



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																																																																																																				
ESP Assessment	8820302287	Study Program Elective Courses	T=2	P=0	ECTS=3.18	5	August 28, 2023																																																																																																				
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator																																																																																																					
	Esti Kurniasih		Wiwiet Eva Savitri			Dr. Him'mawan Adi Nugroho, S.Pd., M.Pd.																																																																																																					
Learning model	Project Based Learning																																																																																																										
Program Learning Outcomes (PLO)	PLO study program which is charged to the course																																																																																																										
	PLO-12	Plan, implement and evaluate English language learning effectively and creatively.																																																																																																									
	PLO-16	Demonstrate a good understanding of English language learning concepts from a national and global perspective.																																																																																																									
	Program Objectives (PO)																																																																																																										
	PO - 1	To have critical thought in understanding the concept of developing ESP Assessment based on the 2013 Curriculum and Curriculum Merdeka (Kurmer).																																																																																																									
	PO - 2	To be responsible and have a strong commitment to develop students' character and competencies by formulating learning objectives on the basis of cognitive level.																																																																																																									
	PO - 3	To have critical, innovative, and systematic thought in using the learning sources and IT for an effective ESP Assessment.																																																																																																									
	PO - 4	To be responsible and think critically and creatively in producing an appropriate ESP Assessment.																																																																																																									
	PLO-PO Matrix																																																																																																										
		<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>P.O</th> <th>PLO-12</th> <th>PLO-16</th> </tr> </thead> <tbody> <tr><td>PO-1</td><td></td><td></td></tr> <tr><td>PO-2</td><td></td><td></td></tr> <tr><td>PO-3</td><td></td><td></td></tr> <tr><td>PO-4</td><td></td><td></td></tr> </tbody> </table>						P.O	PLO-12	PLO-16	PO-1			PO-2			PO-3			PO-4																																																																																							
	P.O	PLO-12	PLO-16																																																																																																								
	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																
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																																																																																																											
Short Course Description	This course encompasses the knowledge on the concept of ESP Assessment and its development based on the 2013 Curriculum and Curriculum Merdeka (Kurmer). This subject is initiated with understanding the reasons and logics of assessing English for specific purposes, tasks and strategic competence in ESP testing. At the end of the course, by integrating technology, the learners are asked to develop specific purpose tests/assessment of language skills (listening, speaking, reading, writing). All teaching-learning activities are conducted through discussions, presentations, question-answers, and doing a project.																																																																																																										
References	Main :																																																																																																										

1. 1. Douglas, D. (2000). *Assessing Language for Specific Purposes*. Cambridge: Cambridge University Press.
2. 2. Çelik, H. (2021). *Testing and assessment in English for Specific Purposes (ESP)*. In *Language assessment and test preparation in English as a foreign language (EFL) education* (pp.355-395). Vizetek Yayıncılık.

Supporters:

1. 1. Brown, H. D. (2004). *Language assessment: Principles and classroom practices*. White Plains, NY: Pearson Education.
2. 2. Cheng, L. & Fox. J. (2017). *Assessment in the language classroom*. London: Palgrave.
3. 3. Ewa Donesch-Jezo. (2012). *English for Specific Purposes: What does it mean and why is it different from teaching General English?*. CONFLUENCE .

Supporting lecturer

Ririn Pusparini, S.Pd., M.Pd.
 Ahmad Munir, S.Pd., M.Ed., Ph.D.
 Esti Kurniasih, S.Pd., M.Pd.
 Nur Fauzia, S.S., M.Pd.
 Zainul Aminin, 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	Being able to explain the concept of ESP Assessment and reasons of ESP Assessment (Introduction to ESP Assessment)	To explain the concept of ESP Assessment and reasons for ESP Assessment orally (Assessment for Learning)	Criteria: Checklists Form of Assessment : Participatory Activities	Presentation and Discussion, (Question and Answer) 2 X 50	- -	Material: Intro to ESP Assessment: Reasons of ESP Assessment Bibliography: 2. Çelik, H. (2021). <i>Testing and assessment in English for Specific Purposes (ESP)</i> . In <i>Language assessment and test preparation in English as a foreign language (EFL) education</i> (pp.355-395). Vizetek Yayıncılık. Material: Task Types and Characteristics References: 3. Ewa Donesch-Jezo. (2012). <i>English for Specific Purposes: What does it mean and why is it different from teaching General English?</i> . CONFLUENCE .	5%

