



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

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Evaluation of Learning and Learning	8721103112		T=2	P=0	ECTS=3.18	4	July 19, 2024
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
			Dr. Tri Sudarwanto, S.Pd., MSM.	

Learning model	Project Based Learning																																																																																																																																			
Program Learning Outcomes (PLO)	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																																																																																																																																		
	PLO-10	Able to make appropriate decisions to solve problems in the educational and scientific fields of Commerce (Business and Marketing) based on information and data analysis by utilizing technology and information																																																																																																																																		
	Program Objectives (PO)																																																																																																																																			
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Short Course Description	Examining understanding of the role of assessment in education and learning, various types of assessment according to the applicable curriculum, preparation of various types of good questions along with 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. Course Description Reviewing the understanding of the role of assessment in education and learning, various kinds of assessments according to the applicable curriculum, preparation of various types of good questions and their assessment rubrics. The basic concepts of authentic assessment, alternatives and class-based assessment and the applicable curriculum include workshops on the development of assessment instruments, along with item analysis both manually using the excel program and the use of item software, references for learning completeness, presented theoretically, workshops, assignments and practice.
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References	Main :	<ol style="list-style-type: none"> 1. Arends, Richardl. 2004. Guide to Field Experiences and Portofolio Development: to accompany learning to teach. New York: McGraw-Hill Book Company. 2. Arikunto, Suharsimi. 2006. Dasar-dasar Evaluasi Pendidikan (edisi revisi) cet. 6. Bumi Aksara: 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. Examination and Evaluation in Education. New Delhi: Common wealth. 6. Glencoe Series. 2001. Performance Assessment in The Science Classroom. New York: McGraw-Hill Company. 5. Gronlund, N. E. 1980. Construction Achievement Test. New Jersey: Prentice Hall Inc 6. Gronlund, N. E. 1991. How to Write and Use Instructional Objective. New Jersey: Prentice Hall Inc 7. Suprnata, Sumarna, 2004. Analisis, Validitas, Reliabilitas dan Interpretasi Hasil Tes 10. Implementasi Kurikulum 2004. PT. Remaja Rosdakarya, Bandung. 8. Johnson, David W. and Johnson, Robert T. 2002. Meaningful Assessment Manage able and Cooperative Process. Boston: Allyn and Bacon. 9. Kubiszyn, Tom/I. Borich, Gary. 2007. Educational Testing and Measurement: Classroom Application and Practice. New Jersey: John Wiley & Sons. 10. Linn, R. I. Gronlund, N. E. 1995. Measurement and Assessment in Teaching. Ohio: Merrill. 11. Rani, T. Swarupa. 2004. Educational Measurement and Evaluation. New Delhi: DPH. 12. Permendiknas No. 53 tahun 2015 tentang penilaian. 13. Arends, Richardl. 2004. Guide to Field Experiences and Portofolio Development: to accompany learning to teach. New York: McGraw-Hill Book Company. 14. Arikunto, Suharsimi. 2006. Dasar-dasar Evaluasi Pendidikan (edisi revisi) cet. 6. Bumi Aksara: Jakarta 15. 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 16. Examination and Evaluation in Education. New Delhi: Common wealth. 6. Glencoe Series. 2001. Performance Assessment in The Science Classroom. New York: McGraw-Hill Company. 17. Gronlund, N. E. 1980. Construction Achievement Test. New Jersey: Prentice Hall Inc 18. Gronlund, N. E. 1991. How to Write and Use Instructional Objective. New Jersey: Prentice Hall Inc 19. Suprnata, Sumarna, 2004. Analisis, Validitas, Reliabilitas dan Interpretasi Hasil Tes 10. Implementasi Kurikulum 2004. PT. Remaja Rosdakarya, Bandung. 20. Johnson, David W. and Johnson, Robert T. 2002. Meaningful Assessment Manage able and Cooperative Process. Boston: Allyn and Bacon. 21. Kubiszyn, Tom/I. Borich, Gary. 2007. Educational Testing and Measurement: Classroom Application and Practice. New Jersey: John Wiley & Sons. 22. Linn, R. I. Gronlund, N. E. 1995. Measurement and Assessment in Teaching. Ohio: Merrill. 23. Rani, T. Swarupa. 2004. Educational Measurement and Evaluation. New Delhi: DPH. 24. Permendiknas No. 53 tahun 2015 tentang penilaian.
	Supporters:	

