



**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
EVALUATION OF LEARNING AND LEARNING	8720302367	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	4	July 17, 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 that is charged to the course**

Program Objectives (PO)

PO - 1	Able to demonstrate a responsible and innovative attitude in working both independently and in groups
PO - 2	Able to analyze the concept of learning evaluation
PO - 3	Able to identify and design action plans based on learning assessment results
PO - 4	Able to design assessment instruments

PLO-PO Matrix

	P.O																			
	PO-1																			
	PO-2																			
	PO-3																			
	PO-4																			

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			
	PO-1																			
	PO-2																			
	PO-3																			
	PO-4																			

Short Course Description Examining understanding of the role of assessment in education and learning, various types of assessment according to the applicable curriculum, preparation of various types of good questions 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 using question-item software, learning completion references, presented theoretically, workshops, assignments and practice.

References **Main :**

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1. Arends, Richardl. 2021. Guide to Field Experiences and Portfolio Development: to accompany learning to teach. New York: McGraw-Hill Book Company.
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5. Examination and Evaluation in Education. New Delhi: Common wealth.
6. Glencoe Series. 2021. Performance Assessment in The Science Classroom. New York: McGraw-Hill Company.
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11. Kubiszyn, Tom/ I. Borich, Gary. 2007. Educational Testing and Measurement: Classroom Application and Practice. New Jersey: John Wiley & Sons.
12. Linn, R. I. Gronlund, N. E. 1995. Measurement and Assessment in Teaching. Ohio: Merrill.
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Supporters:

Supporting lecturer
Dhiah Fitriyati, S.Pd., M.E.
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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	Able to understand the concept and meaning of assessment, evaluation and assessment of learning outcomes	1. Explain the meaning of assessment, evaluation and evaluation of learning outcomes 2. Explain the purpose of the assessment 3. Explain the function of assessment in learning 4. Able to explain assessment classifications	Criteria: 1. question 1 weight 20 2. question 2 weight 20 3. question 3 weight 20 4. question 4 weight 20 5. question 5 weight 20 Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	Presentation, discussion and reflection 2 X 50		Material: meaning of assessment, evaluation and assessment of learning outcomes. Reference: Arikunto, Suharsimi. 2021. Basics of Educational Evaluation (revised edition). Bumi Aksara: Jakarta	10%

