

## Universitas Negeri Surabaya Faculty of Economics and Business Bachelor of Commerce Education Study Program

Document Code

## SEMESTER LEARNING PLAN

| Courses                        |  |  | CODE   |   |  |  | Cou  | rse Fa   | amily   | /   | Cr  | edit \   | Veigh   | t   | SE  | EMEST   | ſER  | Cor<br>Dat  | npilati<br>e  | on                        |
|--------------------------------|--|--|--|---|--|--|--|--|---|---|---|--|---|---|---|---|--|---|---|---------------------------|
| Evaluation o<br>Learning       | f Learning an  | d  | 872110311  | 2   |  |  |  |  |   |   | T=  | 2 P  | =0 EC   | CTS=3.18  |   | 4   |  | July  | 19, 2   | J24                       |
| AUTHORIZA                      | TION   |  | SP Develo  | per   |  |  |  |  |   | Cour  | se Cl   | uste   | Coor  | dinator   | St  | udy P   | rograr   | n Coo   | rdinat  | or                        |
|                                |  |  |  |   |  |  |  |  |   |   |   | Dr. Tri Sudarwanto, S.Pd.,<br>MSM.                                   |   |   | .,  |   |  |   |   |                           |
| Learning<br>model              | Project Bas  | ed Learni  | ng   |   |  |  |  |  | 1   |   |   |  |   |   |   |   |  |   |   |                           |
| Program                        | PLO study  | PLO study program that is charged to the course         PLO-8       PLO-S4 Able to demonstrate a responsible attitude for achieving work results both individually and in groups |  |   |  |  |  |  |   |   |   |  |   |   |   |   |  |   |   |                           |
| Learning<br>Outcomes           | PLO-8  | PLO-   | S4 Able to d   | emon  | strate   | a res  | pons   | ble at   | titude  | e for a   | chiev   | ing w  | ork res   | ults both   | indiv   | viduall   | y and i  | n grou  | ps  |                           |
| (PLO)                          | PLO-10   | Able<br>(Busi  | to make app<br>ness and Ma   | ropria<br>Irketin   | te deo<br>g) ba  | cision:<br>sed o   | s to s<br>n info   | olve p<br>rmatio   | oroble<br>on ar   | ems in<br>Id data   | the e<br>a anal   | educa<br>Iysis I   | tional a<br>by utiliz   | and scien<br>zing techr   | tific f<br>nolog                                      | fields o<br>gy and  | of Com<br>inform   | merce   |   |                           |
|                                | Program O  | bjectives  | 6 (PO)   |   |  |  |  |  |   |   |   |  |   |   |   |   |  |   |   |                           |
|                                | PO - 1   | Able to study the concept and meaning of assessment, evaluation and evaluation of learning outcomes  |  |   |  |  |  |  |   |   |   |  |   |   |   |   |  |   |   |                           |
|                                | PO - 2   | Able t   | ble to understand assessment techniques  |   |  |  |  |  |   |   |   |  |   |   |   |   |  |   |   |                           |
|                                | PO - 3   | Able t   | ble to understand tests and non-tests as evaluation of learning outcomes   |   |  |  |  |  |   |   |   |  |   |   |   |   |  |   |   |                           |
|                                | PO - 4   | Able t   | Able to understand the validity of learning outcome test items           Able to explain techniques for determining final grades, KKM, and loading learning achievement profiles |   |  |  |  |  |   |   |   |  |   |   |   |   |  |   |   |                           |
|                                | PO - 5   | Able t   | o explain teo  | hniqu   | es foi   | dete   | rminiı   | ng fina  | al gra  | des, k  | KM,   | and I  | bading  | learning  | achi  | eveme   | ent pro  | files   |   |                           |
|                                | PO Matrix 4  | at the end   | PO-1<br>PO-2<br>PO-3<br>PO-4<br>PO-5<br>d of each le   | earnii  | ng sta   | age (  | Sub-   | PO)  |   |   |   |  |   |   |   |   |  |   |   |                           |
|                                |  |  |  |   |  |  |  |  |   |   |   |  |   |   |   |   |  |   |   |                           |
|                                |  |  | P.0  |   |  |  |  |  |   |   |   | Wee  | k   |   |   |   |  |   |   |                           |
|                                |  |  |  | 1   | 2  | 3  | 4  | 5  | 6   | 7   | 8   | 9  | 10  | 11 1  | L2  | 13  | 14   | 15  | 16  |                           |
|                                |  | PC   | D-1  |   |  |  |  |  |   |   |   |  |   |   |   |   |  |   |   |                           |
|                                |  | PC   | D-2  |   |  |  |  |  |   |   |   |  |   |   |   |   |  |   |   |                           |
|                                |  | PC   | D-3  |   |  |  |  |  |   |   |   |  |   |   |   |   |  |   |   |                           |
|                                |  | PC   | D-4  |   |  |  |  |  |   |   |   |  |   |   |   |   |  |   |   |                           |
|                                |  | PC   | D-5  |   |  |  |  |  |   |   |   |  |   |   |   |   |  |   |   |                           |
| Short<br>Course<br>Description | Examining u<br>applicable c<br>authentic, ai<br>instruments,<br>references fu<br>understandii<br>curriculum,<br>assessment<br>assessment<br>for learning o | urriculum,<br>lternative<br>along wi<br>or learning<br>ng of the<br>preparatio<br>, alternativ<br>instrumer  | preparation<br>and class-ba<br>th analysis<br>completion,<br>role of asse<br>n of variou<br>ves and clas<br>its, along wit   | of v<br>ased a<br>of qu<br>prese<br>ssme<br>s type<br>s-bas<br>h iten | arious<br>asses<br>estion<br>ented<br>nt in<br>es of<br>ed as<br>n ana | s type<br>smen<br>i item<br>theor<br>educ<br>good<br>ssessi<br>lysis t | es of<br>t and<br>s bo<br>etical<br>ation<br>d que<br>ment<br>poth r | good<br>the<br>th ma<br>ly, wo<br>and<br>estions<br>and t<br>nanua | l que<br>appli<br>anual<br>orksho<br>learn<br>s an<br>the a<br>ally u | estions<br>cable<br>ly usin<br>ops, a<br>ing, v<br>d the<br>upplica<br>sing t | s alor<br>curric<br>ng th<br>ssign<br>variou<br>ir ass<br>able c<br>he ex | ng wi<br>culum<br>e Ex<br>ment<br>s kin<br>sessn<br>surricu<br>cel p | th ass<br>includ<br>cel pro<br>s and j<br>ds of<br>nent ru<br>ulum in<br>rogram | essment<br>de worksl<br>ogram an<br>oractice. (<br>assessme<br>ubrics. T<br>include wo<br>and the | rubi<br>hops<br>d us<br>Cour<br>ents<br>he b<br>prksh | rics. T<br>s on d<br>sing q<br>se De<br>accor<br>asic<br>nops c | The ba<br>evelop<br>uestion<br>scription<br>ding to<br>concept<br>on the | sic co<br>ing as<br>n-item<br>onRevio<br>the<br>ots of<br>devel | seessn<br>softw<br>ewing<br>applica<br>authe<br>opmen | s<br>ne<br>ti<br>ab<br>ab |