Supporting lecturer	Drs. Saino, M.Pd. Putri Hestiningrum, M.Pd. Veni Rafida, S.Pd., M.Pd.
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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 evaluation of learning outcomes	<ol style="list-style-type: none"> 1. Explain the meaning of assessment, evaluation and assessment of learning outcomes 2. Explain the purpose of the assessment 3. Explain the function of assessment in learning 4. Able to explain assessment classifications 	<p>Criteria: The maximum score with all correct answers is: 100 with the following criteria: 1. Correct 1 mark 20 2. Correct 2 marks 40 3. Correct 3 marks 60 4. Correct 4 marks 80 5. Correct 5 marks 100</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Presentation, discussion and reflection 2 X 50		<p>Material: 1. basic principles of assessment 2. characteristics of assessment 3. cognitive, affective and psychomotor domains as objects of assessment of learning outcomes 4. techniques in evaluating learning outcomes</p> <p>Reader: Arikunto, Suharsimi. 2006. Basics of Educational Evaluation (revised edition) cet. 6. Bumi Aksara: Jakarta</p>	5%

2	Students are able to understand assessment techniques	<ol style="list-style-type: none"> 1.Explain the basic principles of assessment 2.Explain the characteristics of the assessment 3.Explains the cognitive, affective and psychomotor domains as objects for assessing learning outcomes 4.Explains techniques in evaluating learning outcomes 	<p>Criteria: Mastery of material and presentation skills</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Presentation, discussion and reflection 2 X 50		<p>Material: 1. basic principles of assessment 2. characteristics of assessment 3. cognitive, affective and psychomotor domains as objects of assessment of learning outcomes 4. techniques in evaluating learning outcomes Reader: <i>Arikunto, Suharsimi. 2006. Basics of Educational Evaluation (revised edition) cet. 6. Bumiaksara: Jakarta</i></p>	3%
3	Students are able to understand assessment techniques	<ol style="list-style-type: none"> 1.Explain the basic principles of assessment 2.Explain the characteristics of the assessment 3.Explains the cognitive, affective and psychomotor domains as objects for assessing learning outcomes 4.Explains techniques in evaluating learning outcomes 	<p>Criteria: Mastery of material and presentation skills</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Presentation, discussion and reflection 2 X 50		<p>Material: 1. basic principles of assessment 2. characteristics of assessment 3. cognitive, affective and psychomotor domains as objects of assessment of learning outcomes 4. techniques in evaluating learning outcomes Reader: <i>Arikunto, Suharsimi. 2006. Basics of Educational Evaluation (revised edition) cet. 6. Bumiaksara: Jakarta</i></p>	3%
4	Students are able to understand tests and non-tests as evaluation of learning outcomes	<ol style="list-style-type: none"> 1.Explain the meaning of the test 2.Explain the function of the test 3.Explain observations 4.Explaining the interview 5.Explaining the questionnaire 6.Explain document checking 7.Explain portfolio assessment 8.Product assessment 9.Attitude assessment 10.Skills assessment 11.Project assessment 12.Self-assessment 	<p>Criteria: The maximum score with all correct answers is: 100 with the following criteria: 1. Correct 1 mark 20 2. Correct 2 marks 40 3. Correct 3 marks 60 4. Correct 4 marks 80 5. Correct 5 marks 100</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Discussion, assignments, practice 2 X 50		<p>Material: Test and Non-Test forms of assessment as Evaluation of Learning Outcomes Library: <i>Arikunto, Suharsimi. 2006. Basics of Educational Evaluation (revised edition) cet. 6. Bumiaksara: Jakarta</i></p>	3%

