the meaning of Rankin. Types and procedures for preparing Rankin</li> <li>6. Explains techniques for creating learning achievement profiles</li> <li>7. Explain the meaning of learning achievement profile</li> <li>8. Explain the forms of learning achievement profiles</li> <li>9. Explain the use of a learning achievement profile</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Essay questions number 1-5 have a score weight of @20</li> <li>2. Information:</li> <li>3.1. Score 4 if done very well</li> <li>4.2. Score 3 if done well</li> <li>5.3. Score 2 if done sufficiently</li> <li>6.4. Score 1 if done poorly</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities</p>	<p>Offline:1. Lecture 2. Discussion3. Cooperative Learning4. Task-1: Identify the meaning of assessment, evaluation and evaluation of learning outcomes. Discuss the purpose and function of assessment in learning.</p> <p>Online: Elearning: Take and give, cooperative learning, providing short, clear and concise information that requires fast memory and understanding skills, as well as discussing the material. presented so that you can think at a higher level. 4 X 50</p>		<p><b>Material:</b> techniques for determining final grades, KKM, and loading learning achievement profiles</p> <p><b>Reader:</b> <i>Arikunto, Suharsimi. 2006. Basics of Educational Evaluation (revised edition) cet. 6. Bumiaksara: Jakarta</i></p>	4%

15	Able to explain techniques for determining final grades, KKM, and loading learning achievement profiles	<ol style="list-style-type: none"> <li>1.Explain the meaning of final value</li> <li>2.Explain the final value function</li> <li>3.Explain the factors that need to be considered in determining the final grade</li> <li>4.Explain the technique of arranging the ranking.</li> <li>5.Explain the meaning of Rankin. Types and procedures for preparing Rankin</li> <li>6.Explains techniques for creating learning achievement profiles</li> <li>7.Explain the meaning of learning achievement profile</li> <li>8.Explain the forms of learning achievement profiles</li> <li>9.Explain the use of a learning achievement profile</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Essay questions number 1-5 have a score weight of @20</li> <li>2.Information:</li> <li>3.1. Score 4 if done very well</li> <li>4.2. Score 3 if done well</li> <li>5.3. Score 2 if done sufficiently</li> <li>6.4. Score 1 if done poorly</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities</p>	<p>Offline:1. Lecture 2. Discussion3. Cooperative Learning4. Task-1: Identify the meaning of assessment, evaluation and evaluation of learning outcomes. Discuss the purpose and function of assessment in learning.</p> <p>Online: Elearning: Take and give, cooperative learning, providing short, clear and concise information that requires fast memory and understanding skills, as well as discussing the material. presented so that you can think at a higher level. 2 X 50</p>	<p><b>Material:</b> techniques for determining final grades, KKM, and loading learning achievement profiles</p> <p><b>Reader:</b> <i>Arikunto, Suharsimi. 2006.Basics of Educational Evaluation (revised edition)cet. 6. Bumiaksara: Jakarta</i></p>	4%
16	UAS	UAS	<p><b>Criteria:</b> Maximum value 100</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	2 X 45	<p><b>Material:</b> UAS</p> <p><b>Literature:</b></p>	30%

#### Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	29%
2.	Project Results Assessment / Product Assessment	51.5%
3.	Practice / Performance	9.5%
4.	Test	10%
		100%

#### 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** abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities 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.