2	Students are able to understand assessment techniques	<ol style="list-style-type: none"> 1.Explain the basic principles of assessment 2.Explain the characteristics of the assessment 3.Explains the cognitive, affective and psychomotor domains as objects for assessing learning outcomes 4.Explains techniques in evaluating learning outcomes 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Student Name: Day/date: 2.Rated aspect 3.Score 4.4 5.3 6.2 7.1 8.A. Contents 9.1. Mastery of material 10.2. Match between the content presented and the content of the paper 11.3. Slide displays (images, diagrams, photos, videos, material flow) support presentations 12.4. Ability to defend arguments 13.B. Presentation 14.1. Voice quality (volume, voice articulation, intonation) 15.2. Demeanor (way of looking, effective body movements, calm) 16.3. Dress politely and neatly 17.4. Correct use of language 18.5. Responsive and ready to accept input 19.Source: Adapted from performance assessment, Glencoe McGraw-Hill 20.Information: 21.1. Score 4 if done very well 22.2. Score 3 if done well 23.3. Score 2 if done sufficiently 24.4. Score 1 if done poorly 25.Questions number 1-4 have a weight of 25 etc <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Presentation, discussion and reflection 3 X 50		<p>Material: assessment techniques</p> <p>References: <i>Arikunto, Suharsimi. 2021.Basics of Educational Evaluation (revised edition). Bumiaksara: Jakarta</i></p>	10%
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3	Able to determine evaluation techniques in assessing learning outcomes	<ol style="list-style-type: none"> 1.1. Distinguish between cognitive, affective and psychomotor domains 2.2. Determine assessment techniques for the affective domain 3.3. Determine assessment techniques for the cognitive domain 4.4. Determine assessment techniques for the psychomotor domain 	<p>Criteria: Written test assessment rubric</p> <p>Forms of Assessment : Project Results Assessment / Product Assessment, Portfolio Assessment, Tests</p>	discussions, assignments, exercises, searching for library sources and other references 2 x 50		<p>Material: evaluation techniques in assessing learning outcomes.</p> <p>Reference: <i>Arikunto, Suharsimi. 2021. Basics of Educational Evaluation (revised edition). Bumiaksara: Jakarta</i></p>	5%
4	Students are able to understand tests and non-tests as evaluation of learning outcomes	<ul style="list-style-type: none"> - Explaining the meaning of tests - Explaining the function of tests - Explaining observations - Explaining interviews - Explaining questionnaires - Explaining document inspection - Explaining portfolio assessment - Product assessment - Attitude assessment - Skills assessment - Project assessment - Self-assessment 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Details of participation assessment criteria: 2.Score 4 Very good 3.Score 3 Good 4.Score 2 Fair 5.Score 1 less 6.Description of essay value; 7.essay questions number 1-5 weight @20 <p>Form of Assessment : Participatory Activities</p>	Discussions, assignments, exercises, searching for library sources and other references 2 X 50		<p>Material: Learning Results Test</p> <p>Reader: <i>Arikunto, Suharsimi. 2021. Basics of Educational Evaluation (revised edition). Bumiaksara: Jakarta</i></p>	10%
5	Able to prepare assessment instruments for the domains of attitudes, knowledge and skills	<ol style="list-style-type: none"> 1.1. Develop an attitude assessment instrument 2.2. Identify the characteristics of HOTS-based questions 3.3. Develop a knowledge assessment instrument and rubric 4.4. Develop skills assessment instruments and rubrics 	<p>Criteria: Written test assessment rubric and question item validation rubric</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	<p>Method: Project based learning</p> <p>Assignment: Develop a 2 x 50 knowledge and skills assessment instrument</p>		<p>Material: assessment instruments for the domains of attitudes, knowledge and skills.</p> <p>Reference: <i>Arikunto, Suharsimi. 2021. Basics of Educational Evaluation (revised edition). Bumiaksara: Jakarta</i></p>	5%
6	Able to prepare assessment instruments for the domains of attitudes, knowledge and skills	<ol style="list-style-type: none"> 1.1. Develop an attitude assessment instrument 2.2. Identify the characteristics of HOTS-based questions 3.3. Develop a knowledge assessment instrument and rubric 4.4. Develop skills assessment instruments and rubrics 	<p>Criteria: Written test assessment rubric and question item validation rubric</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	<p>Method: Project based learning</p> <p>Assignment: Develop a 2 x 50 knowledge and skills assessment instrument</p>		<p>Material: assessment instruments for the domains of attitudes, knowledge and skills.</p> <p>Reference: <i>Arikunto, Suharsimi. 2021. Basics of Educational Evaluation (revised edition). Bumiaksara: Jakarta</i></p>	5%

7	Able to prepare assessment instruments for the domains of attitudes, knowledge and skills	<ol style="list-style-type: none"> 1.1. Develop an attitude assessment instrument 2.2. Identify the characteristics of HOTS-based questions 3.3. Develop a knowledge assessment instrument and rubric 4.4. Develop skills assessment instruments and rubrics 	<p>Criteria: Written test assessment rubric and question item validation rubric</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	<p>Method: Project based learning</p> <p>Assignment: Develop a 2 x 50 knowledge and skills assessment instrument</p>		<p>Material: assessment instruments for the domains of attitudes, knowledge and skills. Reference: <i>Arikunto, Suharsimi. 2021. Basics of Educational Evaluation (revised edition). Bumiaksara: Jakarta</i></p>	5%
8	UTS	writing test	<p>Criteria: test</p> <p>Form of Assessment : Test</p>	straight 2 X 45		<p>Material: UTS Reader: <i>Arikunto, Suharsimi. 2021. Basics of Educational Evaluation (revised edition). Bumiaksara: Jakarta</i></p>	0%
9	Able to validate question items	<ol style="list-style-type: none"> 1.1. Explain the concept of question item validity 2.2. Distinguish between construct and empirical validity 3.3. Validate the question items using a validity rubric 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Description of presentation assessment sheet: 2.1. Score 4 if done very well 3.2. Score 3 if done well 4.3. Score 2 if done sufficiently 5.4. Score 1 if done poorly 6. Essay questions number 1-5 weight @score 20 <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Discussion, assignments and exercises 3 X 50		<p>Material: validity References: <i>Arikunto, Suharsimi. 2021. Basics of Educational Evaluation (revised edition). Bumiaksara: Jakarta</i></p>	5%
10	Able to validate question items	<ol style="list-style-type: none"> 1.1. Explain the concept of question item validity 2.2. Distinguish between construct and empirical validity 3.3. Validate the question items using a validity rubric 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Description of presentation assessment sheet: 2.1. Score 4 if done very well 3.2. Score 3 if done well 4.3. Score 2 if done sufficiently 5.4. Score 1 if done poorly 6. Essay questions number 1-5 weight @score 20 <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Discussion, assignments and exercises 3 X 50		<p>Material: validity References: <i>Arikunto, Suharsimi. 2021. Basics of Educational Evaluation (revised edition). Bumiaksara: Jakarta</i></p>	5%

