



**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
Evaluation of Learning and Learning	8721002133	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	4	May 13, 2023
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
	.....		Triesninda Pahlevi, S.Pd., M.Pd.			Brillian Rosy, S.Pd., M.Pd.	

Learning model	Project Based Learning
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Program Learning Outcomes (PLO)	PLO study program which is charged to the course						
	Program Objectives (PO)						
	PO - 1	Able to demonstrate a responsible attitude towards work in compiling and assessing learning outcomes independently.					
	PO - 2	Able to apply and analyze questions both qualitatively and quantitatively in office administration education programs.					
	PO - 3	Able to make appropriate decisions in solving problems by compiling HOTS-based questions.					
	PO - 4	Able to utilize learning resources to solve problems in analyzing question items comprehensively in accordance with developments in science and technology.					
PLO-PO Matrix							
	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td>P.O</td></tr> <tr><td>PO-1</td></tr> <tr><td>PO-2</td></tr> <tr><td>PO-3</td></tr> <tr><td>PO-4</td></tr> </table>	P.O	PO-1	PO-2	PO-3	PO-4	
P.O							
PO-1							
PO-2							
PO-3							
PO-4							

PO Matrix at the end of each learning stage (Sub-PO)																																																																																																						
	<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th rowspan="2">P.O</th> <th colspan="16">Week</th> </tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th> </tr> </thead> <tbody> <tr><td>PO-1</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>PO-2</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>PO-3</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>PO-4</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	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																
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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 a workshop 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.
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References	Main :
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1. Arends, Richardl. 2004. Guide to Field Experiences and Profotolio 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 Classroom. New York: McGraw-Hill Company.
5. Gronlund, N. E. 1980. Construction Achievement Test. New Jersey: Prentince 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**

Durinda Puspasari, S.Pd., M.Pd.  
Lifa Farida Panduwinata, S.Pd., M.Pd.  
Triesninda Pahlevi, S.Pd., M.Pd.  
Febrika Yogie Hermanto, 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	Able to describe the role of assessment in education and learning	<p>1.Explain the meaning of measurement, assessment and evaluation</p> <p>2.Explain the principles of assessment.</p> <p>3.Explain the purpose, types and functions of assessment</p> <p>4.Able to analyze assessments at various levels of education</p>	<p><b>Criteria:</b></p> <p>1.question 1 weight 20</p> <p>2.question 2 weight 20</p> <p>3.question 3 weight 20</p> <p>4.question 4 weight 20</p> <p>5.question 5 weight 20</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Presentation, discussion and reflection 3 X 50	Presentation, discussion and reflection	<p><b>Material:</b> understanding of measurement, assessment and evaluation</p> <p><b>References:</b> <i>Arikunto, Suharsimi. 2006. Basics of Educational Evaluation (revised edition)) cet. 6. Jakarta: Earth of Letters.</i></p> <hr/> <p><b>Material:</b> assessment principles</p> <p><b>References:</b> <i>Arikunto, Suharsimi. 2006. Basics of Educational Evaluation (revised edition)) cet. 6. Jakarta: Earth of Letters.</i></p> <hr/> <p><b>Material:</b> objectives, types and functions of assessment</p> <p><b>References:</b> <i>Arikunto, Suharsimi. 2006. Basics of Educational Evaluation (revised edition)) cet. 6. Jakarta: Earth of Letters.</i></p> <hr/> <p><b>Material:</b> analyzing assessments at various levels of education</p> <p><b>References:</b> <i>Arikunto, Suharsimi. 2006. Basics of Educational Evaluation (revised edition)) cet. 6. Jakarta: Earth of Letters.</i></p>	5%