|          | es Main :  |  |   |   |   |  |   |
|----------|--|--|---|---|---|--|---|
| Supporti | 2. Arikunt<br>3. Brookh<br>Pendid<br>4. Examir<br>The Sc<br>5. Gronluu<br>6. Gronluu<br>7. Supran<br>Remaja<br>8. Johnso<br>and Ba<br>9. Kubiszy<br>Jersey:<br>10. Linn,R.<br>11. Rani,T.<br>12. Permel<br>13. Arends<br>teach.M.<br>14. Arikunt<br>15. Brookh<br>Pendid<br>16. Examir<br>The Sc<br>17. Gronluu<br>18. Gronluu<br>19. Supran<br>Remaja<br>20. Johnso<br>and Ba<br>21. Kubiszy<br>Jersey:<br>22. Linn,R.<br>23. Rani,T.<br>24. Permel | lewYork:McGraw-Hilli<br>o,Suharsimi. 2006.Da<br>art,Susan M. 2010.H<br>ikan Nasional. Kurikulu<br>vation andEvaluation<br>ienceClassroom.New<br>nd,N. E. 1980.Constru-<br>nd,N. E. 1991.How to<br>ata,Sumarna,2004.Ar<br>a Rosdakarya,Bandum<br>n,David W. andJohns<br>con.<br>yn,Tom/I. Borich,Gar<br>John Wiley & Sons.<br>I. Gronlund,N. E. 199<br>Swarupa. 2004.Educ<br>ndiknas No. 53 tahun<br>, Richardl. 2000<br>JewYork:McGraw-Hillf<br>o,Suharsimi. 2006.Da<br>art,Susan M. 2010.H<br>ikan Nasional.Kurikulu<br>vaton andEvaluation<br>ienceClassroom.New<br>nd,N. E. 1991.How to<br>ata,Sumarna,2004.Ar<br>a Rosdakarya,Bandum<br>n,David W. andJohns<br>con.<br>yn,Tom/I. Borich,Gar<br>John Wiley & Sons.<br>I. Gronlund,N. E. 199<br>Swarupa. 2004.Educ<br>ndiknas No. 53 tahun | BookCompany.<br>sar-dasarEvaluasiPer<br>ow to AssessHigher-<br>umSMP1984, 1999, 2<br>in Education. NewDe<br>York: McGraw-Hill Co<br>uction AchievementTe<br>WriteanduseInstructio<br>halisis, Validitas, Reliab<br>g.<br>con, RobertT. 2002.Me<br>y. 2007.Educational<br>5.Measurement and A<br>ational Measurement<br>2015 tentang penilaia<br>14.Guide toFieldEy<br>BookCompany.<br>sar-dasarEvaluasiPer<br>ow to AssessHigher-<br>umSMP1984, 1999, 2<br>in Education. NewDe<br>York: McGraw-Hill Co<br>uction AchievementTe<br>WriteanduseInstructio<br>halisis, Validitas, Reliab<br>g.<br>son, RobertT. 2002.Me<br>y. 2007.Educational<br>9.5.Measurement and A<br>ational Measurement | <ul> <li>Indidikan (edisirev<br/>Drder Thinking Si<br/>2004, 2006 dan 22</li> <li>Ihi: Common wei<br/>mpany.</li> <li>st. NewJersey: F<br/>mal Objective. Ne<br/>ilitas danInter</li> <li>aningful Assessr</li> <li>Testingand M</li> <li>assessmentin Tea<br/>and Evaluation. I<br/>n.</li> <li>cperiences ar</li> <li>ndidikan (edisirev<br/>Drder Thinking Si</li> <li>2004, 2006 dan 22</li> <li>Ihi: Common wei<br/>mpany.</li> <li>st. NewJersey: F<br/>onal Objective. Ne<br/>ilitas danInter</li> <li>aningful Assessr</li> <li>Testingand M</li> <li>assessmentin Tea<br/>and Evaluation. I</li> </ul> | isi )cet. 6. Bumiaksara:<br>killsin Your Classroom.<br>013,Jakarta<br>alth. 6. GlencoeSeries.<br>Prentice HallInc<br>ew Jersey:Prentice Hall<br>pretasi HasilTes10.In<br>nent Manage able and<br>easurement: Classrood<br>aching.Ohio:Merril.<br>NewDelhi:DPH.<br>ndPortofolio Develop<br>isi )cet. 6. Bumiaksara:<br>killsin Your Classroom.<br>013,Jakarta<br>alth. 6. GlencoeSeries.<br>Prentice HallInc<br>ew Jersey:Prentice Hall<br>pretasi HasilTes10.In<br>nent Manage able and<br>easurement: Classrood<br>aching.Ohio:Merril. | Jakarta<br>Alexandria:ASCD. 4<br>2001.Performance<br>Inc<br>nplementasiKurikulu<br>CooperativeProces<br>m Application and<br>oment:to accomp<br>Jakarta<br>Alexandria:ASCD. 4<br>2001.Performance<br>Inc<br>nplementasiKurikulu<br>CooperativeProces | Assessmentin<br>m 2004.PT.<br>s.Boston:Allyn<br>dPractice.New<br>bany;learningto<br>l. Departemen<br>Assessmentin<br>m 2004.PT.<br>s.Boston:Allyn |
| lecturer | Putri Hestiningr   | uiii. wi.ru.   |   |   |   |  |   |
|          | Veni Rafida, Š.I   | Pd., M.Pd.   | ution   |   | Ip Learning,<br>ning methods,   |  |   |
| Week-    | Final abilities of<br>each learning<br>stage   | Pd., M.Pd.<br>Evalu  | Jation  | Lean<br>Studer<br>[Es   | ning methods,<br>nt Assignments,<br>timated time]   | Learning<br>materials<br>[References]  | Assessment<br>Weight (%)  |
| Week-    | Final abilities of<br>each learning<br>stage<br>(Sub-PO)   | Pd., M.Pd.<br>Evalı  | Criteria & Form   | Lean<br>Studer<br>[Es<br>Offline (<br>offline )   | ning methods,<br>nt Assignments,<br>stimated time]<br>Online ( <i>online</i> )  | materials<br>[ References ]  | Weight (%)  |
| Week-    | Final abilities of<br>each learning<br>stage   | Pd., M.Pd.<br>Evalu  |   | Learn<br>Studer<br>[Es  | ning methods,<br>nt Assignments,<br>timated time]   | materials  |   |

