

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 Dat	npilati e	on
Evaluation o 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., MSM.			.,					
Learning 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 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 (Busi	to make app ness and Ma	ropria Irketin	te deo g) ba	cision: sed o	s to s n info	olve p rmatio	oroble on ar	ems in Id data	the e a anal	educa Iysis I	tional a by utiliz	and scien zing techr	tific f nolog	fields o gy and	of Com 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 PO-2 PO-3 PO-4 PO-5 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 Course Description	Examining u applicable c authentic, ai instruments, references fu understandii curriculum, assessment assessment for learning o	urriculum, lternative along wi or learning ng of the preparatio , alternativ instrumer	preparation and class-ba th analysis completion, role of asse n of variou ves and clas its, along wit	of v ased a of qu prese ssme s type s-bas h iten	arious asses estion ented nt in es of ed as n ana	s type smen i item theor educ good ssessi lysis t	es of t and s bo etical ation d que ment poth r	good the th ma ly, wo and estions and t nanua	l que appli anual orksho learn s an the a ally u	estions cable ly usin ops, a ing, v d the upplica sing t	s alor curric ng th ssign variou ir ass able c he ex	ng wi culum e Ex ment s kin sessn surricu cel p	th ass includ cel pro s and j ds of nent ru ulum in rogram	essment de worksl ogram an oractice. (assessme ubrics. T include wo and the	rubi hops d us Cour ents he b prksh	rics. T s on d sing q se De accor asic nops c	The ba evelop uestion scription ding to concept on the	sic co ing as n-item onRevio the ots of devel	seessn softw ewing applica authe opmen	s ne ti ab ab

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

2	Students are able to understand assessment techniques	 Explain the basic principles of assessment Explain the characteristics of the assessment Explains the cognitive, affective and psychomotor domains as objects for assessing learning outcomes Explains techniques in evaluating learning outcomes 	Criteria: Mastery of material and presentation skills Form of Assessment : Project Results Assessment / Product Assessment	Presentation, discussion and reflection 2 X 50	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,</i> <i>Suharsimi.</i> 2006. Basics of <i>Educational</i> <i>Evaluation</i> (revised edition) cet. 6. Burniaksara: Jakarta	3%
3	Students are able to understand assessment techniques	 Explain the basic principles of assessment Explain the characteristics of the assessment Explains the cognitive, affective and psychomotor domains as objects for assessing learning outcomes Explains techniques in evaluating learning outcomes 	Criteria: Mastery of material and presentation skills Form of Assessment : Project Results Assessment / Product Assessment	Presentation, discussion and reflection 2 X 50	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</i> , <i>Suharsimi.</i> 2006. Basics of <i>Educational</i> <i>Evaluation</i> (revised edition) cet. 6. Bumiaksara: Jakarta	3%
4	Students are able to understand tests and non- tests as evaluation of learning outcomes	 Explain the meaning of the test Explain the function of the test Explain observations Explaining the interview Explaining the questionnaire Explaining the document checking Explain portfolio assessment Product assessment Skills assessment Project assessment Self-assessment 	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 Form of Assessment : Project Results Assessment / Product Assessment	Discussion, assignments, practice 2 X 50	Material: Test and Non-Test forms of assessment as Evaluation of Learning Outcomes Library: Arikunto, Suharsimi. 2006. Basics of Educational Evaluation (revised edition) cet. 6. Bumiaksara: Jakarta	3%

5	Students are able to understand tests and non- tests as evaluation of learning outcomes	 Explain the meaning of the test Explain the function of the test Explain observations Explaining the interview Explaining the questionnaire Explain document checking Explain portfolio assessment Product assessment Skills assessment Skills assessment Self- assessment 	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 Form of Assessment : Project Results Assessment / Product Assessment	Discussion, assignments, practice 2 X 50	Material: Test and Non-Test forms of assessment as Evaluation of Learning Outcomes Library: Arikunto, Suharsimi. 2006. Basics of Educational Evaluation (revised edition) cet. 6. Bumiaksara: Jakarta	4%
6	Students are able to understand the techniques for preparing and implementing learning outcomes tests	 Explain the characteristics of a good test Explain the form of learning outcomes tests and their preparation Explain the techniques for implementing learning outcomes tests 	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 Form of Assessment : Project Results Assessment / Product Assessment	Discussion, exercises and assignments 2 X 50	Material: Forms of learning outcomes tests and their preparation Reference: Permendiknas No. 53 of 2015 concerning assessment. Material: Characteristics of a good test Reference: Arikunto, Suharsimi. 2006. Basics of Educational Evaluation (revised edition) cet. 6. Bumiaksara: Jakarta Material: Techniques for implementing learning outcomes tests. Reference: 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	5%