5	Students are able to understand tests and non-tests as evaluation of learning outcomes	<ol style="list-style-type: none"> 1.Explain the meaning of the test 2.Explain the function of the test 3.Explain observations 4.Explaining the interview 5.Explaining the questionnaire 6.Explain document checking 7.Explain portfolio assessment 8.Product assessment 9.Attitude assessment 10.Skills assessment 11.Project assessment 12.Self-assessment 	<p>Criteria: The maximum score with all correct answers is: 100 with the following criteria: 1. Correct 1 mark 20 2. Correct 2 marks 40 3. Correct 3 marks 60 4. Correct 4 marks 80 5. Correct 5 marks 100</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Discussion, assignments, practice 2 X 50		<p>Material: Test and Non-Test forms of assessment as Evaluation of Learning Outcomes Library: Arikunto, Suharsimi. 2006. <i>Basics of Educational Evaluation (revised edition)</i> cet. 6. Bumiaksara: Jakarta</p>	4%
6	Students are able to understand the techniques for preparing and implementing learning outcomes tests	<ol style="list-style-type: none"> 1.Explain the characteristics of a good test 2.Explain the form of learning outcomes tests and their preparation 3.Explain the techniques for implementing learning outcomes tests 	<p>Criteria: The maximum score with all correct answers is: 100 with the following criteria: 1. Correct 1 mark 20 2. Correct 2 marks 40 3. Correct 3 marks 60 4. Correct 4 marks 80 5. Correct 5 marks 100</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Discussion, exercises and assignments 2 X 50		<p>Material: Forms of learning outcomes tests and their preparation Reference: Permendiknas No. 53 of 2015 concerning assessment.</p> <p>Material: Characteristics of a good test Reference: Arikunto, Suharsimi. 2006. <i>Basics of Educational Evaluation (revised edition)</i> cet. 6. Bumiaksara: Jakarta</p> <p>Material: Techniques for implementing learning outcomes tests. Reference: Brookhart, Susan M. 2010. <i>How to Assess Higher-Order Thinking Skills in Your Classroom.</i> Alexandria: ASCD. 4. Department of National Education. <i>Middle School Curriculum 1984, 1999, 2004, 2006 and 2013, Jakarta</i></p>	5%

7	Students are able to understand the techniques for preparing and implementing learning outcomes tests	<ol style="list-style-type: none"> 1.Explain the characteristics of a good test 2.Explain the form of learning outcomes tests and their preparation 3.Explain the techniques for implementing learning outcomes tests 	<p>Criteria: The maximum score with all correct answers is: 100 with the following criteria: 1. Correct 1 mark 20 2. Correct 2 marks 40 3. Correct 3 marks 60 4. Correct 4 marks 80 5. Correct 5 marks 100</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Discussion, exercises and assignments 2 X 50		<p>Material: Forms of learning outcomes tests and their preparation Reference: <i>Permendiknas No. 53 of 2015 concerning assessment.</i></p> <hr/> <p>Material: Characteristics of a good test Reference: <i>Arikunto, Suharsimi. 2006. Basics of Educational Evaluation (revised edition) cet. 6. Bumiaksara: Jakarta</i></p> <hr/> <p>Material: Techniques for implementing learning outcomes tests. Reference: <i>Brookhart, 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 2013, Jakarta</i></p>	4%
8	UTS	Test	<p>Criteria: The maximum score with all correct answers is: 100 with the following criteria: 1. Correct 1 mark 20 2. Correct 2 marks 40 3. Correct 3 marks 60 4. Correct 4 marks 80 5. Correct 5 marks 100</p> <p>Form of Assessment : Test</p>	2 X 45		<p>Material: Preparation and implementation of learning outcomes tests Reader: <i>Arikunto, Suharsimi. 2006. Basics of Educational Evaluation (revised edition) cet. 6. Bumiaksara: Jakarta</i></p>	20%

