



**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																																									
Evaluation of Learning and Learning	8321102134		T=2	P=0	ECTS=3.18	3	July 17, 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 which 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: 5%;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 5%;">1</td> <td style="width: 5%;">2</td> <td style="width: 5%;">3</td> <td style="width: 5%;">4</td> <td style="width: 5%;">5</td> <td style="width: 5%;">6</td> <td style="width: 5%;">7</td> <td style="width: 5%;">8</td> <td style="width: 5%;">9</td> <td style="width: 5%;">10</td> <td style="width: 5%;">11</td> <td style="width: 5%;">12</td> <td style="width: 5%;">13</td> <td style="width: 5%;">14</td> <td style="width: 5%;">15</td> <td style="width: 5%;">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	<p>Main :</p> <ol style="list-style-type: none"> Arikunto, Suharsimi. 2016. Dasar-Dasar Evaluasi Pendidikan. Jakarta: Bumi Aksara. <p>Supporters:</p> <ol style="list-style-type: none"> Nitko, Anthony J. 1983. Education, Test and Measurement. London: Hcourt. . 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 Ridwan Abdullah. 2016. Penilaian Autentik. Jakarta: Bumi Aksara. no, Hamzah B.dan Koni, Satria. 2016. Assesment Pembelajaran. Jakarta: PT Bumi Aksara 																																															
Supporting lecturer	Dra. Niken Purwidiani, M.Pd. Dra. Lucia Tri Pangesthi, M.Pd. Mauren Gita Miranti, S.Pd., M.Pd. Andika Kuncoro Widagdo, 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	Students are able to review RPS and carry out lecture contracts. Students are able to express the concepts and principles of learning evaluation and learning outcomes	<ol style="list-style-type: none"> 1.Presents a description of the learning evaluation course and learning outcomes 2.Determine the rules and tasks of learning evaluation courses and learning outcomes 3.Describes the importance of learning evaluation and learning outcomes 4.Explain the meaning of measurement, assessment, evaluation and assessment 5.Clarity the purpose and function of learning evaluation and learning outcomes 6.Identify the characteristics of evaluation 	<p>Criteria: The maximum score is 100 if it meets the assessment criteria</p> <p>Form of Assessment : Participatory Activities</p>	Presentation, discussion, assignment 2 X 50		<p>Material: evaluation</p> <p>Bibliography: Arikunto, Suharsimi. 2016. <i>Basics of Educational Evaluation</i>. Jakarta: Bumi Literacy.</p> <p>Nitko, Anthony J. 1983. <i>Education, Test and Measurement</i>. London: Hcourt. Sani, Ridwan Abdullah. 2016. <i>Authentic Assessment</i>. Jakarta: Bumi Literacy. Uno, Hamzah B. and Koni, Satria. 2016. <i>Learning Assessment</i>. Jakarta: PT Bumi Aksara.</p> <p>Yusuf, A. Muri. 2015. <i>Educational Assessment and Evaluation</i>. Jakarta: Kencana.</p> <p>Marzano, Robert J. and Kamdall, John S. 2007. <i>The Taxonomy of Education Objectives</i>. California: Corwin Pres.</p> <p>Brookhart, Susan M. 2010. <i>How to Assess Higher-Order Thinking Skills In Your Classroom</i>. Virginia USA: ASCD</p> <p>Alexandria</p> <hr/> <p>Material: evaluation</p> <p>References: Nitko, Anthony J. 1983. <i>Education, Test and Measurement</i>. London: Hcourt.</p>	7%
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2	Students are able to master knowledge about subjects and learning evaluation targets and learning outcomes and authentic assessments	<ol style="list-style-type: none"> 1.Explain the subject of learning evaluation and learning outcomes 2.Shows learning evaluation targets and learning outcomes 3.Put forward the principles of learning evaluation and learning outcomes 4.Describe the relationship between objectives, activities, curriculum, and evaluation 5.Describes the concept of authentic assessment of the 2013 curriculum 	<p>Criteria: The maximum score is 100 if it meets the assessment criteria</p> <p>Form of Assessment : Participatory Activities, Tests</p>	Model: Cooperative Method: presentation, discussion, assignment 2 X 50		<p>Material: learning results</p> <p>References: <i>Arikunto, Suharsimi. 2016. Basics of Educational Evaluation. Jakarta: Bumi Literacy.</i> <i>Nitko, Anthony J. 1983. Education, Test and Measurement. London: Hcourt. Sani, Ridwan Abdullah. 2016. Authentic Assessment. Jakarta: Bumi Literacy. Uno, Hamzah B. and Koni, Satria. 2016. Learning Assessment. Jakarta: PT Bumi Aksara. Yusuf, A. Muri. 2015. Educational Assessment and Evaluation. Jakarta: Kencana. Marzano, Robert J. and Kamdall, John S. 2007. The Taxonomy of Education. Objectives. California: Corwin Pres. Brookhart, Susan M. 2010. How to Assess Higher-Order Thinking Skills In Your Classroom. Virginia USA: ASCD Alexandria</i></p>	7%
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3	Students are able to master knowledge about tests and test techniques	<ol style="list-style-type: none"> 1.Explain the meaning of the test 2.Explain the function of the test 3.Identify test requirements 4.Identify the characteristics of the test 5.Describe the forms of the test 6.Describes how to carry out the test 7.Comparing standardized tests with authentic assessments 8.Identify the types of test techniques 9.Describe each test technique evaluation tool 10.Compare the usefulness of diagnostic, format, and summative test types 	<p>Criteria: The maximum score is 100 if it meets the assessment criteria</p> <p>Form of Assessment : Participatory Activities</p>	Model: Cooperative Method: discussion, assignment/exercise, presentation 2 X 50		<p>Material: test function References: <i>Nitko, Anthony J. 1983. Education, Test and Measurement. London: Hcourt.</i></p> <p>-----</p> <p>Material: test References: <i>Nitko, Anthony J. 1983. Education, Test and Measurement. London: Hcourt.</i></p>	7%
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4	Students are able to master knowledge about non-test techniques	<ol style="list-style-type: none"> 1.Explain the meaning of non-test techniques 2.Describe each non-test technical assessment tool 3.Identify types of non-test techniques 4.Describes interview evaluation tools 5.Discuss the questionnaire 6.Discuss attitude scales 7.Discuss explaining questionnaire techniques 8.Discuss portfolio assessment techniques 9.Discuss product assessment techniques 10.Discuss attitude assessment techniques 11.Demonstrate skills assessment techniques 12. Demonstrates project assessment assessment techniques 	<p>Criteria: The maximum score is 100 if it meets the assessment criteria</p> <p>Form of Assessment : Participatory Activities, Tests</p>	Model: Cooperative Method: discussion, presentation, practice questions 2 X 50		<p>Material: test techniques References: <i>Arikunto, Suharsimi. 2016. Basics of Educational Evaluation. Jakarta: Bumi Literacy.</i> <i>Nitko, Anthony J. 1983. Education, Test and Measurement. London: Hcourt. Sani, Ridwan Abdullah. 2016. Authentic Assessment. Jakarta: Bumi Literacy.</i> <i>Uno, Hamzah B. and Koni, Satria. 2016. Learning Assessment. Jakarta: PT Bumi Aksara.</i> <i>Yusuf, A. Muri. 2015. Educational Assessment and Evaluation. Jakarta: Kencana.</i> <i>Marzano, Robert J. and Kamdall, John S. 2007. The Taxonomy of Education. Objectives. California: Corwin Pres.</i> <i>Brookhart, Susan M. 2010. How to Assess Higher-Order Thinking Skills In Your Classroom. Virginia USA: ASCD Alexandria</i></p> <hr/> <p>Material: assessment Bibliography: <i>Ridwan Abdullah. 2016. Authentic Assessment. Jakarta: Bumi Literacy.</i></p>	7%
5	Students are able to master the knowledge and skills regarding test measurement techniques	<ol style="list-style-type: none"> 1.Explain the meaning of validity 2.Identify the types of validity 3.Reviewing test validity tests rationally 4.Describes empirical testing of test validity 5.Carrying out validity measurements from test samples 	<p>Criteria: The maximum score is 100 if it meets the assessment criteria</p> <p>Form of Assessment : Participatory Activities, Tests</p>	Model: Cooperative Method: discussion, assignment/exercise, presentation 2 X 50		<p>Material: viliditas Bibliography: <i>Arikunto, Suharsimi. 2016. Basics of Educational Evaluation. Jakarta: Bumi Literacy.</i></p> <hr/> <p>Material: reliability References: <i>no, Hamzah B. and Koni, Satria. 2016. Learning Assessment. Jakarta: PT Bumi Aksara</i></p>	7%

