	Universitas Negeri Surabaya **Faculty of Economics and Business,** **Bachelor of Science in Office Administration Education Study** **Program**		**Document Code**	

SEMESTER LEARNING PLAN

Courses		CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Assessment of Learning Processes and Outcomes		8721003008		T=3	P=0	ECTS=4.77	4	July 18, 2024
AUTHORIZATION		**SP Developer**		**Course Cluster Coordinator**			**Study Program Coordinator**	
		....		....			Brillian Rosy, S.Pd., M.Pd.	

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	Helping with the role of assessment in education and learning with various types of assessment according to the applicable curriculum, preparing various good core issues along with assessment rubrics. basic concepts of authentic, alternative and class-based assessment and the applicable curriculum, including workshops on developing assessment instruments, along with analysis of question items both manually using the Excel program and using question-item software, a reference for learning completion. Lectures are presented theoretically, workshops, assignments and practice.

References	**Main :**

1. Arends, Richardl. 2004. Guide to Field Experiences and Protofolio Development: to accompany; learning to teach . New Tork: McGraw-Hill Book Company.
2. Arikunto, Suharsimi. 2006. Dasar-dasar Evaluasi Pendidikan (edisi revisi)) cet. 6. Jakarta: Bumi Aksara.
3. Brookhart, Susan M. 2010. How to Assess Higher-Order Thinking Skills in Your Classroom. Alexandria: ASCD. 4. Departemen Pendidikan Nasional. Kurikulum SMP 1984, 1999, 2004, 2006, dan 2013. Jakarta
4. George, David. 2005 Examination and Evaluation in education. New Dehli: Common Wealth6. Glencoe Series. 2001. Performance Assesment in The Science Classsroom. New York: McGraw-HIll Company.
5. Gronlund, N. E. 1980. Construction Achievement Test. New Jersey: Prentice Hall Inc.
6. Gronlund, N. E. 1991. How to Write and use Instructional Objective. New Jersey: Prentice Hall Inc.
7. Supranata, Sumarna. 2004. Analisis, Validitas, Reabilitas dan Interpretasi Hasil Tes10. Impelemntasi Kurikulum. 2004. Bandung: PT. remaja Rosdakarya
8. Johson, David W. and Johnson, robert T. 2002. Meaningful Assesment Manage able and Cooperative Process. Boston: Allyn and Bacon.
9. Linn, R. I. Gronlund, N. E. 1995. Measurement and Assesmenting teaching. Ohio: Merril.
10. Rani, t. Swarupa. 2004. Educational Measurement and Evaluation. New Dehli: DPH.

	Supporters:

Supporting lecturer	Dr. Siti Sri Wulandari, S.Pd., M.Pd. Durinda Puspasari, S.Pd., M.Pd. Triesninda Pahlevi, S.Pd., M.Pd.

Week-	Final abilities of each learning	Evaluation	Help Learning, Learning methods, Student Assignments, [Estimated time]	Learning materials [References	Assessment Weight (%)

	stage (Sub-PO)	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 evaluation 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	Presentation, discussion and reflection 3 X 50			0%

| 2 | Students are able to understand assessment techniques | 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 | **Criteria:**
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 | Presentation, discussion and reflection 3 X 50 | | | 0% |
| 3 | | | | | | | 0% |

4	Students are able to understand tests and non-tests as evaluation of learning outcomes	- 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	**Criteria:** 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	Discussions, assignments, exercises, searching for library sources and other references 3 X 50			0%
5							0%
6	Students are able to understand the techniques for preparing and implementing learning outcomes tests	Explain the characteristics of a good test. Explain the form of a learning outcomes test and its preparation. Explain the technique for implementing a learning outcomes test	**Criteria:** 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.for essay questions number 1-5 the score weight is @20	Discussion, exercises and assignments 3 X 50			0%
7							0%
8	UTS			2 X 45			0%
9	Students are able to understand the validity of learning outcomes test items	1.- Explain the techniques for testing the validity of learning outcomes tests - Explain rational testing of tests 2.Explains empirical test testing 3.Explain test testing rationally 4.Explain the meaning of learning outcome items 5.Explains techniques for testing the validity of learning outcome test items	**Criteria:** 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	Discussion, assignments and exercises 3 X 50			0%

| 10 | Students are able to understand the reliability test of learning outcomes tests | 1.- Explain the reliability testing technique for the description learning test
2. Explains techniques for testing the reliability of objective learning tests
3. Explains the technique for testing the reliability of learning outcomes tests using a single test-single trial approach
4. Explain the technique for testing the reliability of learning outcomes tests using a test-test approach
5. Explains techniques for testing the reliability of learning outcomes tests using alternative form approaches | **Criteria:**
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 score weight @ 20 | Discussion, assignments and exercises
3 X 50 | | | 0% |

11	Able to explain examination, scoring and processing of learning results tests. Able to explain enrichment questions and remedial questions	1.- Explain the technique for checking learning outcomes test results 2.Explain examination techniques in order to assess oral test results. 3.Explain inspection techniques in order to assess manufacturing test results 4.explains the scoring on the essay test 5.explains scoring on objective tests 6.explains processing techniques and changing (converting) learning outcomes test scores into values. 7.explain the difference between scores and grades 8.explains the processing and conversion of raw scores from learning outcomes tests into standard scores 9.explains about enrichment and remedial matters	**Criteria:** 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	Discussion, assignments and exercises 3 X 50			0%
12							0%
13	Able to explain the analysis techniques for learning outcome test items	1.explains the item difficulty degree technique 2.explain differentiating power analysis techniques 3.explains distractor function analysis techniques	**Criteria:** 1.Information: 2.A score of 4 is excellent 3.A score of 3 is good 4.A score of 2 is sufficient 5.Score 1 less	Discussion, practice and reflection 3 X 50			0%

14	Able to explain techniques for determining final grades, KKM, and loading learning achievement profiles	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.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	Create a concept map regarding the overall assessment 3 X 50			0%
15							0%
16	UAS			2 X 45			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.