| 2 | Students are able<br>to understand<br>assessment<br>techniques  | <ol> <li>Explain the<br/>basic<br/>principles of<br/>assessment</li> <li>Explain the<br/>characteristics<br/>of the<br/>assessment</li> <li>Explains the<br/>cognitive,<br/>affective and<br/>psychomotor<br/>domains as<br/>objects for<br/>assessing<br/>learning<br/>outcomes</li> <li>Explains<br/>techniques in<br/>evaluating<br/>learning<br/>outcomes</li> </ol>                        | Criteria:<br>Mastery of<br>material and<br>presentation skills<br>Form of<br>Assessment :<br>Project Results<br>Assessment /<br>Product<br>Assessment   | Presentation,<br>discussion<br>and<br>reflection<br>2 X 50 | Material: 1.<br>basic principles<br>of assessment<br>2.<br>characteristics<br>of assessment<br>3. cognitive,<br>affective and<br>psychomotor<br>domains as<br>objects of<br>assessment of<br>learning<br>outcomes 4.<br>techniques in<br>evaluating<br>learning<br>outcomes <b>Reader:</b><br><i>Arikunto,</i><br><i>Suharsimi.</i><br>2006. Basics of<br><i>Educational</i><br><i>Evaluation</i><br>(revised edition)<br>cet. 6.<br>Burniaksara:<br>Jakarta | 3% |
|---|---|---|---|--|--|----|
| 3 | Students are able<br>to understand<br>assessment<br>techniques  | <ol> <li>Explain the<br/>basic<br/>principles of<br/>assessment</li> <li>Explain the<br/>characteristics<br/>of the<br/>assessment</li> <li>Explains the<br/>cognitive,<br/>affective and<br/>psychomotor<br/>domains as<br/>objects for<br/>assessing<br/>learning<br/>outcomes</li> <li>Explains<br/>techniques in<br/>evaluating<br/>learning<br/>outcomes</li> </ol>                        | Criteria:<br>Mastery of<br>material and<br>presentation skills<br>Form of<br>Assessment :<br>Project Results<br>Assessment /<br>Product<br>Assessment   | Presentation,<br>discussion<br>and<br>reflection<br>2 X 50 | Material: 1.<br>basic principles<br>of assessment<br>2.<br>characteristics<br>of assessment<br>3. cognitive,<br>affective and<br>psychomotor<br>domains as<br>objects of<br>assessment of<br>learning<br>outcomes 4.<br>techniques in<br>evaluating<br>learning<br>outcomes <b>Reader:</b><br><i>Arikunto</i> ,<br><i>Suharsimi.</i><br>2006. Basics of<br><i>Educational</i><br><i>Evaluation</i><br>(revised edition)<br>cet. 6.<br>Bumiaksara:<br>Jakarta | 3% |
| 4 | Students are able<br>to understand<br>tests and non-<br>tests as<br>evaluation of<br>learning<br>outcomes | <ol> <li>Explain the meaning of the test</li> <li>Explain the function of the test</li> <li>Explain observations</li> <li>Explaining the interview</li> <li>Explaining the questionnaire</li> <li>Explaining the document checking</li> <li>Explain portfolio assessment</li> <li>Product assessment</li> <li>Skills assessment</li> <li>Project assessment</li> <li>Self-assessment</li> </ol> | Criteria:<br>The maximum<br>score with all<br>correct answers<br>is: 100 with the<br>following criteria:<br>1. Correct 1 mark<br>20 2. Correct 2<br>marks 40 3.<br>Correct 3 marks<br>60 4. Correct 4<br>marks 80 5.<br>Correct 5 marks<br>100<br>Form of<br>Assessment :<br>Project Results<br>Assessment /<br>Product<br>Assessment | Discussion,<br>assignments,<br>practice<br>2 X 50          | Material: Test<br>and Non-Test<br>forms of<br>assessment as<br>Evaluation of<br>Learning<br>Outcomes<br>Library:<br>Arikunto,<br>Suharsimi.<br>2006. Basics of<br>Educational<br>Evaluation<br>(revised edition)<br>cet. 6.<br>Bumiaksara:<br>Jakarta  | 3% |

