



Universitas Negeri Surabaya
Faculty of Engineering,
Building Engineering Education Undergraduate Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date												
Learning Evaluation	8320503023		T=3 P=0 ECTS=4.77	4	July 18, 2024												
AUTHORIZATION	SP Developer		Course Cluster Coordinator	Study Program Coordinator													
	Dr. Gde Agus Yudha Prawira Adistana, S.T., M.T.													
Learning model	Project Based Learning																
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																
	Program Objectives (PO)																
	PLO-PO Matrix																
		P.O															
	PO Matrix at the end of each learning stage (Sub-PO)																
	P.O	Week															
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Short Course Description	The learning evaluation course provides an understanding of measurement, assessment and evaluation, types of measurement and evaluation tools, forms of test and non-test questions, assessment of work processes and products, validity, reliability, level of difficulty, differentiability of test items, and item analysis.																
References	Main :																
	1. Suharsimi, Arikunto. 2010. Evaluasi Pendidikan. Jakarta: Bumi Aksara. 2. Silverius, Suke. 1991. Evaluasi Hasil Belajar dan Umpan Balik. Jakarta: Gramedia Widiasarana. 3. Dirjen Pendidikan Dasar dan Menengah. 2003. Sistem Penilaian Kelas untuk SD, SMP, SMA dan SMK. Jakarta: Depdiknas 4. Ni Ketut Widiartini.2014. Asesmen Otentik pada Program Pendidikan Vokasi.Dipresentasikan pada Konvensi Nasional Asosiasi Pendidikan Teknologidan Kejuruan (APTEKINDO) ke 7 FPTK Universitas Pendidikan Indonesia, Bandung,13 sd.14 November 2014.																
	Supporters:																
Supporting lecturer	NANIK ESTIDARSANI Prof. Dr. Suparji, 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	Defining assessment and evaluation measurements.	a. explain the definition of assessment and evaluation measurements b. distinguish the role and function of assessment and evaluation measurement		Lecture approach, question and answer discussion and presentation 3 X 50			0%
2	Determine the level of difficulty of the questions	a. Explain the level of difficulty of the questions b. Calculate the level of difficulty of the questions		Lectures, discussions, questions and answers, and 3 X 50 assignments			0%
3	Determining differentiating power	a. Explain the differentiating power of the test items b. Calculating the differentiating power of test items		Lectures, discussions, questions and answers, and presentations 3 X 50			0%
4	Determine omits and distractors	a. Explain how to determine omit b. Explain distractors		Lectures, discussions, questions and answers, and 3 X 50 exercises			0%
5	Understand the various types of tests and non-tests	Explain the various types of tests and non-tests		Lectures, discussions, questions and answers, and 3 X 50 Exercises			0%
6	Create assessment instruments	1. Develop assessment instruments 2. Conducting trials of assessment instruments	Criteria: suitability of the instrument with the basic competencies of the instrument content and test results	Lectures, discussions, questions and answers, and presentations 3 X 50			0%
7	Create assessment instruments	1. Develop assessment instruments 2. Conducting trials of assessment instruments	Criteria: suitability of the instrument with the basic competencies of the instrument content and test results	Lectures, discussions, questions and answers, and presentations 3 X 50			0%
8	The Mid-Term Exam shows the ability of meeting material 1 to 7	material for meetings 1 to 7	Criteria: 1. The essay is answered correctly with a rating scale of 0 - 100 2. checklist is done correctly with a rating scale of 0 -1	3 X 50 performance test			0%
9	Explain the various types of validity	1. Explain the various types of validation 2. Differentiate validation functions	Criteria: Those who can answer questions are given points as activity value during learning	Lectures, discussions, questions and answers, and presentations 3 X 50			0%

10	Calculating the validity of the question items	<ol style="list-style-type: none"> 1. Calculating the validity of question items using the product moment correlation formula with deviation 2. Calculating the validity of question items using the product moment correlation formula with rough numbers 		Lectures, discussions, questions and answers, exercises and assignments 3 X 50			0%
11	Calculating the validity of the question items	<ol style="list-style-type: none"> 1. Calculating the validity of question items using the product moment correlation formula with deviation 2. Calculating the validity of question items using the product moment correlation formula with rough numbers 		Lectures, discussions, questions and answers, exercises and assignments 3 X 50			0%
12	Explain the various types of reliability	Explain the various types of reliability	Criteria: Students who can answer correctly are given points as additional participation points	Lectures, discussions, questions and answers, and 3 X 50 assignments			0%
13	Calculating the reliability of test items	<ol style="list-style-type: none"> 1. Calculating reliability using the Spearman Brown formula 2. Calculating reliability using the Flanagan formula 3. Calculating reliability using the Rulon formula 4. Calculating reliability using the KR.20 formula 5. Calculating reliability using the KR.21 formula 6. Calculating reliability using the Hoyt formula 	Criteria: Those who answer correctly get points which will be added to the participation score	Lectures, discussions, questions and answers, exercises and assignments 3 X 50			0%

14	Calculating the reliability of test items	<ol style="list-style-type: none"> 1. Calculating reliability using the Spearman Brown formula 2. Calculating reliability using the Flanagan formula 3. Calculating reliability using the Rulon formula 4. Calculating reliability using the KR.20 formula 5. Calculating reliability using the KR.21 formula 6. Calculating reliability using the Hoyt formula 	Criteria: Those who answer correctly get points which will be added to the participation score	Lectures, discussions, questions and answers, exercises and assignments 3 X 50			0%
15	Determine z-score and T-score for ranking	<ol style="list-style-type: none"> 1. Calculate z-score and t-score 2. Determine ranking based on student test scores 		Lectures, discussions, questions and answers, exercises and assignments 3 X 50			0%
16							0%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
		0%

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.

