

		Universitas Negeri Surabaya Faculty of Languages and Arts English Language Education Undergraduate Study Program						Document Code																																	
		SEMESTER LEARNING PLAN																																							
Courses		CODE		Course Family		Credit Weight		SEMESTER	Compilation Date																																
Developing Language Assessment		8820302046				T=2	P=0	ECTS=3.18	5 July 18, 2024																																
AUTHORIZATION		SP Developer			Course Cluster Coordinator			Study Program Coordinator																																	
				Dr. Him'mawan Adi Nugroho, S.Pd., M.Pd.																																	
Learning model	Case Studies																																								
Program Learning Outcomes (PLO)	PLO study program which is charged to the course																																								
	Program Objectives (PO)																																								
	PLO-PO Matrix																																								
	<table border="1" style="margin: auto;"> <tr> <td style="width: 10%;"></td> <td style="width: 10%; text-align: center;">P.O</td> <td colspan="8"></td> </tr> </table>										P.O																														
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Short Course Description	A practical course in developing various methods of assessment (test and non-test) and their application in measuring learning process and outcomes.																																								
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References	Main : <ol style="list-style-type: none"> 1. Brown, H. Douglas. 2004. Language Assessment Principles and Classroom Practices. New York: Pearson Education Inc. 2. Hopkins, Charles D and Antes, Richard L. 1990. Classroom Measurement and Evaluation. New York: Peacock Publisher. 3. O'Malley, Michael J. and Pierce, Loreine Valdes. 1996. Authentic Assessment for English Learners. White Plain, NY: Addison-Wesley. 																																								
	Supporters:																																								
Supporting lecturer	ASWANDI Ahmad Munir, S.Pd., M.Ed., Ph.D. Syafi'ul Anam, Ph.D.																																								
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	To conduct process-oriented assessment (authentic assessment) during teaching and learning.	1. To identify observable actions or behaviors during process-oriented assessment informally.	Criteria: writing journal on the three topics (Score 100)	lectures 2 X 50			0%
2	To conduct process-oriented assessment (authentic assessment) during teaching and learning.	1. To elaborate the observable actions or behaviors during process-oriented assessment informally.	Criteria: performing well (score 100)	lectures 2 X 50			0%
3	the same as meet 3	To practice doing process-oriented assessment informally.		the same as meet 3 2 X 50			0%
4	To develop instruments for process-oriented assessment	1. To identify forms of instruments for formal process-oriented assessment.	Criteria: writing about all four (score 100)	lectures 2 X 50			0%
5	the same as meet 4	1. To elaborate forms of instruments for process-oriented assessment	Criteria: explaining all the 5 forms (score 100)	lectures 2 X 50			0%
6	the same as meet 5	1. To elaborate how to use forms of instruments for process-oriented assessment.	Criteria: the same as meet 5	the same as meet 5 2 X 50			0%
7	the same as meet 6	1. Developing observation sheets	Criteria: the observation sheets meet the KD (score 100)	practice 2 X 50			0%
8	all of the above	all of the above	Criteria: UTS	all above 2 X 50			0%
9				2 X 50			0%
10				2 X 50			0%
11				2 X 50			0%
12				2 X 50			0%
13							0%
14				2 X 50			0%
15				2 X 50			0%
16							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.