| 5 | Students are able<br>to understand<br>tests and non-<br>tests as<br>evaluation of<br>learning<br>outcomes               | <ol> <li>Explain the<br/>meaning of<br/>the test</li> <li>Explain the<br/>function of the<br/>test</li> <li>Explain<br/>observations</li> <li>Explaining the<br/>interview</li> <li>Explaining the<br/>questionnaire</li> <li>Explain<br/>document<br/>checking</li> <li>Explain<br/>portfolio<br/>assessment</li> <li>Product<br/>assessment</li> <li>Skills<br/>assessment</li> <li>Skills<br/>assessment</li> <li>Self-<br/>assessment</li> </ol> | Criteria:<br>The maximum<br>score with all<br>correct answers<br>is: 100 with the<br>following criteria:<br>1. Correct 1 mark<br>20 2. Correct 2<br>marks 40 3.<br>Correct 3 marks<br>60 4. Correct 4<br>marks 80 5.<br>Correct 5 marks<br>100<br>Form of<br>Assessment :<br>Project Results<br>Assessment /<br>Product<br>Assessment | Discussion,<br>assignments,<br>practice<br>2 X 50        | Material: Test<br>and Non-Test<br>forms of<br>assessment as<br>Evaluation of<br>Learning<br>Outcomes<br>Library:<br>Arikunto,<br>Suharsimi.<br>2006. Basics of<br>Educational<br>Evaluation<br>(revised edition)<br>cet. 6.<br>Bumiaksara:<br>Jakarta  | 4% |
|---|---|--|---|--|--|----|
| 6 | Students are able<br>to understand the<br>techniques for<br>preparing and<br>implementing<br>learning<br>outcomes tests | <ol> <li>Explain the<br/>characteristics<br/>of a good test</li> <li>Explain the<br/>form of<br/>learning<br/>outcomes<br/>tests and their<br/>preparation</li> <li>Explain the<br/>techniques for<br/>implementing<br/>learning<br/>outcomes<br/>tests</li> </ol>   | Criteria:<br>The maximum<br>score with all<br>correct answers<br>is: 100 with the<br>following criteria:<br>1. Correct 1 mark<br>20 2. Correct 2<br>marks 40 3.<br>Correct 3 marks<br>60 4. Correct 4<br>marks 80 5.<br>Correct 5 marks<br>100<br>Form of<br>Assessment :<br>Project Results<br>Assessment /<br>Product<br>Assessment | Discussion,<br>exercises<br>and<br>assignments<br>2 X 50 | Material:<br>Forms of<br>learning<br>outcomes tests<br>and their<br>preparation<br><b>Reference:</b><br>Permendiknas<br>No. 53 of 2015<br>concerning<br>assessment.<br>Material:<br>Characteristics<br>of a good test<br><b>Reference:</b><br>Arikunto,<br>Suharsimi.<br>2006. Basics of<br>Educational<br>Evaluation<br>(revised edition)<br>cet. 6.<br>Bumiaksara:<br>Jakarta<br>Material:<br>Techniques for<br>implementing<br>learning<br>outcomes tests.<br><b>Reference:</b><br>Brookhart,<br>Susan M. 2010.<br>How to Assess<br>Higher-Order<br>Thinking Skills<br>in Your<br>Classroom.<br>Alexandria:<br>ASCD. 4.<br>Department of<br>National<br>Education.<br>Middle School<br>Curriculum<br>1984, 1999,<br>2004, 2006 and<br>2013, Jakarta | 5% |

| 7 | Students are able<br>to understand the<br>techniques for<br>preparing and<br>implementing<br>learning<br>outcomes tests | <ol> <li>Explain the<br/>characteristics<br/>of a good test</li> <li>Explain the<br/>form of<br/>learning<br/>outcomes<br/>tests and their<br/>preparation</li> <li>Explain the<br/>techniques for<br/>implementing<br/>learning<br/>outcomes<br/>tests</li> </ol> | Criteria:<br>The maximum<br>score with all<br>correct answers<br>is: 100 with the<br>following criteria:<br>1. Correct 1 mark<br>20 2. Correct 2<br>marks 40 3.<br>Correct 3 marks<br>60 4. Correct 4<br>marks 80 5.<br>Correct 5 marks<br>100<br>Form of<br>Assessment :<br>Project Results<br>Assessment /<br>Product<br>Assessment | Discussion,<br>exercises<br>and<br>assignments<br>2 X 50 | Material:<br>Forms of<br>learning<br>outcomes tests<br>and their<br>preparation<br><b>Reference:</b><br><i>Permendiknas</i><br><i>No. 53 of 2015</i><br><i>concerning</i><br>assessment.<br>Material:<br>Characteristics<br>of a good test<br><b>Reference:</b><br><i>Arikunto</i> ,<br><i>Suharsimi.</i><br><i>2006.</i> Basics of<br><i>Educational</i><br><i>Evaluation</i><br>( <i>revised edition</i> )<br><i>cet.</i> 6.<br><i>Bumiaksara:</i><br><i>Jakarta</i><br>Material:<br>Techniques for<br>implementing<br>learning<br>outcomes tests.<br><b>Reference:</b><br><i>Brookhart,</i><br><i>Susan M. 2010.</i><br><i>How to Assess</i><br><i>Higher-Order</i><br><i>Thinking Skills</i><br><i>in Your</i><br><i>Classroom.</i><br><i>Alexandria:</i><br><i>ASCD.</i> 4.<br><i>Department of</i><br><i>National</i><br><i>Education.</i><br><i>Middle School</i><br><i>Curriculum</i><br><i>1984, 1999,</i><br><i>2004, 2006 and</i><br><i>2013, Jakarta</i> | 4%  |
|---|---|--|---|--|--|-----|
| 8 | UTS   | Test   | Criteria:<br>The maximum<br>score with all<br>correct answers<br>is: 100 with the<br>following criteria:<br>1. Correct 1 mark<br>20 2. Correct 2<br>marks 40 3.<br>Correct 3 marks<br>60 4. Correct 4<br>marks 80 5.<br>Correct 5 marks<br>100<br>Form of<br>Assessment :<br>Test   | 2 X 45   | Material:<br>Preparation and<br>implementation<br>of learning<br>outcomes tests<br><b>Reader:</b><br><i>Arikunto</i> ,<br><i>Suharsimi.</i><br>2006. Basics of<br><i>Educational</i><br><i>Evaluation</i><br>( <i>revised edition</i> )<br><i>cet.</i> 6.<br><i>Bumiaksara:</i><br><i>Jakarta</i>  | 20% |