6	Students are able to master the knowledge and skills regarding test measurement techniques	<ol style="list-style-type: none"> 1.Explain the meaning of reliability 2.Shows 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 	<p>Criteria: The maximum score is 100 if it meets the assessment criteria</p> <p>Form of Assessment : Participatory Activities</p>	Model: Cooperative Method: discussion, assignment/exercise, presentation 2 X 50		<p>Material: reliability</p> <p>References: <i>Arikunto, Suharsimi. 2016. Basics of Educational Evaluation. Jakarta: Bumi Literacy.</i></p>	7%
7	Students are able to master the knowledge and skills regarding the taxonomy of learning outcomes	<ol style="list-style-type: none"> 1.Explaining demands for changes in behavior from 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 	<p>Criteria: The maximum score is 100 if it meets the assessment criteria</p> <p>Form of Assessment : Participatory Activities</p>	Model: Cooperative Method: discussion, assignment/exercise 2 X 50		<p>Material: Changes in Behavior</p> <p>Reference: <i>Arikunto, Suharsimi. 2016. Basics of Educational Evaluation. Jakarta: Bumi Literacy.</i></p> <p>Material: Changes in Behavior</p> <p>References: <i>no, Hamzah B. and Koni, Satria. 2016. Learning Assessment. Jakarta: PT Bumi Aksara</i></p>	7%
8	UTS		<p>Form of Assessment : Participatory Activities</p>	2 X 50			0%
9	Students are able to master the knowledge and skills regarding specification tables in preparing learning outcomes tests	<ol style="list-style-type: none"> 1.Describe the meaning of the specification table 2.Explain the function of the specification table 3.Identify the types of specification tables 4.Shows how to create a specification table 5.Prepare a table of specifications for the evaluation design for one subject 	<p>Criteria: The maximum score is 100 if it meets the assessment criteria</p> <p>Form of Assessment : Participatory Activities</p>	Model: Cooperative Method: discussion, assignment/exercise, and presentation 2 X 50		<p>Material: specification table</p> <p>References: <i>Arikunto, Suharsimi. 2016. Basics of Educational Evaluation. Jakarta: Bumi Literacy.</i></p>	7%