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2	Able to describe the role of assessment in education and learning	<p>1.Explain the meaning of measurement, assessment and evaluation</p> <p>2.Explain the principles of assessment.</p> <p>3.Explain the purpose, types and functions of assessment</p> <p>4.Able to analyze assessments at various levels of education</p>	<p><b>Criteria:</b></p> <p>1.question 1 weight 20</p> <p>2.question 2 weight 20</p> <p>3.question 3 weight 20</p> <p>4.question 4 weight 20</p> <p>5.question 5 weight 20</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Presentation, discussion and reflection 3 X 50	Presentation, discussion and reflection	<p><b>Material:</b> understanding of measurement, assessment and evaluation</p> <p><b>References:</b> <i>Arikunto, Suharsimi. 2006. Basics of Educational Evaluation (revised edition)) cet. 6. Jakarta: Earth of Letters.</i></p> <hr/> <p><b>Material:</b> assessment principles</p> <p><b>References:</b> <i>Arikunto, Suharsimi. 2006. Basics of Educational Evaluation (revised edition)) cet. 6. Jakarta: Earth of Letters.</i></p> <hr/> <p><b>Material:</b> objectives, types and functions of assessment</p> <p><b>References:</b> <i>Arikunto, Suharsimi. 2006. Basics of Educational Evaluation (revised edition)) cet. 6. Jakarta: Earth of Letters.</i></p> <hr/> <p><b>Material:</b> analyzing assessments at various levels of education</p> <p><b>References:</b> <i>Arikunto, Suharsimi. 2006. Basics of Educational Evaluation (revised edition)) cet. 6. Jakarta: Earth of Letters.</i></p>	5%
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3	Able to understand assessment techniques	<p>1. Able to explain techniques in evaluating learning outcomes.</p> <p>2. Able to explain the cognitive, affective and psychomotor domains as objects for assessing learning outcomes.</p> <p>3. Analyze old and new Bloom taxonomies.</p>	<p><b>Criteria:</b></p> <p>1. A score of 4 is excellent</p> <p>2. A score of 3 is good</p> <p>3. A score of 2 is sufficient</p> <p>4. Score 1 less</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Presentation, discussion and reflection	Presentation, discussion and reflection	<p><b>Material:</b> Assessment Techniques</p> <p><b>References:</b> Brookhart, Susan M. 2010. <i>How to Assess Higher-Order Thinking Skills in Your Classroom</i>. Alexandria: ASCD. 4. Department of National Education. <i>Middle School Curriculum 1984, 1999, 2004, 2006, and 2013</i>. Jakarta</p> <hr/> <p><b>Material:</b> Cognitive, affective and psychomotor domains</p> <p><b>References:</b> Brookhart, Susan M. 2010. <i>How to Assess Higher-Order Thinking Skills in Your Classroom</i>. Alexandria: ASCD. 4. Department of National Education. <i>Middle School Curriculum 1984, 1999, 2004, 2006, and 2013</i>. Jakarta</p> <hr/> <p><b>Material:</b> Bloom's old and new taxonomy</p> <p><b>Reference:</b> Brookhart, Susan M. 2010. <i>How to Assess Higher-Order Thinking Skills in Your Classroom</i>. Alexandria: ASCD. 4. Department of National Education. <i>Middle School Curriculum 1984, 1999, 2004, 2006, and 2013</i>. Jakarta</p>	5%
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4	Students are able to understand tests and non-tests as evaluation of learning outcomes	<ol style="list-style-type: none"> <li>1. Able to explain the meaning of the test.</li> <li>2. Able to explain the test function.</li> <li>3. Able to explain observations.</li> <li>4. Able to explain the interview.</li> <li>5. Able to explain the questionnaire.</li> <li>6. Able to explain document inspection.</li> <li>7. Able to explain portfolio assessment.</li> <li>8. Able to carry out product assessments.</li> <li>9. Able to carry out attitude assessments.</li> <li>10. Able to carry out skills assessment.</li> <li>11. Conduct project assessment.</li> <li>12. Able to carry out self-assessment.</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Details of participation assessment criteria:</li> <li>2. Score 4 Very good</li> <li>3. Score 3 Good</li> <li>4. Score 2 Fair</li> <li>5. Score 1 less</li> <li>6. Description of essay value;</li> <li>7. essay questions number 1-5 weight @20</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities</p>	Presentation, discussion and reflection 3 X 50	Presentation, discussion and reflection	<p><b>Material:</b> Test and Non-Test Assessment <b>Literature:</b> <i>Arikunto, Suharsimi. 2006. Basics of Educational Evaluation (revised edition) cet. 6. Jakarta: Earth of Letters.</i></p>	5%