|   |                      |                                |                     |             | T                            |    |
|---|----------------------|--------------------------------|---------------------|-------------|------------------------------|----|
| 9 | Students are able    | 1 Explain the                  | Criteria:           | Discussion, | Material: 1.                 | 3% |
|   | to understand the    | techniques for                 | The maximum         | assignments | techniques for               |    |
|   | validity of learning | •                              | score with all      | and         | testing the                  |    |
|   | outcome test         | testing the                    | correct answers     | exercises   | validity of                  |    |
|   | items                | validity of                    | is: 100 with the    |             |                              |    |
|   |                      | learning                       | following criteria: | 2 X 50      | learning                     |    |
|   |                      | outcomes                       | 1. Correct 1 mark   |             | outcome tests                |    |
|   |                      | tests - Explain                | 20 2. Correct 2     |             | 2. rational                  |    |
|   |                      |                                | marks 40 3.         |             | testing of tests             |    |
|   |                      | rational                       | Correct 3 marks     |             | <ol><li>empirical</li></ol>  |    |
|   |                      | testing of tests               | 60 4. Correct 4     |             | testing of tests             |    |
|   |                      | 2.Explains                     | marks 80 5.         |             | 4.                           |    |
|   |                      | empirical test                 | Correct 5 marks     |             |                              |    |
|   |                      | •                              | 100                 |             | understanding                |    |
|   |                      | testing                        |                     |             | of learning                  |    |
|   |                      | <ol><li>Explain test</li></ol> | Form of             |             | outcome items                |    |
|   |                      | testing                        | Assessment :        |             | <ol><li>techniques</li></ol> |    |
|   |                      | rationally                     | Project Results     |             | for testing the              |    |
|   |                      | 4.Explain the                  |                     |             | validity of test             |    |
|   |                      | •                              | Assessment /        |             | items                        |    |
|   |                      | meaning of                     | Product             |             |                              |    |
|   |                      | learning                       | Assessment          |             | Reference:                   |    |
|   |                      | outcome                        |                     |             | Supranata,                   |    |
|   |                      | items                          |                     |             | Sumarna, 2004.               |    |
|   |                      |                                |                     |             | Analysis,                    |    |
|   |                      | 5.Explains                     |                     |             | Validity,                    |    |
|   |                      | techniques for                 |                     |             | Reliability and              |    |
|   |                      | testing the                    |                     |             | Interpretation of            |    |
|   |                      | validity of                    |                     |             |                              |    |
|   |                      | learning                       |                     |             | Test Results10               |    |
|   |                      | •                              |                     |             | .Implementation              |    |
|   |                      | outcome test                   |                     |             | of the 2004                  |    |
|   |                      | items                          |                     |             | Curriculum.PT.               |    |
|   |                      |                                |                     |             | Rosdakarya                   |    |
|   |                      |                                |                     |             | Youth,                       |    |
|   |                      |                                |                     |             |                              |    |
|   |                      |                                |                     |             | Bandung.                     |    |
|   |                      |                                |                     |             |                              |    |
|   |                      |                                |                     |             | Material: 1.                 |    |
|   |                      |                                |                     |             | techniques for               |    |
|   |                      |                                |                     |             |                              |    |
|   |                      |                                |                     |             | testing the                  |    |
|   |                      |                                |                     |             | validity of                  |    |
|   |                      |                                |                     |             | learning                     |    |
|   |                      |                                |                     |             | outcome tests                |    |
|   |                      |                                |                     |             | 2. rational                  |    |
|   |                      |                                |                     |             | testing of tests             |    |
|   |                      |                                |                     |             | 3. empirical                 |    |
|   |                      |                                |                     |             |                              |    |
|   |                      |                                |                     |             | testing of tests             |    |
|   |                      |                                |                     |             | 4.                           |    |
|   |                      |                                |                     |             | understanding                |    |
|   |                      |                                |                     |             | of learning                  |    |
|   |                      |                                |                     |             | outcome items                |    |
|   |                      |                                |                     |             | 6. techniques                |    |
|   |                      |                                |                     |             | for testing the              |    |
|   |                      |                                |                     |             |                              |    |
|   |                      |                                |                     |             | validity of test             |    |
|   |                      |                                |                     |             | items                        |    |
|   |                      |                                |                     |             | Reference:                   |    |
|   |                      |                                |                     |             | Kubiszyn,                    |    |
|   |                      |                                |                     |             | Tom/I. Borich,               |    |
|   |                      |                                |                     |             | Gary. 2007.                  |    |
|   |                      |                                |                     |             |                              |    |
|   |                      |                                |                     |             | Educational                  |    |
|   |                      |                                |                     |             | Testing and                  |    |
|   |                      |                                |                     |             | Measurement:                 |    |
|   |                      |                                |                     |             | Classroom                    |    |
|   |                      |                                |                     |             | Application and              |    |
|   |                      |                                |                     |             |                              |    |
|   |                      |                                |                     |             | Practice. New                |    |
|   |                      |                                |                     |             | Jersey: John                 |    |
|   |                      |                                |                     |             | Wiley & Sons.                |    |
|   |                      |                                |                     |             |                              |    |