9	Students are able to understand the validity of learning outcome test items	<ol style="list-style-type: none"> 1.- Explain the techniques for testing the validity of learning outcomes tests - Explain rational testing of tests 2.Explains empirical test testing 3.Explain test testing rationally 4.Explain the meaning of learning outcome items 5.Explains techniques for testing the validity of learning outcome test items 	<p>Criteria: The maximum score with all correct answers is: 100 with the following criteria: 1. Correct 1 mark 20 2. Correct 2 marks 40 3. Correct 3 marks 60 4. Correct 4 marks 80 5. Correct 5 marks 100</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Discussion, assignments and exercises 2 X 50		<p>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</p> <p>Reference: <i>Supranata, Sumarna, 2004. Analysis, Validity, Reliability and Interpretation of Test Results10 .Implementation of the 2004 Curriculum.PT. Rosdakarya Youth, Bandung.</i></p> <hr/> <p>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</p> <p>Reference: <i>Kubiszyn, Tom/I. Borich, Gary. 2007. Educational Testing and Measurement: Classroom Application and Practice. New Jersey: John Wiley & Sons.</i></p>	3%
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10	Students are able to understand the reliability test of learning outcomes tests	<ol style="list-style-type: none"> 1.- Explain the reliability testing technique for the description learning test 2.Explains techniques for testing the reliability of objective learning tests 3.Explains the technique for testing the reliability of learning outcomes tests using a single test-single trial approach 4.Explain the technique for testing the reliability of learning outcomes tests using a test-test approach 5.Explains techniques for testing the reliability of learning outcomes tests using alternative form approaches 	<p>Criteria: The maximum score with all correct answers is: 100 with the following criteria: 1. Correct 1 mark 20 2. Correct 2 marks 40 3. Correct 3 marks 60 4. Correct 4 marks 80 5. Correct 5 marks 100</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Discussion, assignments and exercises 2 X 50		<p>Material: 1. techniques for testing the reliability of learning tests, description 2. techniques for testing the reliability of objective learning tests 3. techniques for testing the reliability of learning outcomes tests using a single test-single trial approach 4. techniques for testing the reliability of learning outcomes tests using a test-test approach 5. testing techniques reliability of learning outcomes tests with an alternative form approach</p> <p>Library: <i>Supranata, Sumarna, 2004. Analysis, Validity, Reliability and Interpretation of Test Results 10. Implementation of the 2004 Curriculum. PT. Rosdakarya Youth, Bandung.</i></p> <hr/> <p>Material: 1. learning test reliability testing technique description 2. objective learning test reliability testing technique 3. learning outcome test reliability testing technique using a single test-single trial approach 4. learning outcome test reliability testing technique using a test-test approach 5. testing technique Reliability of learning outcomes tests with an alternative form approach.</p> <p>References: <i>Arikunto, Suharsimi. 2006. Basics of Educational Evaluation (revised edition) cet. 6. Bumiaksara: Jakarta</i></p>	3%
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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"> 1.- Explain the technique for checking learning outcomes test results 2.Explain examination techniques in order to assess oral test results. 3.Explain inspection techniques in order to assess manufacturing test results 4.explains the scoring on the essay test 5.explains scoring on objective tests 6.explains processing techniques and changing (converting) learning outcomes test scores into values. 7.explain the difference between scores and grades 8.explains the processing and conversion of raw scores from learning outcomes tests into standard scores 9.explains about enrichment and remedial matters 	<p>Criteria: The maximum score with all correct answers is: 100 with the following criteria: 1. Correct 1 mark 20 2. Correct 2 marks 40 3. Correct 3 marks 60 4. Correct 4 marks 80 5. Correct 5 marks 100</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Discussion, assignments and exercises 2 X 50		<p>Material: 1. examination, scoring and processing of learning results tests 2. enrichment questions and remedial questions</p> <p>References: <i>Brookhart, 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 2013, Jakarta</i></p>	3%
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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"> 1.- Explain the technique for checking learning outcomes test results 2.Explain examination techniques in order to assess oral test results. 3.Explain inspection techniques in order to assess manufacturing test results 4.explains the scoring on the essay test 5.explains scoring on objective tests 6.explains processing techniques and changing (converting) learning outcomes test scores into values. 7.explain the difference between scores and grades 8.explains the processing and conversion of raw scores from learning outcomes tests into standard scores 9.explains about enrichment and remedial matters 	<p>Criteria: The maximum score with all correct answers is: 100 with the following criteria: 1. Correct 1 mark 20 2. Correct 2 marks 40 3. Correct 3 marks 60 4. Correct 4 marks 80 5. Correct 5 marks 100</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Discussion, assignments and exercises 2 X 50		<p>Material: 1. examination, scoring and processing of learning results tests 2. enrichment questions and remedial questions</p> <p>References: <i>Brookhart, Susan M. 2010. How to Assess Higher-Order Thinking Skills in Your Classroom. Alexandria: ASCD.</i> 4. <i>Department of National Education. Middle School Curriculum 1984, 1999, 2004, 2006 and 2013, Jakarta</i></p>	3%
