



**Universitas Negeri Surabaya**  
**Faculty of Languages and Arts**  
**Bachelor of Chinese Language Education Study Program**

Document Code

## SEMESTER LEARNING PLAN

<b>Courses</b>	<b>CODE</b>	<b>Course Family</b>	<b>Credit Weight</b>	<b>SEMESTER</b>	<b>Compilation Date</b>																																																	
BM Learning Evaluation	8820802065		T=2 P=0 ECTS=3.18	6	July 18, 2024																																																	
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>		<b>Study Program Coordinator</b>																																																	
	.....		.....		Miftachul Amri, M.Pd., M.Ed., Ph.D.																																																	
<b>Learning model</b>	Case Studies																																																					
<b>Program Learning Outcomes (PLO)</b>	PLO study program that is charged to the course																																																					
	Program Objectives (PO)																																																					
	PLO-PO Matrix																																																					
		<table border="1" style="margin: auto;"> <tr><td style="width: 30px; height: 20px;">P.O</td></tr> </table>				P.O																																																
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	<table border="1" style="margin: auto;"> <tr><td colspan="16" style="text-align: center;">PO Matrix at the end of each learning stage (Sub-PO)</td></tr> <tr> <td style="width: 30px; height: 20px;">P.O</td> <td colspan="15" style="text-align: center;">Week</td> </tr> <tr> <td></td> <td style="width: 20px;">1</td> <td style="width: 20px;">2</td> <td style="width: 20px;">3</td> <td style="width: 20px;">4</td> <td style="width: 20px;">5</td> <td style="width: 20px;">6</td> <td style="width: 20px;">7</td> <td style="width: 20px;">8</td> <td style="width: 20px;">9</td> <td style="width: 20px;">10</td> <td style="width: 20px;">11</td> <td style="width: 20px;">12</td> <td style="width: 20px;">13</td> <td style="width: 20px;">14</td> <td style="width: 20px;">15</td> <td style="width: 20px;">16</td> </tr> </table>					PO Matrix at the end of each learning stage (Sub-PO)																P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
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<b>Short Course Description</b>	This course discusses (1) the nature, scope of study, mechanisms, stages, factors related to the evaluation of language and literature learning; (2) Testing, assessment, and teaching; (3) Approach to language testing; (4) New issues and classroom tests and Principles of language assessment; (5) Designing language tests: Standard tests: UN case study. This course is presented theoretically and applicatively using lecture, discussion, practice, presentation and problem-based methods.																																																					
<b>References</b>	<b>Main :</b>																																																					
	1. 1. Burhan Nurgiantoro. 2010. Penilaian Pembelajaran Bahasa-Berbasis Kompetensi- BPFE Jogjakarta. 2. H. Douglas Brown. 2003 Language Assessment Principles and Classroom Practices Longman America. 3. O 19Malley, Michael. J and Lorraine Valdez Pierce. 1995. Authentic Assessment for English Language Learners, Longman.																																																					
	<b>Supporters:</b>																																																					
<b>Supporting lecturer</b>	Prof. Dr. Subandi, S.Pd., M.A.																																																					
<b>Week</b>	<b>Final abilities of each learning stage (Sub-PO)</b>	<b>Evaluation</b>		<b>Help Learning, Learning methods, Student Assignments, [ Estimated time]</b>		<b>Learning materials [ References ]</b>	<b>Assessment Weight (%)</b>																																															
		<b>Indicator</b>	<b>Criteria &amp; Form</b>	<b>Offline ( offline )</b>	<b>Online ( online )</b>																																																	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)																																															

1	Understand the nature of assessment, measurement and tests and understand the components of assessment	Explain the nature of assessment, measurement, tests, and assessment components		Lectures, discussions and questions and answers 2 X 50			0%
2	Understand the concepts and mechanisms for developing assessment tools based on exam specifications. Able to develop assessment tools. Understand the techniques and mechanisms for analyzing question items and answer analysis. Understand the techniques and mechanisms for improving and preparing question items	Explaining the mechanisms and concepts for developing assessment tools according to exam specifications - Explaining and compiling assessment tools. - Develop assessment tools - Explain techniques and mechanisms for analyzing question items and answers Explain and apply techniques and mechanisms for improving and assembling question items		Lectures, discussions, questions and answers and practice 6 X 50			0%
3							0%
4							0%
5	Understand the purpose and function of assessment. Understand SKL, indicators and their development. Understand the mechanism for translating indicators into test items	Explaining the purpose and function of assessment Explaining SKL, indicators and their development Explaining the mechanism for translating indicators into test items		Lectures, discussions, questions and answers and practice 2 X 50			0%
6	Understand the types and forms of questions. Able to identify and synchronize competencies with suitability of question forms. Understand the stages and mechanisms for preparing test equipment. Understand the concepts, techniques and functions of non-test measuring instruments. Understand the function and role of question grids in the assessment process.	Identify and classify the shapes and types of measuring tools (tests and non-tees). Can make decisions to determine the form and type of test equipment needed according to the competency to be measured. Can arrange the stages of preparing measuring/test instruments. Able to arrange a grid of questions		Lectures, discussions, questions and answers and practice 2 X 50			0%
7	Understand the assessment mechanism and the required aspects according to the standardized mechanism.	Determine the competency achievements that will be assessed. Arrange a grid of questions. Determine the form and type of questions		Group work compiling work and presentation 6 X 50			0%
8							0%

9							0%
10	Understand concepts, mechanisms/procedures and validation functions. Understand the aspects that need to be validated. Understand the factors relevant to the validation testing process.	Explain the concept, mechanism and function of validation. Mention and indicate aspects of the assessment that need to be validated. Mention the factors that are relevant to the validation test process.		Lectures, discussions, questions and answers, and practical work in groups 4 X 50			0%
11							0%
12	Understand the types and characteristics of tests based on the characteristics of language skill competency (receptive and productive). Understand types based on the four language skills. Understand the types of tests based on the nature of the function and the role of language in interactive functions.	Identifying and compiling test tools according to the characteristics of language skill competency. Identify and arrange test tools according to the four language skills competencies. Identify and arrange test tools according to the function and role of language and interaction processes.		Lectures, discussions, Javanese questions, and group practical work. 2 X 50			0%
13	Able to prepare a set of question grids, able to prepare question texts according to the characteristics of the material being tested, and able to analyze question items and answer analyzes according to the themes that have been prepared in the syllabus and RPP.	Prepare a question grid according to the theme/chapter in the textbook that has been determined for each group in accordance with the syllabus and lesson plans. Prepare a question text along with variations in the form of questions from the theme/chapter in the textbook that has been determined. Able to analyze question items and analyze answers to questions that have been arranged in a question grid.		Group presentations, discussions, questions and answers, practical work, and revising based on 8 X 50 input			0%
14							0%
15							0%
16							0%

**Evaluation Percentage Recap: Case Study**

No	Evaluation	Percentage
		0%

## Notes

1. **Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
2. **The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
3. **Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
4. **Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
5. **Indicators for assessing** ability in the process and student learning outcomes are specific and measurable statements that identify the ability or performance of student learning outcomes accompanied by evidence.
6. **Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
7. **Forms of assessment:** test and non-test.
8. **Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
9. **Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
10. **Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
11. **The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
12. TM=Face to face, PT=Structured assignments, BM=Independent study.