| 10 | Students are able                        | 1 Explain the                 | Criteria:                                | Discussion,      |  | Material: 1.                           | 3% |
|----|--|-------------------------------|--|------------------|--|--|----|
|    | to understand the<br>reliability test of | reliability                   | The maximum<br>score with all            | assignments      |  | techniques for                         |    |
|    | learning                                 | testing                       | correct answers                          | and<br>exercises |  | testing the<br>reliability of          |    |
|    | outcomes tests                           | technique for                 | is: 100 with the                         | 2 X 50           |  | learning tests,                        |    |
|    |  | the<br>description            | following criteria:<br>1. Correct 1 mark |                  |  | description 2.                         |    |
|    |  | learning test                 | 20 2. Correct 2                          |                  |  | techniques for                         |    |
|    |  | 2.Explains                    | marks 40 3.<br>Correct 3 marks           |                  |  | testing the<br>reliability of          |    |
|    |  | techniques for                | 60 4. Correct 4                          |                  |  | objective                              |    |
|    |  | testing the                   | marks 80 5.<br>Correct 5 marks           |                  |  | learning tests 3.                      |    |
|    |  | reliability of                | 100                                      |                  |  | techniques for                         |    |
|    |  | objective<br>learning tests   |  |                  |  | testing the                            |    |
|    |  | 3.Explains the                | Form of                                  |                  |  | reliability of<br>learning             |    |
|    |  | technique for                 | Assessment :<br>Project Results          |                  |  | outcomes tests                         |    |
|    |  | testing the                   | Assessment /                             |                  |  | using a single                         |    |
|    |  | reliability of                | Product                                  |                  |  | test-single trial                      |    |
|    |  | learning                      | Assessment                               |                  |  | approach 4.<br>techniques for          |    |
|    |  | outcomes                      |  |                  |  | testing the                            |    |
|    |  | tests using a<br>single test- |  |                  |  | reliability of                         |    |
|    |  | single trial                  |  |                  |  | learning                               |    |
|    |  | approach                      |  |                  |  | outcomes tests<br>using a test-test    |    |
|    |  | 4.Explain the                 |  |                  |  | approach 5.                            |    |
|    |  | technique for                 |  |                  |  | testing                                |    |
|    |  | testing the                   |  |                  |  | techniques                             |    |
|    |  | reliability of<br>learning    |  |                  |  | reliability of                         |    |
|    |  | outcomes                      |  |                  |  | learning<br>outcomes tests             |    |
|    |  | tests using a                 |  |                  |  | with an                                |    |
|    |  | test-test                     |  |                  |  | alternative form                       |    |
|    |  | approach                      |  |                  |  | approach                               |    |
|    |  | 5.Explains                    |  |                  |  | Library:<br>Supranata,                 |    |
|    |  | techniques for                |  |                  |  | Sumarna, 2004.                         |    |
|    |  | testing the<br>reliability of |  |                  |  | Analysis,                              |    |
|    |  | learning                      |  |                  |  | Validity,                              |    |
|    |  | outcomes                      |  |                  |  | Reliability and<br>Interpretation of   |    |
|    |  | tests using                   |  |                  |  | Test Results                           |    |
|    |  | alternative                   |  |                  |  | 10.                                    |    |
|    |  | form                          |  |                  |  | Implementation                         |    |
|    |  | approaches                    |  |                  |  | of the 2004                            |    |
|    |  |                               |  |                  |  | Curriculum. PT.<br>Rosdakarya          |    |
|    |  |                               |  |                  |  | Youth,                                 |    |
|    |  |                               |  |                  |  | Bandung.                               |    |
|    |  |                               |  |                  |  |  |    |
|    |  |                               |  |                  |  | Material: 1.                           |    |
|    |  |                               |  |                  |  | learning test<br>reliability testing   |    |
|    |  |                               |  |                  |  | technique                              |    |
|    |  |                               |  |                  |  | description 2.                         |    |
|    |  |                               |  |                  |  | objective                              |    |
|    |  |                               |  |                  |  | learning test<br>reliability testing   |    |
|    |  |                               |  |                  |  | technique 3.                           |    |
|    |  |                               |  |                  |  | learning                               |    |
|    |  |                               |  |                  |  | outcome test                           |    |
|    |  |                               |  |                  |  | reliability testing<br>technique using |    |
|    |  |                               |  |                  |  | a single test-                         |    |
|    |  |                               |  |                  |  | single trial                           |    |
|    |  |                               |  |                  |  | approach 4.                            |    |
| 1  |  |                               |  |                  |  | learning<br>outcome test               |    |
|    |  |                               |  |                  |  | reliability testing                    |    |
|    |  |                               |  |                  |  | technique using                        |    |
|    |  |                               |  |                  |  | a test-test                            |    |
|    |  |                               |  |                  |  | approach 5.<br>testing                 |    |
|    |  |                               |  |                  |  | technique                              |    |
|    |  |                               |  |                  |  | Reliability of                         |    |
|    |  |                               |  |                  |  | learning                               |    |
|    |  |                               |  |                  |  | outcomes tests<br>with an              |    |
|    |  |                               |  |                  |  | alternative form                       |    |
|    |  |                               |  |                  |  | approach.                              |    |
|    |  |                               |  |                  |  | References:                            |    |
|    |  |                               |  |                  |  | Arikunto,                              |    |
|    |  |                               |  |                  |  | Suharsimi.<br>2006. Basics of          |    |
|    |  |                               |  |                  |  | Educational                            |    |
|    |  |                               |  |                  |  | Evaluation                             |    |
|    |  |                               |  |                  |  | (revised edition)                      |    |
|    |  |                               |  |                  |  | cet. 6.<br>Bumiaksara:                 |    |
|    |  |                               |  |                  |  | Jakarta                                |    |
| L  |  |                               |  | ļ                |  |  |    |

