	Universitas Negeri Surabaya Faculty of Engineering , Electrical Engineering Education Undergraduate Study Program	Document Code

SEMESTER LEARNING PLAN

Courses		CODE		Course Family		Credit Weight			SEMESTER	Compilation Date
Teaching Evaluation		8320102033				T=2	P=0	ECTS=3.18	3	July 18, 2024
AUTHORIZATION		SP Developer			Course Cluster Coordinator			Study Program Coordinator		
		....			....			Dr. Nur Kholis, S.T., M.T.		

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	Understanding and studying classical test theory and item response theory consisting of: understanding tests, measuring and assessing learning outcomes; cognitive test construction; construction of performance tests; construction of attitude scales; processing test results; item analysis; concepts of reliability, validity and assumptions underlying educational measurement. Presented in theoretical form by applying a constructivist approach, and instrument development workshops.
References	**Main :**
	1. 1. Gronlund, N.E. 1980. Construction Achievement Test. New Jersey: Prentice Hall Inc 2. Popham James,W, 1981, Modern Educatioanl Measurement, Englewood Cliffs,NJ: Prentice Hall Inc 3. Sukardi,MS,2010, Evaluasi Pendidikan, Prinsip & Operasionalnya, Jakarta: PT.Bumi Aksara 4. Eko Putro Widoyoko, 2009, Evaluasi Program Pembelajaran, Yogyakaarta: Pustaka Pelajar
	Supporters:
Supporting lecturer	Prof. Dr. H. Munoto, M.Pd. Prof. Dr. Ismet Basuki, M.Pd. Dr. Tri Rijanto, M.Pd., M.T.

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 understand the concept and meaning of assessment, evaluation and assessment of learning outcomes	1.Explain the meaning of assessment, evaluation and assessment of learning outcomes 2.Distinguish between assessment, evaluation and assessment of learning outcomes 3.- Explain the purpose of the assessment 4.- Explain the function of assessment in learning. 5.- Explain the assessment classification	**Criteria:** The maximum score per item is 20	Presentation, group discussion and reflection 2 X 50			0%
2	Students are able to understand techniques	- Explain the basic principles of assessment - Explain the characteristics of assessment - Explain the cognitive domain as an object for assessing learning outcomes - Explain the affective domain as an assessment of learning outcomes - Explain the psychomotor domain as an object for assessing learning outcomes - Explain techniques in evaluating learning outcomes - Create test indicators - Create test grids	**Criteria:** score 100 for the correct answer	Presentation, discussion, reflection and assignment 2 X 50			0%
3	Students are able to understand techniques	- Explain the basic principles of assessment - Explain the characteristics of assessment - Explain the cognitive domain as an object for assessing learning outcomes - Explain the affective domain as an assessment of learning outcomes - Explain the psychomotor domain as an object for assessing learning outcomes - Explain techniques in evaluating learning outcomes - Create test indicators - Create test grids	**Criteria:** score 100 for the correct answer	Presentation, discussion, reflection and assignment 2 X 50			0%

4	Students are able to understand & make tests and non-tests as evaluation of learning outcomes	- Explaining the meaning of tests - Explaining the function of tests - Making RB tests - Explaining observations - Explaining interviews - Explaining questionnaires - Explaining document checks - Explaining portfolio assessments - Making product assessments - Making attitude assessments - Making skills assessments - Making project assessments Self-assessments	**Criteria:** maximum score 100	Discussions, assignments, exercises, searching for library sources and other references 6 X 50			0%
5	Students are able to understand & make tests and non-tests as evaluation of learning outcomes	- Explaining the meaning of tests - Explaining the function of tests - Making RB tests - Explaining observations - Explaining interviews - Explaining questionnaires - Explaining document checks - Explaining portfolio assessments - Making product assessments - Making attitude assessments - Making skills assessments - Making project assessments Self-assessments	**Criteria:** maximum score 100	Discussions, assignments, exercises, searching for library sources and other references 6 X 50			0%
6	Students are able to understand & make tests and non-tests as evaluation of learning outcomes	- Explaining the meaning of tests - Explaining the function of tests - Making RB tests - Explaining observations - Explaining interviews - Explaining questionnaires - Explaining document checks - Explaining portfolio assessments - Making product assessments - Making attitude assessments - Making skills assessments - Making project assessments Self-assessments	**Criteria:** maximum score 100	Discussions, assignments, exercises, searching for library sources and other references 6 X 50			0%

7	Students are able to process learning test results	1. Explaining PAN and PAP. 2. Explaining central tendency numbers (mean, mode & mid) 3. Explain variance and standard deviation. 4. Explain the techniques for implementing learning outcomes tests	**Criteria:** for each measurement, the maximum score is 100	Presence, Discussion, exercises and assignments 4 X 50			0%
8	Students are able to process learning test results	1. Explaining PAN and PAP. 2. Explaining central tendency numbers (mean, mode & mid) 3. Explain variance and standard deviation. 4. Explain the techniques for implementing learning outcomes tests	**Criteria:** for each measurement, the maximum score is 100	Presence, Discussion, exercises and assignments 4 X 50			0%
9	MIDTERM EXAM	UTS	**Criteria:** ALL TEST ITEMS ANSWERED CORRECTLY, GET A SCORE OF 100	UTS 1 X 1			0%
10	Students are able to search for and determine the validity of learning outcome test items	1. Explains techniques for testing the validity of learning outcomes tests 2. Explain test testing rationally 3. Explains empirical test testing 4. Testing the analysis of choice response test items 5. Determining test items for good learning outcomes 6. Determining distractors that function on choice response test items	**Criteria:** Each measurement is given a maximum score of 100, if answered correctly.	Discussion, assignments and exercises 1 X 1			0%

11	Students are able to search for and determine the validity of learning outcome test items	1. Explains techniques for testing the validity of learning outcomes tests 2. Explain test testing rationally 3. Explains empirical test testing 4. Testing the analysis of choice response test items 5. Determining test items for good learning outcomes 6. Determining distractors that function on choice response test items	**Criteria:** Each measurement is given a maximum score of 100, if answered correctly.	Discussion, assignments and exercises 1 X 1			0%
12	Students are able to determine the reliability of learning outcomes tests	1. Explains techniques for testing the reliability of essay learning tests 2. Explain reliability testing techniques for choice response 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:** Each measurement is given a score of 100, if answered correctly	Discussion, assignments and exercises 2 X 50			0%

13	Able to determine the value or grade from the test results	1.Explain the meaning of grade from the learning outcomes test 2.Explain the consideration of individual differences in determining grade. 3.Explain the various systems 4.Determine the final assessment system	**Criteria:** score 100 for all items answered correctly.	Discussion, assignments and exercises 2 X 50			0%
14	Able to explain techniques for determining final grades, KKM, ranking 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:** score 100 for all test items answered correctly	Create a concept map regarding the overall assessment 6 X 50			0%

| 15 | Able to explain techniques for determining final grades, KKM, ranking 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:**
score 100 for all test items answered correctly | Create a concept map regarding the overall assessment
6 X 50 | | | 0% |

| 16 | Able to explain techniques for determining final grades, KKM, ranking 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:**
score 100 for all test items answered correctly | Create a concept map regarding the overall assessment
6 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.