11	Able to measure the level of reliability of question items	<p>1.1. Explain the concept of test item reliability</p> <p>2.2. Measuring the level of reliability of the test items</p>	<p>Criteria:</p> <p>1.Information: 2.1. Score 4 if done very well 3.2. Score 3 if done well 4.3. Score 2 if done sufficiently 5.4. Score 1 if done poorly 6.essay questions number 1-5 question weight @20</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Discussion, assignments and exercises 3 X 50		<p>Material: reliability</p> <p>References: <i>Arikunto, Suharsimi. 2021.Basics of Educational Evaluation (revised edition). Bumiaksara: Jakarta</i></p>	10%
12	Able to process scores into grades	<p>1.1. Differentiate between scores and grades</p> <p>2.2. Differentiate the PAP and PAN approaches to assessment</p> <p>3.3. Determine the score of the questions</p> <p>4.4. Processing scores into grades</p>	<p>Criteria: Form: Assignment, written test Criteria: Written test assessment rubric</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Assignment, Written test 2 x 50		<p>Material: scores and values</p> <p>References: <i>Arikunto, Suharsimi. 2021.Basics of Educational Evaluation (revised edition). Bumiaksara: Jakarta</i></p>	5%
13	Able to process scores into grades	<p>1.1. Differentiate between scores and grades</p> <p>2.2. Differentiate the PAP and PAN approaches to assessment</p> <p>3.3. Determine the score of the questions</p> <p>4.4. Processing scores into grades</p>	<p>Criteria: Form: Assignment, written test Criteria: Written test assessment rubric</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Assignment, Written test 2 x 50		<p>Material: scores and values</p> <p>References: <i>Arikunto, Suharsimi. 2021.Basics of Educational Evaluation (revised edition). Bumiaksara: Jakarta</i></p>	5%

14	Able to explain techniques for determining final grades, KKM, 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 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Essay questions number 1-5 have a score weight of @20 2.Information: 3.1. Score 4 if done very well 4.2. Score 3 if done well 5.3. Score 2 if done sufficiently 6.4. Score 1 if done poorly <p>Form of Assessment : Practice / Performance</p>	Create a concept map regarding the overall assessment 3 X 50		<p>Material: KKM</p> <p>Reader: <i>Arikunto, Suharsimi. 2021.Basics of Educational Evaluation (revised edition). Bumiaksara: Jakarta</i></p>	10%
15	Able to design follow-up plans based on student learning outcomes	<ol style="list-style-type: none"> 1.1. Be able to differentiate between enrichment and remedial 2.2. Able to analyze student learning outcomes based on KKM 3.3. Determine a follow-up plan based on the results of data analysis of student learning outcomes 	<p>Criteria: test</p> <p>Form of Assessment : Test</p>	<p>Method: small group discussion</p> <p>Assignment: 2 x 50 presentations</p>		<p>Material: learning outcomes</p> <p>Reader: <i>Arikunto, Suharsimi. 2021.Basics of Educational Evaluation (revised edition). Bumiaksara: Jakarta</i></p>	10%
16	UAS	test	<p>Criteria: test</p> <p>Form of Assessment : Test</p>	2 X 45 test		<p>Material: UAS</p> <p>Literature: <i>Arikunto, Suharsimi. 2021.Basics of Educational Evaluation (revised edition). Bumiaksara: Jakarta</i></p>	0%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	15%
2.	Project Results Assessment / Product Assessment	61.67%
3.	Portfolio Assessment	1.67%

4.	Practice / Performance	10%
5.	Test	11.67%
		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** 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.