		Universitas Negeri Surabaya Faculty of Mathematics and Natural Sciences Natural Sciences Education Undergraduate Study Program					Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Assessment of Learning Processes and Outcomes	8420103010	Science Learning Assessment and Curriculum	T=3	P=0	ECTS=4.77	4	April 27, 2023

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)
	PLO-PO Matrix

	P.O

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

Short Course Description	This course is a student activity which includes: developing and implementing the concepts of measurement, assessment, evaluation, test validity and test reliability in science learning, as well as designing learning assessment instruments in the science context by utilizing ICT.

References	**Main :**

1. Arends, Richard I. 2004. Guide to Field Experiences ad Portofolio Development: to accompany learning to teach. New York: McGraw-Hill Book Company.
2. Arikunto, Suharsimi, I. Jabar, CepiSafruddin Abdul. 2008. Evaluasi program pendidikan: pedoman teoritis bagi mahasiswa dan praktisi pendidikan. Jakarta: BumiAksara. Brookhart.
3. Susan M. 2010. How to assess higher-order thinking skills in your classroom. Alexandria: ASCD.
4. George, David. 2005. Examination and evaluation in education. New Delhi: Commonwealth.
5. Glencoe Series. Tanpa Tahun. Performance Assessment in The Science Classroom. New York: McGraw- Hill Company. I.
6. Naik, S.P. 2004. Role of evaluation in education. New Delhi: Anmol Publications PVT.
7. Johnson, David W. and Johnson, Robert T. 2002.Meaningful Assessment Manageable and Cooperative process. Boston: Allyn and Bacon.
8. Kubiszyn, Tom dan I. Borich, Gary. 2007. Educational testing and measurement: classroom application and practice. New Jersey: John Wiley & Sons.
9. Kumari, Sarita dan I. Srivastava, D.S. 2005. Education: assessment, evaluation and remedial. New Delhi: Isha Books.
10. Rani, T. Swarupa. 2004. Educational measurement and evaluation. New Delhi: DPH.
11. Ross, Kenneth N. 2005. Quantitative research Methods in Educationl Planning, Module 6: Overview of Test Construction. Paris: International Institute for Educational Planning, UNESCO.
12. Walton, John A. 2005. Educational objectives and achievement testing. New Delhi: Commonwealth.
13. Krathwohl, D. R. 2002. A revision of Bloom's taxonomy: An overview. Theory into practice, 41(4), 212-218.

Supporters:	

1. Suhadisiwi, Indarti. 2018. Panduan Praktis Implementasi PPK Berbasis Budaya Sekolah. Jakarta: Pusat Analisis dan Sinkronisasi Kebijakan (PASKA).
2. Tim Pembelajaran dan Kurikulum Direktorat Pembinaan Sekolah Menengah Pertama. 2016. Modul Pengembangan Instrumen Penilaian oleh Pendidik Mata Pelajaran Ilmu Pengetahuan Alam Sekolah Menengah Pertama. Jakarta: Direktorat Pembinaan Sekolah Menengah Pertama, Direktorat Jenderal Pendidikan Dasar dan Menengah, Kementerian Pendidikan dan Kebudayaan Indonesia.
3. _____. 2017. Panduan Penilaian oleh Pendidik dan Satuan Pendidikan untuk Sekolah Menengah Pertama. Jakarta: Direktorat Pembinaan Sekolah Menengah Pertama, Direktorat Jenderal Pendidikan Dasar dan Menengah, Kementerian Pendidikan dan Kebudayaan Indonesia.
4. 17. Wijaya, Aryadi dan Dewayani, Sofie. 2021. Framework Asesmen Kompetensi Minimum (AKM). Jakarta: Pusat Asesmen dan Pembelajaran, Badan Penelitian, Pengembangan dan Perbukuan, Kementerian Pendidikan dan Kebudayaan

Supporting lecturer	Dr. Elok Sudibyo, S.Pd.,M.Pd. Beni Setiawan, S.Pd., M.Pd., Ph.D. Dhita Ayu Permata Sari, S.Pd., M.Pd. Aris Rudi Purnomo, S.Si., M.Pd., M.Sc. Wahyu Budi Sabtiawan, S.Si., M.Pd.,M.Sc. Fikky Dian Roqobih, 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							0%
2							0%
3							0%
4							0%
5							0%
6							0%
7							0%
8							0%
9							0%

10							0%
11							0%
12							0%
13							0%
14							0%
15							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** 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.