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13	Able to explain the analysis techniques for learning outcome test items	<ol style="list-style-type: none"> 1.explains the item difficulty degree technique 2.explains the discriminative power analysis technique 3.explains distractor function analysis techniques 	<p>Criteria: The maximum score with a very good answer is: 4 with the following criteria: 1. Score 1 is poor 2. Score 2 is sufficient 3. Score 3 is good 4. Score 4 is very good</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Discussion, practice and reflection 2 X 50		<p>Material: 1. Item difficulty degree technique 2. Discriminating power analysis technique 3. Distractor function analysis technique</p> <p>References: <i>Arikunto, Suharsimi. 2006. Basics of Educational Evaluation (revised edition) cet. 6. Bumiaksara: Jakarta</i></p> <p>Material: 1. Item difficulty degree technique 2. Discriminating power analysis technique 3. Distractor function analysis technique</p> <p>Reference: <i>Gronlund, NE 1991. How to Write and Use Instructional Objective. New Jersey: Prentice Hall Inc</i></p>	4%
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14	Able to explain techniques for determining final grades, KKM, and loading learning achievement profiles	<ol style="list-style-type: none"> 1.Explain the meaning of final value 2.Explain the final value function 3.Explain the factors that need to be considered in determining the final grade 4.Explain the technique of arranging the ranking. 5.Explain the meaning of Rankin. Types and procedures for preparing Rankin 6.Explains techniques for creating learning achievement profiles 7.Explain the meaning of learning achievement profile 8.Explain the forms of learning achievement profiles 9.Explain the use of a learning achievement profile 	<p>Criteria: The maximum score with a very good answer is: 4 with the following criteria: 1. Score 1 is poor 2. Score 2 is sufficient 3. Score 3 is good 4. Score 4 is very good</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Create a concept map regarding the overall assessment 2 X 50		<p>Material: 1. understanding of final grades 2. function of final grades 3. factors that need to be considered in determining final grades 4. ranking techniques. 5. Definition of Rankin Types and procedures for compiling Rankin</p> <p>Library: <i>Arikunto, Suharsimi. 2006. Basics of Educational Evaluation (revised edition) cet. 6. Bumiaksara: Jakarta</i></p> <hr/> <p>Material: 6. techniques for creating learning achievement profiles 7. understanding of learning achievement profiles 8. forms of learning achievement profiles 9. uses of learning achievement profiles</p> <p>References: <i>Brookhart, 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 2013, Jakarta</i></p>	4%
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15	Able to explain techniques for determining final grades, KKM, and loading learning achievement profiles	<ol style="list-style-type: none"> 1.Explain the meaning of final value 2.Explain the final value function 3.Explain the factors that need to be considered in determining the final grade 4.Explain the technique of arranging the ranking. 5.Explain the meaning of Rankin. Types and procedures for preparing Rankin 6.Explains techniques for creating learning achievement profiles 7.Explain the meaning of learning achievement profile 8.Explain the forms of learning achievement profiles 9.Explain the use of a learning achievement profile 	<p>Criteria: The maximum score with a very good answer is: 4 with the following criteria: 1. Score 1 is poor 2. Score 2 is sufficient 3. Score 3 is good 4. Score 4 is very good</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Create a concept map regarding the overall assessment 2 X 50		<p>Material: 1. understanding of final grades 2. function of final grades 3. factors that need to be considered in determining final grades 4. ranking techniques. 5. Definition of Rankin Types and procedures for compiling Rankin</p> <p>Library: <i>Arikunto, Suharsimi. 2006. Basics of Educational Evaluation (revised edition) cet. 6. Bumiaksara: Jakarta</i></p> <p>Material: 6. techniques for creating learning achievement profiles 7. understanding of learning achievement profiles 8. forms of learning achievement profiles 9. uses of learning achievement profiles</p> <p>References: <i>Brookhart, 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 2013, Jakarta</i></p>	3%
16	UAS	Test	<p>Criteria: The maximum score with all correct answers is: 100 with the following criteria: 1. Correct 1 mark 20 2. Correct 2 marks 40 3. Correct 3 marks 60 4. Correct 4 marks 80 5. Correct 5 marks 100</p> <p>Form of Assessment : Test</p>	2 X 45		<p>Material: techniques for determining final grades, KKM, and loading learning achievement profiles</p> <p>Reader: <i>Arikunto, Suharsimi. 2006. Basics of Educational Evaluation (revised edition) cet. 6. Bumiaksara: Jakarta</i></p>	30%

Evaluation Percentage Recap: Project Based Learning

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