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6	Students are able to understand the techniques for preparing and implementing learning outcomes tests	<ol style="list-style-type: none"> <li>1. Able to explain the characteristics of a good test.</li> <li>2. Able to explain the form of learning outcomes tests and their preparation.</li> <li>3. Able to explain techniques for implementing learning outcomes tests.</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Information:</li> <li>2.1. Score 4 if done very well</li> <li>3.2. Score 3 if done well</li> <li>4.3. Score 2 if done sufficiently</li> <li>5.4. Score 1 if done poorly</li> <li>6. for essay questions number 1-5 the score weight is @20</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities</p>	Presentation, Discussion and Reflective 3 X 50	Presentation, Discussion and Reflective	<p><b>Material:</b> Techniques for Preparing Learning Test Instruments <b>Literature:</b> <i>Arikunto, Suharsimi. 2006. Basics of Educational Evaluation (revised edition)) cet. 6. Jakarta: Earth of Letters.</i></p>	10%
7	Students are able to understand the techniques for preparing and implementing learning outcomes tests	<ol style="list-style-type: none"> <li>1. Able to explain the characteristics of a good test.</li> <li>2. Able to explain the form of learning outcomes tests and their preparation.</li> <li>3. Able to explain techniques for implementing learning outcomes tests.</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Information:</li> <li>2.1. Score 4 if done very well</li> <li>3.2. Score 3 if done well</li> <li>4.3. Score 2 if done sufficiently</li> <li>5.4. Score 1 if done poorly</li> <li>6. for essay questions number 1-5 the score weight is @20</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities</p>	Presentation, Discussion and Reflective 3 X 50	Presentation, Discussion and Reflective	<p><b>Material:</b> Techniques for Preparing Learning Test Instruments <b>Literature:</b> <i>Arikunto, Suharsimi. 2006. Basics of Educational Evaluation (revised edition)) cet. 6. Jakarta: Earth of Letters.</i></p>	10%
8	UTS	UTS	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. A score of 4 is excellent</li> <li>2. A score of 3 is good</li> <li>3. A score of 2 is sufficient</li> <li>4. Score 1 less</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment</p>	PJBL 2 X 45	PjBL	<p><b>Material:</b> UTS <b>Reader:</b> <i>Arikunto, Suharsimi. 2006. Basics of Educational Evaluation (revised edition)) cet. 6. Jakarta: Earth of Letters.</i></p>	10%

9	Able to explain examination, scoring and processing of learning results tests.	<ol style="list-style-type: none"> <li>1. Able to explain techniques for checking learning outcomes test results.</li> <li>2. Able to explain examination techniques in order to assess oral test results.</li> <li>3. Able to explain inspection techniques in order to assess manufacturing test results.</li> <li>4. Able to explain scoring on essay tests.</li> <li>5. Able to explain scoring on objective tests.</li> <li>6. Able to explain techniques for processing and changing (converting) test scores into grades.</li> <li>7. Be able to explain the difference between scores and grades.</li> <li>8. Able to explain the processing and conversion of raw scores from learning outcomes tests into standard scores.</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Description of presentation assessment sheet:</li> <li>2.1. Score 4 if done very well</li> <li>3.2. Score 3 if done well</li> <li>4.3. Score 2 if done sufficiently</li> <li>5.4. Score 1 if done poorly</li> <li>6. Essay questions number 1-5 weight @score 20</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities, Practice/Performance</p>	Discussion, assignments and practice 3 X 50	Discussion, assignments and practice	<p><b>Material:</b> Principles of Scoring and Processing Learning Results Tests.</p> <p><b>References:</b> <i>Arikunto, Suharsimi. 2006. Basics of Educational Evaluation (revised edition) cet. 6. Jakarta: Earth of Letters.</i></p> <hr/> <p><b>Material:</b> Enrichment Questions and Remedy Questions.</p> <p><b>References:</b> <i>Arikunto, Suharsimi. 2006. Basics of Educational Evaluation (revised edition) cet. 6. Jakarta: Earth of Letters.</i></p>	5%
