



Universitas Negeri Surabaya
Faculty of Economics and Business
Economic Education Undergraduate Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Assessment of Learning Processes and Outcomes	8720303044		T=3	P=0	ECTS=4.77	4	July 18, 2024
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
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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
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PO Matrix at the end of each learning stage (Sub-PO)

	Week															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

Short Course Description Discusses the role of assessment in education and learning, various types of assessment according to the applicable curriculum, preparation of various good core issues 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 the use of question-item software, references for learning completion. Lectures are presented theoretically, workshops, assignments and practice.

References **Main :**

1. Arends, Richardl. 2004.*Guide to Field Experiences and Portofolio Development: to accompany; learning to teach.*NewYork: McGraw-Hill BookCompany.
- rikunto, Suharsimi. 2006.*Dasar-dasar Evaluasi Pendidikan (edisi revisi)cet.6* Bumi aksara: Jakarta
- Brookhart, Susan M. 2010.*How to Assess Higher-Order Thinking Skills in Your Classroom.*Alexandria: ASCD.
- Departemen Pendidikan Nasional.*Kurikulum SMP 1984, 1999, 2004, 2006 dan 2013,* Jakarta
- George,David. 2005.*Examination and Evaluation in Education.* NewDelhi: Common wealth.
- Glencoe Series. 2001.*Performance Assessment in The Science Classroom.*NewYork: McGraw-Hill Company.
- Gronlund,N.E. 1980.*Construction Achievement Test.* New Jersey: Prentice Hall Inc
- Gronlund,N.E.1991.*How to Write and use Instructional Objective.* New Jersey: Prentice Hall Inc
- Supranata, Sumarna,2004.*Analisis, Validitas,Reliabilitas dan Interpretasi Hasil Tes Implementasi Kurikulum 2004.*PT.Remaja Rosdakarya,Bandung.
- Johnson,David W.and Johnson,RobertT. 2002.*Meaningful Assessment Manage able and Cooperative Process.*Boston: Allyn and Bacon.
- Kubiszyn,Tom/I.Borich,Gary.2007.*Educational Testinand Measurement: Classroom Application and Practice.*New Jersey: John Wiley & Sons.
- Linn,R.I.Gronlund,N.E.1995.*Measurement and AssessmentinTeaching.*Ohio:Merril.
- Rani,T.Swarupa.2004.*Educational Measurement and Evaluation.* New Delhi: DPH.
- Permendiknas No. 53 tahun 2015 tentang penilaian.

Supporters:

Supporting lecturer		Dhiah Fitrayati, S.Pd., M.E. Riza Yonisa Kurniawan, S.Pd., M.Pd. Ni'matush Sholikhah, S.Pd., 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	Describe evaluation in learning	1.Distinguish between the concepts of measurement, evaluation and assessment 2.Describe the principles of evaluation 3.Distinguish between the subject and object of evaluation 4.Explain the purpose of the evaluation	Criteria: 1.Questions 1 and 3 maximum score = 15 2.Questions 2 and 4 maximum score = 25	Reading literature, discussing with colleagues 3 X 50			0%
2	Describe techniques and forms of evaluation	1.Distinguish between test and non-test techniques 2.Mention the form of evaluation	Criteria: Max score = 20	Reading literature, discussing with colleagues 3 X 50			0%
3	Describe attitude assessment in the 2013 curriculum	1.states the scope of attitude assessment 2.identifying attitudinal judgments 3.Able to prepare attitude assessment instruments	Criteria: Max score 20	Reading literature, discussing with colleagues 3 X 50			0%
4	Describe knowledge assessment in the 2013 curriculum	1.Be able to state the scope of knowledge assessment 2.identify knowledge assessments 3.Able to prepare knowledge assessment instruments	Criteria: Max score 20	Reading literature, discussing with colleagues 3 X 50			0%
5	Describe knowledge assessment in the 2013 curriculum	1.Be able to state the scope of knowledge assessment 2.identify knowledge assessments 3.Able to prepare knowledge assessment instruments	Criteria: Max score 20	Reading literature, discussing with colleagues 3 X 50			0%

6	Describe skills assessment in the 2013 curriculum	1.Be able to state the scope of skills assessment 2.Able to identify skill assessments 3.Able to prepare skills assessment instruments	Criteria: Max score 20	Reading literature, discussing with colleagues 3 X 50			0%
7	Describe skills assessment in the 2013 curriculum	1.Be able to state the scope of skills assessment 2.Able to identify skill assessments 3.Able to prepare skills assessment instruments	Criteria: Max score 20	Reading literature, discussing with colleagues 3 X 50			0%
8	UTS	UTS		3 X 50			0%
9	Describes the quality of a good test	1. Explain the criteria for a good test. 2. Calculate the validity, reliability and differentiability of the test		Reading literature, discussing with colleagues 3 X 50			0%
10	Describes the quality of a good test	1. Explain the criteria for a good test. 2. Calculate the validity, reliability and differentiability of the test		Reading literature, discussing with colleagues 3 X 50			0%
11	Apply scoring techniques	1.1. Calculating subjective question scores 1.2. Calculate objective question scores	Criteria: Question 3: Score 15	Reading literature, discussing with colleagues 3 X 50			0%
12	Apply scoring techniques	1.1. Calculating subjective question scores 1.2. Calculate objective question scores	Criteria: Question 3: Score 15	Reading literature, discussing with colleagues 3 X 50			0%
13	Describe the determination of KKM	1.1. Explain the meaning of KKM 1.2. Mentions the components of KKM 1.3. Calculating KKM	Criteria: 1.Question 5: Score 20 2.Total (question 1 - question 5)=100	Reading literature, discussing with colleagues 3 X 50			0%
14	Describe the determination of KKM	1.1. Explain the meaning of KKM 1.2. Mentions the components of KKM 1.3. Calculating KKM	Criteria: 1.Question 5: Score 20 2.Total (question 1 - question 5)=100	Reading literature, discussing with colleagues 3 X 50			0%
15	Describe the assessment in the 2013 curriculum report	Explain the assessment mechanism in the 2013 curriculum report	Criteria: 1.Question 3: Score 25 2.Total (question 1 - question 3)=100	Reading literature, discussing with colleagues 3 X 50			0%
16							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.