| 13       Able to explain the analysis techniques for learning outcome test items | <ol> <li>explains the item difficulty degree technique</li> <li>explains the discriminative power analysis technique</li> <li>explains distractor function analysis techniques</li> </ol> | Criteria:<br>The maximum<br>score with a very<br>good answer is: 4<br>with the following<br>criteria: 1. Score 1<br>is sufficient 3.<br>Score 3 is good 4.<br>Score 4 is very<br>good<br>Form of<br>Assessment :<br>Project Results<br>Assessment /<br>Product<br>Assessment | Discussion,<br>practice and<br>reflection<br>2 X 50 | Material: 1.Item difficulty<br>degree<br>technique 2.Discriminating<br>power analysis<br>technique 3.Distractor<br>function<br>analysis<br>techniqueReferences:<br>Arikunto,<br>Suharsimi.<br>2006. Basics on<br>Educational<br>Evaluation<br>(revised edition<br>cet. 6.<br>Burniaksara:<br>JakartaMaterial: 1.Item difficulty<br>degree<br>technique 2.Discriminating<br>power analysis<br>technique 3.Material: 1.Reference:<br>Gronlund, NE<br>1991. How to<br>Write and Use<br>Instructional<br>Objective. New |  |
|--|---|--|---|---|--|
|  |   |  |   | Gronlund, NE<br>1991. How to<br>Write and Use   |  |

|    |                   |                               |                      |               | I | 1                               |    |
|----|-------------------|-------------------------------|----------------------|---------------|---|---------------------------------|----|
| 14 | Able to explain   | 1.Explain the                 | Criteria:            | Create a      |   | Material: 1.                    | 4% |
|    | techniques for    | meaning of                    | The maximum          | concept map   |   | understanding                   |    |
|    | determining final | •                             | score with a very    | regarding the |   | of final grades                 |    |
|    | grades, KKM, and  | final value                   | good answer is: 4    | overall       |   | 2. function of                  |    |
|    | loading learning  | 2.Explain the                 | with the following   |               |   |                                 |    |
|    | achievement       | final value                   | criteria: 1. Score 1 | assessment    |   | final grades 3.                 |    |
|    | profiles          | function                      | is poor 2. Score 2   | 2 X 50        |   | factors that                    |    |
|    |                   | 3.Explain the                 | is sufficient 3.     |               |   | need to be                      |    |
|    |                   |                               | Score 3 is good 4.   |               |   | considered in                   |    |
|    |                   | factors that                  | Score 4 is very      |               |   | determining                     |    |
|    |                   | need to be                    | good                 |               |   | final grades 4.                 |    |
|    |                   | considered in                 | 5                    |               |   | ranking                         |    |
|    |                   | determining                   | Form of              |               |   |                                 |    |
|    |                   |                               | Assessment :         |               |   | techniques. 5.                  |    |
|    |                   | the final grade               |                      |               |   | Definition of                   |    |
|    |                   | <ol><li>Explain the</li></ol> | Project Results      |               |   | Rankin Types                    |    |
|    |                   | technique of                  | Assessment /         |               |   | and procedures                  |    |
|    |                   | arranging the                 | Product              |               |   | for compiling                   |    |
|    |                   | 0 0                           | Assessment           |               |   |                                 |    |
|    |                   | _ ranking.                    |                      |               |   | Rankin                          |    |
|    |                   | <ol><li>Explain the</li></ol> |                      |               |   | Library:                        |    |
|    |                   | meaning of                    |                      |               |   | Arikunto,                       |    |
|    |                   | Rankin. Types                 |                      |               |   | Suharsimi.                      |    |
|    |                   |                               |                      |               |   | 2006. Basics of                 |    |
|    |                   | and                           |                      |               |   | Educational                     |    |
|    |                   | procedures                    |                      |               |   | Evaluation                      |    |
|    |                   | for preparing                 |                      |               |   |                                 |    |
|    |                   | Rankin                        |                      |               |   | (revised edition)               |    |
|    |                   | 6.Explains                    |                      |               |   | cet. 6.                         |    |
|    |                   | •                             |                      |               |   | Bumiaksara:                     |    |
|    |                   | techniques for                |                      |               |   | Jakarta                         |    |
|    |                   | creating                      |                      |               |   |                                 |    |
|    |                   | learning                      |                      |               |   |                                 |    |
|    |                   | •                             |                      |               |   | Material: 6.                    |    |
|    |                   | achievement                   |                      |               |   | techniques for                  |    |
|    |                   | profiles                      |                      |               |   | creating                        |    |
|    |                   | 7.Explain the                 |                      |               |   | learning                        |    |
|    |                   | meaning of                    |                      |               |   | achievement                     |    |
|    |                   | •                             |                      |               |   |                                 |    |
|    |                   | learning                      |                      |               |   | profiles 7.                     |    |
|    |                   | achievement                   |                      |               |   | understanding                   |    |
|    |                   | profile                       |                      |               |   | of learning                     |    |
|    |                   | 8.Explain the                 |                      |               |   | achievement                     |    |
|    |                   | •                             |                      |               |   | profiles 8. forms               |    |
|    |                   | forms of                      |                      |               |   | of learning                     |    |
|    |                   | learning                      |                      |               |   |                                 |    |
|    |                   | achievement                   |                      |               |   | achievement                     |    |
|    |                   | profiles                      |                      |               |   | profiles 9. uses                |    |
|    |                   | 9.Explain the                 |                      |               |   | of learning                     |    |
|    |                   | •                             |                      |               |   | achievement                     |    |
|    |                   | use of a                      |                      |               |   | profiles                        |    |
|    |                   | learning                      |                      |               |   | References:                     |    |
|    |                   | achievement                   |                      |               |   |                                 |    |
|    |                   |                               |                      |               |   | Brookhart,                      |    |
|    |                   | profile                       |                      |               |   | Susan M. 2010.                  |    |
|    |                   |                               |                      |               |   | How to Assess                   |    |
|    |                   |                               |                      |               |   | Higher-Order                    |    |
|    |                   |                               |                      |               |   | Thinking Skills                 |    |
|    |                   |                               |                      |               |   | in Your                         |    |
|    |                   |                               |                      |               |   |                                 |    |
|    |                   |                               |                      |               |   | Classroom.                      |    |
|    |                   |                               |                      |               |   | Alexandria:                     |    |
|    |                   |                               |                      |               |   | ASCD . 4.                       |    |
|    |                   |                               |                      |               |   | Department of                   |    |
|    |                   |                               |                      |               |   | National                        |    |
|    |                   |                               |                      |               |   |                                 |    |
|    |                   |                               |                      |               |   | Education.                      |    |
|    |                   |                               |                      |               |   | Middle School                   |    |
|    |                   |                               |                      |               |   | Curriculum                      |    |
|    |                   |                               |                      |               |   | 1984, 1999,                     |    |
|    |                   |                               |                      |               |   | 2004, 2006 and                  |    |
|    |                   |                               |                      | 1             |   | 2004, 2006 and<br>2013, Jakarta |    |
|    |                   |                               |                      |               |   |                                 |    |