10	Students are able to master the knowledge and skills regarding the process of preparing and implementing 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 test rubric based on the test items that have been prepared 5.Carry out trials of the resulting tests 	<p>Criteria: The maximum score is 100 if it meets the assessment criteria</p> <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	Model: Cooperative Method: discussion, assignment/exercise, and presentation 2 X 50		<p>Material: questions</p> <p>References: <i>Arikunto, Suharsimi. 2016. Basics of Educational Evaluation. Jakarta: Bumi Literacy.</i></p> <hr/> <p>Material: making question items</p> <p>Reader: <i>Ridwan Abdullah. 2016. Authentic Assessment. Jakarta: Bumi Literacy.</i></p>	8%
11	Students are able to master the knowledge and skills regarding implementing skills evaluation	<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 	<p>Criteria: The maximum score is 100 if it meets the assessment criteria</p> <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	Model: Cooperative Method: discussion, assignment/exercise, and presentation 2 X 50		<p>Material: instrument</p> <p>References: <i>Nitko, Anthony J. 1983. Education, Test and Measurement. London: Hcourt.</i></p>	8%
12	Students are able to master the knowledge and skills regarding preparing 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 	<p>Criteria: The maximum score is 100 if it meets the assessment criteria</p> <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	Model: Cooperative Method: discussion, assignment/exercise, and presentation 2 X 50		<p>Material: attitude assessment</p> <p>References: . <i>Marzano, Robert J. and Kamdall, John S. 2007. The Taxonomy of Education. Objectives. California: Corwin Pres. Brookhart,</i></p> <hr/> <p>Material: attitude assessment</p> <p>Reader: <i>Ridwan Abdullah. 2016. Authentic Assessment. Jakarta: Bumi Literacy.</i></p>	7%

13	Students are able to master the knowledge and skills regarding 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 	<p>Criteria: The maximum score is 100 if it meets the assessment criteria</p> <p>Form of Assessment : Participatory Activities</p>	Model: Cooperative Method: discussion, assignment/exercise 2 X 50		<p>Material: examination of learning outcomes</p> <p>References: <i>Arikunto, Suharsimi. 2016. Basics of Educational Evaluation. Jakarta: Bumi Literacy.</i></p>	7%
14	Students are able to master the knowledge and skills regarding analysis techniques for learning outcomes test items	<ol style="list-style-type: none"> 1.Explain the technique of analyzing the degree of error in test items 2.Determine the degree of difficulty of test items 3.Describes techniques for 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 	<p>Criteria: The maximum score is 100 if it meets the assessment criteria</p> <p>Form of Assessment : Participatory Activities</p>	Model: Cooperative Method: discussion, assignment/exercise, and presentation 2 X 50		<p>Material: Differentiating factors</p> <p>References: <i>Nitko, Anthony J. 1983. Education, Test and Measurement. London: Hcourt.</i></p> <p>Material: distractors</p> <p>References: <i>Arikunto, Suharsimi. 2016. Basics of Educational Evaluation. Jakarta: Bumi Literacy.</i></p>	7%

15	Students are able to master knowledge about techniques for determining final grades, KKM, preparing rankings and loading learning achievement profiles	<ol style="list-style-type: none"> 1. Describe the meaning of final value 2. Identify the final value function 3. Indicates factors to consider in determining the final grade 4. Categorizing techniques for arranging rankings. 5. Describe the meaning of Rankin types and procedures for preparing Rankin 6. Demonstrates techniques for creating learning achievement profiles 7. Describe the meaning of learning achievement profile 8. Identify forms of learning achievement profiles 9. Discuss the usefulness of learning achievement profiles 	<p>Criteria: The maximum score is 100 if it meets the assessment criteria</p> <p>Form of Assessment : Participatory Activities</p>	Model: Cooperative Method: discussion, assignment/exercise, and presentation 2 X 50		<p>Material: Positioning techniques</p> <p>References: <i>Arikunto, Suharsimi. 2016. Basics of Educational Evaluation. Jakarta: Bumi Literacy.</i></p>	7%
16	UAS		<p>Form of Assessment : Participatory Activities, Tests</p>	2 X 50			0%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	78%
2.	Portfolio Assessment	11.5%
3.	Test	10.5%
		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.