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10	Able to explain examination, scoring and processing of learning results tests.	<ol style="list-style-type: none"> <li>1. Able to explain techniques for checking learning outcomes test results.</li> <li>2. Able to explain examination techniques in order to assess oral test results.</li> <li>3. Able to explain inspection techniques in order to assess manufacturing test results.</li> <li>4. Able to explain scoring on essay tests.</li> <li>5. Able to explain scoring on objective tests.</li> <li>6. Able to explain techniques for processing and changing (converting) test scores into grades.</li> <li>7. Be able to explain the difference between scores and grades.</li> <li>8. Able to explain the processing and conversion of raw scores from learning outcomes tests into standard scores.</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Description of presentation assessment sheet:</li> <li>2.1. Score 4 if done very well</li> <li>3.2. Score 3 if done well</li> <li>4.3. Score 2 if done sufficiently</li> <li>5.4. Score 1 if done poorly</li> <li>6. Essay questions number 1-5 weight @score 20</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities, Practice/Performance</p>	Discussion, assignments and practice 3 X 50	Discussion, assignments and practice	<p><b>Material:</b> Principles of Scoring and Processing Learning Results Tests.</p> <p><b>References:</b> <i>Arikunto, Suharsimi. 2006. Basics of Educational Evaluation (revised edition)) cet. 6. Jakarta: Earth of Letters.</i></p> <hr/> <p><b>Material:</b> Enrichment Questions and Remedy Questions.</p> <p><b>References:</b> <i>Arikunto, Suharsimi. 2006. Basics of Educational Evaluation (revised edition)) cet. 6. Jakarta: Earth of Letters.</i></p>	5%
11	Able to understand the validity of learning outcome test items	<ol style="list-style-type: none"> <li>1. Able to explain techniques for testing the validity of learning outcomes tests.</li> <li>2. Able to explain test testing rationally.</li> <li>3. Able to explain test testing empirically.</li> <li>4. Able to explain the meaning of learning outcome items.</li> <li>5. Able to explain techniques for testing the validity of learning outcome test items.</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Information:</li> <li>2.1. Score 4 if done very well</li> <li>3.2. Score 3 if done well</li> <li>4.3. Score 2 if done sufficiently</li> <li>5.4. Score 1 if done poorly</li> <li>6. essay questions number 1-5 question weight @20</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities</p>	Discussion, assignments and practice 3 X 50	Discussion, assignments and practice	<p><b>Material:</b> Validity of Test Items</p> <p><b>Literature:</b> <i>Arikunto, Suharsimi. 2006. Basics of Educational Evaluation (revised edition)) cet. 6. Jakarta: Earth of Letters.</i></p>	5%

12	Able to understand the reliability test of learning outcomes tests	<ol style="list-style-type: none"> <li>1. Able to explain reliability testing techniques for essay learning tests.</li> <li>2. Able to explain reliability testing techniques for objective learning tests.</li> <li>3. Able to explain techniques for testing the reliability of learning outcomes tests using a single test-single trial approach.</li> <li>4. Able to explain techniques for testing the reliability of learning outcomes tests using a test-test approach.</li> <li>5. Able to explain techniques for testing the reliability of learning outcomes tests using alternative form approaches.</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. A score of 4 is excellent</li> <li>2. A score of 3 is good</li> <li>3. A score of 2 is sufficient</li> <li>4. Score 1 less</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities</p>	Discussion, Assignments, and Practice	Discussion, Assignments, and Practice	<p><b>Material:</b> Reliability of Learning Results Tests</p> <p><b>References:</b> <i>Arikunto, Suharsimi. 2006. Basics of Educational Evaluation (revised edition)) cet. 6. Jakarta: Earth of Letters.</i></p>	5%
