



**Universitas Negeri Surabaya
Faculty of Engineering
, Undergraduate Culinary Education Study Program**

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date																																
Assessment of Learning Processes and Outcomes	8321103112		T=3 P=0 ECTS=4.77	4	July 18, 2024																																
AUTHORIZATION	SP Developer		Course Cluster Coordinator		Study Program Coordinator																																
		Dr. Hj. Sri Handajani, S.Pd., M.Kes.																																
Learning model	Project Based Learning																																				
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																				
	Program Objectives (PO)																																				
	PLO-PO Matrix																																				
		P.O																																			
Short Course Description	PO Matrix at the end of each learning stage (Sub-PO)																																				
		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td rowspan="2" style="width: 10%;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td> </tr> </table>				P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
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References	Main : 1. <ul style="list-style-type: none"> · Arikunto, Suharsimi. 2016. Dasar-Dasar Evaluasi Pendidikan. Jakarta: Bumi Aksara. · Nitko, Anthony J. 1983. Education, Test and Measurement. London: Hcourt. · Sani, Ridwan Abdullah. 2016. Penilaian Autentik. Jakarta: Bumi Aksara. · Uno, Hamzah B.dan Koni, Satria. 2016. Assesment Pembelajaran. Jakarta: PT Bumi Aksara. · Yusuf, A. Muri. 2015. Asesmen dan Evaluasi Pendidikan. Jakarta: Kencana. · Marzano, Robert J. and Kamdall,John S. 2007. The Taxonomy of Educational. Objecctives. California: Corwin Pres. · Brookhart, Susan M. 2010. How to Asses Higher-Order Thinking Skills In Your Classroom. Virginia USA: ASCD Alexandria 																																				
	Supporters:																																				
Supporting lecturer	Prof. Dr. Any Sutiadiningsih, M.Si. Dra. Niken Purwidiani, M.Pd.																																				
Week-	Final abilities of each learning stage (Sub-PO)	Evaluation		Help Learning, Learning methods, Student Assignments, [Estimated time]		Learning materials [References]	Assessment Weight (%)																														
		Indicator	Criteria & Form	Offline (offline)	Online (online)																																
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)																														

1	Carry out a lecture contract. Students master the concepts and principles of assessment of learning processes and outcomes	<ol style="list-style-type: none"> 1.Explains the course description of the Assessment Process and Learning Outcomes course 2.Explain the rules and tasks of the assessment process and learning outcomes course 3.Explain the importance of assessing learning processes and outcomes 4.Explain the meaning of measurement, assessment, evaluation and assessment 5.Explain the purpose and function of the assessment 6.Explain the characteristics of the assessment 	Criteria: Value 0-100	Presentations, assignments, group discussions and reflections 3 X 50			0%
2	Students understand the subject, targets, principles of assessment processes and learning outcomes and authentic assessment	<ol style="list-style-type: none"> 1.Explains the subject of assessment processes and learning outcomes 2.Explain the objectives of the assessment process and learning outcomes 3.Explain the principles of assessment 4.Explain the relationship between objectives, activities, curriculum, and assessment 5.Explains the concept of authentic assessment for the 2013 curriculum 	Criteria: 1 - 100	Presentations, discussions, assignments and reflections 3 X 50			0%

3	Students understand about tests and test techniques	<ul style="list-style-type: none"> • Explain the meaning of tests • Explain the function of tests • Identify test requirements • Identify the characteristics of tests • explain the forms of tests • explain how to carry out tests • Compare standard tests with authentic assessments • Identify types of test techniques • Describe each test technique assessment tool • Compare the usefulness of diagnostic, formative and summative types of tests. 	Criteria: 1 - 100	Presentations, discussions, assignments and exercises 3 X 50			0%
4	Students understand Non-Test techniques	<ul style="list-style-type: none"> · Explain the meaning of non-test techniques · Describe each non-test technical assessment tool · Identify types of non-test techniques · Explain interview evaluation tools · Explain Questionnaires · Explain attitude scales · Explain questionnaire techniques · Explain portfolio assessment techniques · Explain product assessment techniques · Explain attitude assessment techniques · Explain skills assessment · Explain project assessment 	Criteria: 1 - 100	Presentations, discussions, assignments and exercises 3 X 50			0%
5	Students understand test measurement techniques	<ol style="list-style-type: none"> 1.Explain the meaning of validity 2.Explain the various types of validity 3.Explain testing the validity of tests rationally 4.Explains empirical testing of test validity 5.Carrying out validity measurements from test samples 	Criteria: 1 - 100	Discussions, assignments, exercises and presentations 3 X 50			0%

