



Universitas Negeri Surabaya
Faculty of Education,
Educational Technology Undergraduate Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date																																
Analysis of Question Items	8620302192		T=2 P=0 ECTS=3.18	7	July 18, 2024																																
AUTHORIZATION	SP Developer		Course Cluster Coordinator	Study Program Coordinator																																	
	Dr. Utari Dewi, S.Sn., M.Pd.																																	
Learning model	Case Studies																																				
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																				
	Program Objectives (PO)																																				
	PLO-PO Matrix																																				
	<table border="1" style="margin: auto;"> <tr> <td style="width: 10%;">P.O</td> <td colspan="16"></td> </tr> </table>					P.O																															
P.O																																					
Short Course Description	PO Matrix at the end of each learning stage (Sub-PO)																																				
	<table border="1" style="margin: auto;"> <tr> <td rowspan="2" style="width: 5%;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 3%;">1</td> <td style="width: 3%;">2</td> <td style="width: 3%;">3</td> <td style="width: 3%;">4</td> <td style="width: 3%;">5</td> <td style="width: 3%;">6</td> <td style="width: 3%;">7</td> <td style="width: 3%;">8</td> <td style="width: 3%;">9</td> <td style="width: 3%;">10</td> <td style="width: 3%;">11</td> <td style="width: 3%;">12</td> <td style="width: 3%;">13</td> <td style="width: 3%;">14</td> <td style="width: 3%;">15</td> <td style="width: 3%;">16</td> </tr> </table>					P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
P.O	Week																																				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																					
References	Main : 1. Purwanto, 2010. Evaluasi Hasil Belajar. Yogyakarta: Pustaka pelajar 2. Rusijono, dkk. 2020. Handout Analisis Butir Soal . Surabaya: Teknologi Pendidikan FIP Unesa 3. Sudjana, Nana. 2011. Penilaian Hasil Proses Belajar Mengajar. Bandung: PT Remaja Rosdakarya. Supporters:																																				
Supporting lecturer																																					
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	Understand the basic concepts of assessment	Can explain the meaning, objectives, functions, basis, characteristics and principles of assessment	Criteria: 1. Concepts assessed: 2. Basic concepts of assessment	Lectures, discussions, questions and answers, brainstorming 4 X 50			0%																														

2	Understand the basic concepts of assessment	Can explain the meaning, objectives, functions, basis, characteristics and principles of assessment	Criteria: 1. Concepts assessed: 2. Basic concepts of assessment	Lectures, discussions, questions and answers, brainstorming 4 X 50			0%
3	Understand the types of evaluation	Can explain the meaning of placement, diagnostic, formative and summative evaluation	Criteria: 1. Concepts assessed: 2. Types of evaluation	Lectures, discussions, questions and answers 4 X 50			0%
4	Understand assessment methods and evaluation tools	Can explain: 1. Definition of written tests and performance assessment 2. Characteristics of written tests and performance assessment Types of evaluation tools: tests (written, oral, action), non-tests, & portfolio.	Criteria: 1. Concepts assessed: 2. Developing tests	Lectures, discussions, questions and answers, assignments 4 X 50			0%
5	Understand assessment methods and evaluation tools	Can explain: 1. Definition of written tests and performance assessment 2. Characteristics of written tests and performance assessment Types of evaluation tools: tests (written, oral, action), non-tests, & portfolio.	Criteria: 1. Concepts assessed: 2. Developing tests	Lectures, discussions, questions and answers, assignments 4 X 50			0%
6	Understand and be able to develop tests	Can explain: 1. Types of tests 2. Test development procedures Develop	Criteria: 1. Concepts assessed: 2. Developing tests	Project Based Learning, Lectures, discussions, questions and answers, 4 X 50 assignments			0%
7	Understand and be able to develop tests	Can explain: 1. Types of tests 2. Test development procedures Develop	Criteria: 1. Concepts assessed: 2. Developing tests	Project Based Learning, Lectures, discussions, questions and answers, 4 X 50 assignments			0%
8	UTS (Mid Semester Exam)	Basic concepts of assessment, types of learning outcomes evaluation tools, and development of learning outcomes evaluation tools.	Criteria: If answered correctly, each question has a maximum score of 5.	The exam is written and done individually on lined folio paper. 4 X 50			0%
9	Understand and be able to develop non-test evaluation tools	Can explain: 1. Types of non-tests 2. Non-test development procedures Develop non-test instruments	Criteria: 1. Concepts assessed: 2. Developing non-test evaluation tools	Project Based Learning, Lectures, discussions, questions and answers, 4 X 50 assignments			0%

10	Understand basic concepts and be able to analyze question items	1. Can explain the concepts of validity, reliability, level of difficulty, and differentiability of test items. 2. Can analyze to look for validity, reliability, level of difficulty, and differentiability of question items.	Criteria: 1. Concepts assessed: 2. analyze the question items 3. Task : 4. Analysis looks for validity, reliability, level of difficulty, and differentiability of test items 5. Assessment Description: 6.4 = very good 7.3 = good 8.2 = not good 9.1 = very poor	Lectures, discussions, questions and answers, assignments 4 X 50			0%
11	Understand basic concepts and be able to analyze question items	1. Can explain the concepts of validity, reliability, level of difficulty, and differentiability of test items. 2. Can analyze to look for validity, reliability, level of difficulty, and differentiability of question items.	Criteria: 1. Concepts assessed: 2. analyze the question items 3. Task : 4. Analysis looks for validity, reliability, level of difficulty, and differentiability of test items 5. Assessment Description: 6.4 = very good 7.3 = good 8.2 = not good 9.1 = very poor	Lectures, discussions, questions and answers, assignments 4 X 50			0%
12	Understand basic concepts and be able to analyze question items	1. Can explain the concepts of validity, reliability, level of difficulty, and differentiability of test items. 2. Can analyze to look for validity, reliability, level of difficulty, and differentiability of question items.	Criteria: 1. Concepts assessed: 2. analyze the question items 3. Task : 4. Analysis looks for validity, reliability, level of difficulty, and differentiability of test items 5. Assessment Description: 6.4 = very good 7.3 = good 8.2 = not good 9.1 = very poor	Lectures, discussions, questions and answers, assignments 4 X 50			0%
13	Understand basic concepts and be able to analyze question items	1. Can explain the concepts of validity, reliability, level of difficulty, and differentiability of test items. 2. Can analyze to look for validity, reliability, level of difficulty, and differentiability of question items.	Criteria: 1. Concepts assessed: 2. analyze the question items 3. Task : 4. Analysis looks for validity, reliability, level of difficulty, and differentiability of test items 5. Assessment Description: 6.4 = very good 7.3 = good 8.2 = not good 9.1 = very poor	Lectures, discussions, questions and answers, assignments 4 X 50			0%

14	Understand the learning evaluation processing process	Able to explain and carry out individual and group learning evaluation processing.	Criteria: 1.Learning evaluation reporting process 2.Task: 3.Create evaluation reports 4.Assessment Information: 5.4 = very good 6.3 = good 7.2 = not good 8.1 = very poor	4 X 50 learning evaluation processing process			0%
15	Understand the learning evaluation processing process	Able to explain and carry out individual and group learning evaluation processing.	Criteria: 1.Learning evaluation reporting process 2.Task: 3.Create evaluation reports 4.Assessment Information: 5.4 = very good 6.3 = good 7.2 = not good 8.1 = very poor	4 X 50 learning evaluation processing process			0%
16	UAS	UAS		4 X 50			0%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

Notes

- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- Forms of assessment:** test and non-test.
- 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.
- 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.
- Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- 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%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.