13	Able to explain techniques for analyzing learning outcome test items.	<ol style="list-style-type: none"> <li>1. Able to explain item difficulty degree techniques</li> <li>2. Able to explain differentiating power analysis techniques.</li> <li>3. Able to explain distractor function analysis techniques.</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Information: 2. A score of 4 is excellent</li> <li>3. A score of 3 is good</li> <li>4. A score of 2 is sufficient</li> <li>5. Score 1 less</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities</p>	Discussion, practice and reflection 3 X 50	Discussion, practice and reflection	<p><b>Material:</b> Analysis of Learning Outcome Items</p> <p><b>Library:</b> <i>Arikunto, Suharsimi. 2006. Basics of Educational Evaluation (revised edition)) cet. 6. Jakarta: Earth of Letters.</i></p>	5%
14	Able to explain techniques for analyzing learning outcome test items.	<ol style="list-style-type: none"> <li>1. Able to explain item difficulty degree techniques</li> <li>2. Able to explain differentiating power analysis techniques.</li> <li>3. Able to explain distractor function analysis techniques.</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Information: 2. A score of 4 is excellent</li> <li>3. A score of 3 is good</li> <li>4. A score of 2 is sufficient</li> <li>5. Score 1 less</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities</p>	Discussion, practice and reflection 3 X 50	Discussion, practice and reflection	<p><b>Material:</b> Analysis of Learning Outcome Items</p> <p><b>Library:</b> <i>Arikunto, Suharsimi. 2006. Basics of Educational Evaluation (revised edition)) cet. 6. Jakarta: Earth of Letters.</i></p>	5%

15	Able to explain enrichment questions and remedial questions, techniques for determining final grades, KKM, and loading learning achievement profiles	<ol style="list-style-type: none"> <li>1. Able to explain enrichment and remedial matters.</li> <li>2. Able to explain the meaning of final value.</li> <li>3. Be able to explain the final value function</li> <li>4. Able to explain the factors that need to be considered in determining the final grade.</li> <li>5. Able to explain the techniques for arranging rankings.</li> <li>6. Able to explain the meaning of rankin. Types and procedures for preparing rankings.</li> <li>7. Able to explain techniques for creating learning achievement profiles.</li> <li>8. Able to explain the meaning, forms and uses of a learning achievement profile.</li> </ol>	<b>Criteria:</b> <ol style="list-style-type: none"> <li>1. A score of 4 is excellent</li> <li>2. A score of 3 is good</li> <li>3. A score of 2 is sufficient</li> <li>4. score 1 less</li> </ol> <b>Form of Assessment :</b> Participatory Activities	Discussion and assignment 2x45	Discussions and assignments	<b>Material:</b> Enrichment Questions and Remedy Questions; Determination Technique; Final score; Determination of KKM; Learning profile loading <b>Reader:</b> <i>Arikunto, Suharsimi. 2006. Basics of Educational Evaluation (revised edition) cet. 6. Jakarta: Earth of Letters.</i>	5%
16	UAS	UAS	<b>Criteria:</b> <ol style="list-style-type: none"> <li>1. A score of 4 is excellent</li> <li>2. Score 3 Good</li> <li>3. A score of 2 is sufficient</li> <li>4. Score 1 less</li> </ol> <b>Form of Assessment :</b> Participatory Activities, Tests	2 X 45		<b>Material: UAS Literature:</b> <i>Arikunto, Suharsimi. 2006. Basics of Educational Evaluation (revised edition) cet. 6. Jakarta: Earth of Letters.</i>	10%

#### Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	85%
2.	Project Results Assessment / Product Assessment	5%
3.	Practice / Performance	5%
4.	Test	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 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.