2	Being able to analyze the concept of Task types and characteristics	To analyze the concept of Task types and characteristics	Criteria: Checklists Form of Assessment : Participatory Activities	Presentation and Discussion, (Question and Answer) 2 X 50	- -	Material: Task Types and Characteristics References: 1. Douglas, D. (2000). <i>Assessing Language for Specific Purposes</i> . Cambridge: Cambridge University Press. <hr/> Material: Task Types and Characteristics References: 3. Ewa Donesch-Jezo. (2012). <i>English for Specific Purposes: What does it mean and why is it different from teaching General English?</i> . CONFLUENCE .	5%
3	Being able to explain the concept of Specific purpose assessment of Listening and its development based on the 2013 Curriculum and Curriculum Merdeka (Kurmer)	To explain the concept of Specific purpose assessment of Listening and its development based on the 2013 Curriculum and Curriculum Merdeka (Kurmer)	Criteria: Checklists Form of Assessment : Participatory Activities	Presentation and Discussion, (Question and Answer) 2 X 50	- -	Material: Specific Purpose Assessment of Listening References: 1. Douglas, D. (2000). <i>Assessing Language for Specific Purposes</i> . Cambridge: Cambridge University Press. <hr/> Material: Specific Purpose Assessment of Listening References: 1. Brown, HD (2004). <i>Language assessment: Principles and classroom practices</i> . White Plains, NY: Pearson Education. <hr/> Material: Specific Purpose Assessment of Listening References: 2. Cheng, L. & Fox. J. (2017). <i>Assessment in the language classroom</i> . London: Palgrave.	5%

4	Being able to explain the concept of Specific purpose assessment of Listening and its development based on the 2013 Curriculum and Curriculum Merdeka (Kurmer)	To explain the concept of Specific purpose assessment of Listening and its development based on the 2013 Curriculum and Curriculum Merdeka (Kurmer)	Criteria: Checklists Form of Assessment : Participatory Activities	Presentation and Discussion, (Question and Answer) 2 X 50	- -	Material: Specific Purpose Assessment of Listening References: 1. Douglas, D. (2000). <i>Assessing Language for Specific Purposes</i> . Cambridge: Cambridge University Press. ----- Material: Specific Purpose Assessment of Listening References: 1. Brown, HD (2004). <i>Language assessment: Principles and classroom practices</i> . White Plains, NY: Pearson Education. ----- Material: Specific Purpose Assessment of Listening References: 2. Cheng, L. & Fox, J. (2017). <i>Assessment in the language classroom</i> . London: Palgrave.	5%
---	--	---	---	--	--------	--	----

5	Being able to explain the concept of Specific purpose assessment of Speaking and its development based on the 2013 Curriculum and Curriculum Merdeka (Kurmer)	To explain the concept of ESP Assessment of Speaking and its development based on the 2013 Curriculum and Curriculum Merdeka (Kurmer)	Criteria: Checklists Form of Assessment : Participatory Activities	Presentation and Discussion, (Question and Answer) 2 X 50	- -	Material: Specific Purpose Assessment of Speaking References: 1. <i>Douglas, D. (2000). Assessing Language for Specific Purposes. Cambridge: Cambridge University Press.</i> <hr/> Material: Specific Purpose Assessment of Speaking References: 1. <i>Brown, HD (2004). Language assessment: Principles and classroom practices. White Plains, NY: Pearson Education.</i> <hr/> Material: Specific Purpose Assessment of Speaking References: 2. <i>Cheng, L. & Fox. J. (2017). Assessment in the language classroom. London: Palgrave.</i>	5%
---	---	---	---	--	--------	---	----

6	Being able to explain the concept of Specific purpose assessment of Speaking and its development based on the 2013 Curriculum and Curriculum Merdeka (Kurmer)	To explain the concept of ESP Assessment of Speaking and its development based on the 2013 Curriculum and Curriculum Merdeka (Kurmer)	Criteria: Checklists Form of Assessment : Participatory Activities	Presentation and Discussion, (Question and Answer) 2 X 50	- -	Material: Specific Purpose Assessment of Speaking References: 1. <i>Douglas, D. (2000). Assessing Language for Specific Purposes. Cambridge: Cambridge University Press.</i> <hr/> Material: Specific Purpose Assessment of Speaking References: 1. <i>Brown, HD (2004). Language assessment: Principles and classroom practices. White Plains, NY: Pearson Education.</i> <hr/> Material: Specific Purpose Assessment of Speaking References: 2. <i>Cheng, L. & Fox. J. (2017). Assessment in the language classroom. London: Palgrave.</i>	5%
---	---	---	---	--	--------	---	----