6	Students understand test measurement techniques	<ol style="list-style-type: none"> 1.Explain the meaning of reliability 2.Explain the steps to measure test reliability 3.Explains how to calculate the reliability of an example of a learning outcomes test 4.Carrying out reliability measurements from test samples 	Criteria: 1 -100	Discussions, assignments, presentations and exercises 3 X 50			0%
7	Students understand the taxonomy of learning outcomes	<ol style="list-style-type: none"> 1.Explaining the demands for behavioral changes in learning outcomes according to K-13 2.Applying cognitive behavior change verbs in the preparation of learning indicators 3.Applying affective behavior change verbs to learning indicators 4.Applying skill behavior change verbs to learning indicators 	Criteria: 0 - 100	Discussions, assignments, presentations 3 X 50			0%
8	UTS	Material from meetings 1 to 7		3 X 50			0%
9	Students understand the specifications table in preparing learning outcomes tests	<ol style="list-style-type: none"> 1.Explain the meaning of the specification table 2.Explain the function of the specification table 3.Explain the types of specification tables 4.Explains how to create a specification table 5.Prepare a table of specifications for the evaluation design for one subject 	Criteria: 1 - 100	Discussions, assignments, exercises and presentations 3 X 50			0%

10	Students understand the process of preparing and administering tests	<ol style="list-style-type: none"> 1.Explain the steps in preparing the test 2.Compile objective test items based on the specification table that has been created 3.Arrange essay test items based on the specification table that has been created 4.Develop a rubric from the tests prepared 5.Carry out trials of the resulting tests 	Criteria: 1 - 100	Discussion, assignments and exercises 3 X 50		0%
11	Students understand the process of preparing and implementing skills assessments	<ol style="list-style-type: none"> 1.Identify examples of skills assessment instruments 2.Carry out procedures for preparing skills assessment instruments that have been specified in the specification table 3.Develop a skills assessment instrument rubric 	Criteria: 1 - 100	Discussions, assignments, exercises and presentations 3 X 50		0%
12	Students understand the preparation of attitude assessment instruments	<ol style="list-style-type: none"> 1.Identify examples of attitude assessment techniques 2.Carrying out procedures for preparing attitude assessment instruments that have been specified in the specification table 	Criteria: 1 - 100	Discussions, assignments, exercises and presentations 3 X 50		0%

13	Students understand examination, scoring and processing learning results	<ol style="list-style-type: none"> 1.Explains techniques for checking learning outcomes test results 2.Checking the results of learning outcomes tests 3.Explain the technique of giving scores to learning test results 4.Giving scores to the results of learning outcomes tests 5.Processing (converting) test result scores into grades 	Criteria: 1 - 100	Discussions, assignments, exercises and presentations 3 X 50			0%
14	Students understand the techniques for analyzing learning outcomes test items	<ol style="list-style-type: none"> 1.Explain the technique for analyzing the degree of error in test items 2.Determine the degree of difficulty of test items 3.Explain the technique of analyzing the differentiating power of test items 4.Determining the differentiating power of test items 5.Explain techniques for analyzing the function of test item distractors 6.Determine the distractor function of each test item 	Criteria: 1 - 100	Discussion, practice and reflection 3 X 50			0%

15	Students are able to understand the techniques for determining final grades, KKM, preparing rankings 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 	Criteria: 1 - 100	Discussions, exercises, assignments, presentations and reflections 3 X 50			0%
16	UAS	Material from the 9th to 15th meetings		3 X 50			0%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
		0%

Notes

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

10. **Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
11. **The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
12. TM=Face to face, PT=Structured assignments, BM=Independent study.