7	Students are able to understand the techniques for preparing and implementing learning outcomes tests	 Explain the characteristics of a good test Explain the form of learning outcomes tests and their preparation Explain the techniques for implementing learning outcomes tests 	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 Form of Assessment : Project Results Assessment / Product Assessment	Discussion, exercises and assignments 2 X 50	Material: Forms of learning outcomes tests and their preparation Reference: <i>Permendiknas</i> <i>No. 53 of 2015</i> <i>concerning</i> assessment. Material: Characteristics of a good test Reference: <i>Arikunto</i> , <i>Suharsimi.</i> <i>2006.</i> Basics of <i>Educational</i> <i>Evaluation</i> (<i>revised edition</i>) <i>cet.</i> 6. <i>Bumiaksara:</i> <i>Jakarta</i> Material: Techniques for implementing learning outcomes tests. Reference: <i>Brookhart,</i> <i>Susan M. 2010.</i> <i>How to Assess</i> <i>Higher-Order</i> <i>Thinking Skills</i> <i>in Your</i> <i>Classroom.</i> <i>Alexandria:</i> <i>ASCD.</i> 4. <i>Department of</i> <i>National</i> <i>Education.</i> <i>Middle School</i> <i>Curriculum</i> <i>1984, 1999,</i> <i>2004, 2006 and</i> <i>2013, Jakarta</i>	4%
8	UTS	Test	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 Form of Assessment : Test	2 X 45	Material: Preparation and implementation of learning outcomes tests Reader: <i>Arikunto</i> , <i>Suharsimi.</i> 2006. Basics of <i>Educational</i> <i>Evaluation</i> (<i>revised edition</i>) <i>cet.</i> 6. <i>Bumiaksara:</i> <i>Jakarta</i>	20%

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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		empirical	
		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	
		Explain test	Form of		outcome items	
		testing	Assessment :		techniques	
		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 reliability test of	reliability	The maximum score with all	assignments		techniques for	
	learning	testing	correct answers	and exercises		testing the reliability of	
	outcomes tests	technique for	is: 100 with the	2 X 50		learning tests,	
		the description	following criteria: 1. Correct 1 mark			description 2.	
		learning test	20 2. Correct 2			techniques for	
		2.Explains	marks 40 3. Correct 3 marks			testing the reliability of	
		techniques for	60 4. Correct 4			objective	
		testing the	marks 80 5. Correct 5 marks			learning tests 3.	
		reliability of	100			techniques for	
		objective learning tests				testing the	
		3.Explains the	Form of			reliability of learning	
		technique for	Assessment : Project Results			outcomes tests	
		testing the	Assessment /			using a single	
		reliability of	Product			test-single trial	
		learning	Assessment			approach 4. techniques for	
		outcomes				testing the	
		tests using a single test-				reliability of	
		single trial				learning	
		approach				outcomes tests using a test-test	
		4.Explain the				approach 5.	
		technique for				testing	
		testing the				techniques	
		reliability of learning				reliability of	
		outcomes				learning outcomes tests	
		tests using a				with an	
		test-test				alternative form	
		approach				approach	
		5.Explains				Library: Supranata,	
		techniques for				Sumarna, 2004.	
		testing the reliability of				Analysis,	
		learning				Validity,	
		outcomes				Reliability and Interpretation of	
		tests using				Test Results	
		alternative				10.	
		form				Implementation	
		approaches				of the 2004	
						Curriculum. PT. Rosdakarya	
						Youth,	
						Bandung.	
						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.	
1						learning outcome test	
						reliability testing	
						technique using	
						a test-test	
						approach 5. testing	
						technique	
						Reliability of	
						learning	
						outcomes tests with an	
						alternative form	
						approach.	
						References:	
						Arikunto,	
						Suharsimi. 2006. Basics of	
						Educational	
						Evaluation	
						(revised edition)	
						cet. 6. Bumiaksara:	
						Jakarta	
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13 Able to explain the analysis techniques for learning outcome test items	 explains the item difficulty degree technique explains the discriminative power analysis technique explains distractor function analysis techniques 	Criteria: The maximum score with a very good answer is: 4 with the following criteria: 1. Score 1 is sufficient 3. Score 3 is good 4. Score 4 is very good Form of Assessment : Project Results Assessment / Product Assessment	Discussion, practice and reflection 2 X 50	Material: 1.Item difficulty degree technique 2.Discriminating power analysis technique 3.Distractor function analysis techniqueReferences: Arikunto, Suharsimi. 2006. Basics on Educational Evaluation (revised edition cet. 6. Burniaksara: JakartaMaterial: 1.Item difficulty degree technique 2.Discriminating power analysis technique 3.Material: 1.Reference: Gronlund, NE 1991. How to Write and Use Instructional Objective. New	
				Gronlund, NE 1991. How to 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	
		Explain the	Project Results			Rankin Types	
		technique of	Assessment /			and procedures	
		arranging the	Product			for compiling	
		0 0	Assessment				
		_ ranking.				Rankin	
		Explain the				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 2013, Jakarta	

15	Able to explain techniques for determining final grades, KKM, and loading learning achievement profiles	 Explain the meaning of final value Explain the final value Explain the factors that need to be considered in determining the final grade Explain the technique of arranging the ranking. Explain the meaning of Rankin. Types and procedures for preparing Rankin Explains techniques for creating learning achievement profiles Explain the meaning of learning achievement profiles Explain the forms of learning achievement profiles Explain the forms of learning achievement profiles Explain the use of a learning achievement profile 	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 4 is very good Form of Assessment : Project Results Assessment / Product Assessment	Create a concept map regarding the overall assessment 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 f 3. in 4. 5. es irres 5 s of tion) : for t torns t ses t t s of f of f ool and
16	UAS	Test	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 Form of Assessment : Test	2 X 45	Material: techniques i determining final grades KKM, and loading lear achievemen profiles Reader: <i>Arikunto,</i> <i>Suharsimi.</i> 2006. Basic <i>Educational</i> <i>Evaluation</i> (revised edi cet. 6. <i>Bumiaksara</i> <i>Jakarta</i>	ning t s of 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.