| 15 | Able to explain<br>techniques for<br>determining final<br>grades, KKM, and<br>loading learning<br>achievement<br>profiles | <ol> <li>Explain the<br/>meaning of<br/>final value</li> <li>Explain the<br/>final value</li> <li>Explain the<br/>factors that<br/>need to be<br/>considered in<br/>determining<br/>the final grade</li> <li>Explain the<br/>technique of<br/>arranging the<br/>ranking.</li> <li>Explain the<br/>meaning of<br/>Rankin. Types<br/>and<br/>procedures<br/>for preparing<br/>Rankin</li> <li>Explains techniques for<br/>creating<br/>learning<br/>achievement<br/>profiles</li> <li>Explain the<br/>meaning of<br/>learning<br/>achievement<br/>profiles</li> <li>Explain the<br/>forms of<br/>learning<br/>achievement<br/>profiles</li> <li>Explain the<br/>forms of<br/>learning<br/>achievement<br/>profiles</li> <li>Explain the<br/>use of a<br/>learning<br/>achievement<br/>profile</li> </ol> | Criteria:<br>The maximum<br>score with a very<br>good answer is: 4<br>with the following<br>criteria: 1. Score 1<br>is poor 2. Score 2<br>is sufficient 3.<br>Score 4 is very<br>good<br>Form of<br>Assessment :<br>Project Results<br>Assessment /<br>Product<br>Assessment      | Create a<br>concept map<br>regarding the<br>overall<br>assessment<br>2 X 50 | Material: 1.understandiof final grad2. function offinal gradesfactors thatneed to beconsidered ideterminingfinal gradesrankingtechniques.Definition ofRankin Typeand procedufor compilingRankinLibrary:Arikunto,Suharsimi.2006. BasicEducationalEvaluation(revised edicet. 6.BumiaksaraJakartaMaterial: 6.techniques 1creatinglearningachievemenprofiles 7.understandiof learningachievemenprofiles 8.for of learningachievemerprofiles 9. utof learningachievemerprofiles 8.ReferencesBrookhart,Susan M. 20How to AssiHigher-OrdeThinking Skin YourClassroom.Alexandria:ASCD .4.DepartmentNationalEducationMiddle SchotCurriculum1984, 1999,2004, 20062013, Jakar | es<br>f<br>3.<br>in<br>4.<br>5.<br>es<br>irres<br>5<br>s of<br>tion)<br>:<br>for<br>t<br>torns<br>t<br>ses<br>t<br>t<br>s<br>of<br>f<br>of<br>f<br>ool<br>and |
|----|---|--|---|---|--|---|
| 16 | UAS   | Test   | Criteria:<br>The maximum<br>score with all<br>correct answers<br>is: 100 with the<br>following criteria:<br>1. Correct 1 mark<br>20 2. Correct 2<br>marks 40 3.<br>Correct 3 marks<br>60 4. Correct 4<br>marks 80 5.<br>Correct 5 marks<br>100<br>Form of<br>Assessment :<br>Test | 2 X 45  | Material:<br>techniques i<br>determining<br>final grades<br>KKM, and<br>loading lear<br>achievemen<br>profiles<br><b>Reader:</b><br><i>Arikunto,</i><br><i>Suharsimi.</i><br>2006. Basic<br><i>Educational</i><br><i>Evaluation</i><br>(revised edi<br>cet. 6.<br><i>Bumiaksara</i><br><i>Jakarta</i>  | ning<br>t<br>s of<br>tion)  |

## Evaluation Percentage Recap: Project Based Learning

| No | Evaluation                                      | Percentage |
|----|---|------------|
| 1. | Project Results Assessment / Product Assessment | 50%        |
| 2. | Test  | 50%        |
|    |   | 100%       |

## Notes

- 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.
- 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.
- 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.