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

SEMESTER LEARNING PLAN						
Courses	**CODE**	**Course Family**	**Credit Weight**			**SEMESTER**	**Compilation Date**

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Education Evaluation	8620303024		**T=3**	**P=0**	**ECTS=4.77**	4	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

	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	Students understand the concept of class-based assessment, can develop various tools for measuring learning outcomes, are skilled at planning, implementing, processing and reporting evaluations of learning processes and outcomes.

References	**Main :**

1. Cece Rakhmat dan Didi suherdi.1999. Evaluasi Pengajaran. Jakarta: Dirjen Dikti,
2. Saifudin Azwar. 2003. Reabilitas dan validitas . Yogyakarta: Pustaka Pelajar
3. Departemen Pendidikan Nasional. 2003. Pengembangan Kurikulum dan system penilaian. Jakarta: Dikmenu
4. Nasional Research Council. 2000. The Assesment oh science meets the science of assessment . Washington, D.C.: Nastional Academy press.

Supporters:

Supporting lecturer	SUTRISNO WIDODO Prof. Dr. Rusijono, M.Pd. Dr. H. Lamijan Hadi Susarno, M.Pd. Citra Fitri Kholidya, 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	Understand the concept of class-based assessment. Types of evaluation and evaluation methods	Explain: The meaning of tests, measurements, assessments, evaluations and assessments. Purpose, function, basis, characteristics, principles and types of assessment Definition of diagnostic, formative and summative placement evaluation Definition of written tests and performance assessment Characteristics of written tests and performance assessment	**Criteria:** according to the answer key	Lecture Discussion Questions and Answers Assignment 9 X 50				0%
2	Understand the concept of class-based assessment. Types of evaluation and evaluation methods	Explain: The meaning of tests, measurements, assessments, evaluations and assessments. Purpose, function, basis, characteristics, principles and types of assessment Definition of diagnostic, formative and summative placement evaluation Definition of written tests and performance assessment Characteristics of written tests and performance assessment	**Criteria:** according to the answer key	Lecture Discussion Questions and Answers Assignment 9 X 50				0%
3	Understand the concept of class-based assessment. Types of evaluation and evaluation methods	Explain: The meaning of tests, measurements, assessments, evaluations and assessments. Purpose, function, basis, characteristics, principles and types of assessment Definition of diagnostic, formative and summative placement evaluation Definition of written tests and performance assessment Characteristics of written tests and performance assessment	**Criteria:** according to the answer key	Lecture Discussion Questions and Answers Assignment 9 X 50				0%
4	Understand the types of evaluation tools	Explain evaluation tools: tests (written, oral, action), non-tests and portfolios	**Criteria:** according to the answer key	Lecture Discussion Questions and Answers Assignment 3 X 50				0%

5	Understand and be able to develop tests Understand and be able to develop non-test evaluation tools	Explaining the types of tests and test development procedures Developing test measuring instruments Explaining the types of non-tests and non-test development procedures Developing non-test measuring instruments	**Criteria:** according to the answer key	Lecture Discussion Questions and Answers Assignment 6 X 50			0%
6	Understand and be able to develop tests Understand and be able to develop non-test evaluation tools	Explaining the types of tests and test development procedures Developing test measuring instruments Explaining the types of non-tests and non-test development procedures Developing non-test measuring instruments	**Criteria:** according to the answer key	Lecture Discussion Questions and Answers Assignment 6 X 50			0%
7	Understand the basic concepts of portfolios and be able to design evaluation tools in the form of portfolios	Explain the basic concepts and characteristics of portfolios. Understand the assessment stages, use portfolios and design portfolios	**Criteria:** in accordance with the answer key and rubric of the project assessment sheet to develop a portfolio instrument	Lecture Discussion Questions and Answers Assignment 3 X 50			0%
8	understand meeting material 1-7 (UTS)	understand meeting material 1-7	**Criteria:** according to the answer key	independent work 3 X 50			0%
9	Understand the concept of class-based assessment and types of evaluation and evaluation methods. Be able to administer learning evaluations	Explain: The meaning of tests, measurements, assessments, evaluations and assessments. Purpose, function, basis, characteristics, principles and types of assessment Definition of diagnostic, formative and summative placement evaluation Definition of written test and performance assessment Characteristics of written test and performance assessment carrying out and scoring: written test oral test action test portfolio non-test	**Criteria:** according to the answer key referring to the test used	Lecture Discussion Questions and Answers Assignment 6 X 50			0%

10	Understand the concept of class-based assessment and types of evaluation and evaluation methods. Be able to administer learning evaluations	Explain: The meaning of tests, measurements, assessments, evaluations and assessments. Purpose, function, basis, characteristics, principles and types of assessment Definition of diagnostic, formative and summative placement evaluation Definition of written test and performance assessment Characteristics of written test and performance assessment carrying out and scoring: written test oral test action test portfolio non-test	**Criteria:** according to the answer key referring to the test used	Lecture Discussion Questions and Answers Assignment 6 X 50			0%
11	Understand basic concepts and be able to analyze question items	Explain the basic concepts of validity, rehabilitation, and item analysis. Carrying out validity analysis, rehabilitation and item analysis	**Criteria:** according to the answer key	Lecture Discussion Questions and Answers Assignment 9 X 50			0%
12	Understand basic concepts and be able to analyze question items	Explain the basic concepts of validity, rehabilitation, and item analysis. Carrying out validity analysis, rehabilitation and item analysis	**Criteria:** according to the answer key	Lecture Discussion Questions and Answers Assignment 9 X 50			0%
13	Understand basic concepts and be able to analyze question items	Explain the basic concepts of validity, rehabilitation, and item analysis. Carrying out validity analysis, rehabilitation and item analysis	**Criteria:** according to the answer key	Lecture Discussion Questions and Answers Assignment 9 X 50			0%
14	Understand the learning evaluation processing process. Understand the learning evaluation reporting process	Able to explain and carry out individual and group learning evaluation processes. Explain the learning evaluation reporting process. Make learning evaluation reports	**Criteria:** according to the answer key	Lecture Discussion Questions and Answers Assignment 6 X 50			0%

15	Understand the learning evaluation processing process. Understand the learning evaluation reporting process	Able to explain and carry out individual and group learning evaluation processes. Explain the learning evaluation reporting process. Make learning evaluation reports	**Criteria:** according to the answer key	Lecture Discussion Questions and Answers Assignment 6 X 50			0%
16	UAS	UAS		3 X 50			0%

Evaluation Percentage Recap: Case Study

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.