7	Being able to explain the concept of Specific purpose assessment of Reading and its development based on the 2013 Curriculum and Curriculum Merdeka (Kurmer)	To explain the concept of ESP Assessment of Reading and its development based on the 2013 Curriculum and Curriculum Merdeka (Kurmer)	Criteria: Checklists Form of Assessment : Participatory Activities	Presentation and Discussion, (Question and Answer) 2 X 50	- -	Material: Specific Purpose Assessment of Reading References: 1. Douglas, D. (2000). <i>Assessing Language for Specific Purposes</i> . Cambridge: Cambridge University Press. <hr/> Material: Specific Purpose Assessment of Reading Literature: 1. Brown, HD (2004). <i>Language assessment: Principles and classroom practices</i> . White Plains, NY: Pearson Education. <hr/> Material: Specific Purpose Assessment of Reading Literature: 2. Cheng, L. & Fox. J. (2017). <i>Assessment in the language classroom</i> . London: Palgrave.	5%
---	--	--	---	--	--------	--	----

8	Being able to explain the concept of Specific purpose assessment of Reading and its development based on the 2013 Curriculum and Curriculum Merdeka (Kurmer)	To explain the concept of ESP Assessment of Reading and its development based on the 2013 Curriculum and Curriculum Merdeka (Kurmer)	Criteria: Checklists Form of Assessment : Participatory Activities	Presentation and Discussion, (Question and Answer) 2 X 50	- -	Material: Specific Purpose Assessment of Reading References: 1. Douglas, D. (2000). <i>Assessing Language for Specific Purposes</i> . Cambridge: Cambridge University Press. <hr/> Material: Specific Purpose Assessment of Reading Literature: 1. Brown, HD (2004). <i>Language assessment: Principles and classroom practices</i> . White Plains, NY: Pearson Education. <hr/> Material: Specific Purpose Assessment of Reading Literature: 2. Cheng, L. & Fox. J. (2017). <i>Assessment in the language classroom</i> . London: Palgrave.	5%
---	--	--	---	--	--------	--	----

9	Being able to explain the concept of Specific purpose assessment of Writing and its development based on the 2013 Curriculum and Curriculum Merdeka (Kurmer)	To explain the concept of ESP Assessment of Writing and its development based on the 2013 Curriculum and Curriculum Merdeka (Kurmer)	Criteria: Checklists Form of Assessment : Participatory Activities	Presentation and Discussion (Question and Answer) 2 X 50	- -	Material: Specific Purpose Assessment of Writing Literature: 1. <i>Douglas, D. (2000). Assessing Language for Specific Purposes. Cambridge: Cambridge University Press.</i> <hr/> Material: Specific Purpose Assessment of Writing References: 2. <i>Cheng, L. & Fox. J. (2017). Assessment in the language classroom. London: Palgrave.</i> <hr/> Material: Specific Purpose Assessment of Writing References: 3. <i>Ewa Donesch-Jezo. (2012). English for Specific Purposes: What does it mean and why is it different from teaching General English?. CONFLUENCE</i> .	5%
---	--	--	---	---	--------	--	----

10	Being able to explain the concept of Specific purpose assessment of Writing and its development based on the 2013 Curriculum and Curriculum Merdeka (Kurmer)	To explain the concept of ESP Assessment of Writing and its development based on the 2013 Curriculum and Curriculum Merdeka (Kurmer)	Criteria: Checklists Form of Assessment : Participatory Activities	Presentation and Discussion (Question and Answer) 2 X 50	- -	Material: Specific Purpose Assessment of Writing Literature: 1. Douglas, D. (2000). <i>Assessing Language for Specific Purposes</i> . Cambridge: Cambridge University Press. <hr/> Material: Specific Purpose Assessment of Writing References: 2. Cheng, L. & Fox. J. (2017). <i>Assessment in the language classroom</i> . London: Palgrave. <hr/> Material: Specific Purpose Assessment of Writing References: 3. Ewa Donesch-Jezo. (2012). <i>English for Specific Purposes: What does it mean and why is it different from teaching General English?</i> . CONFLUENCE .	5%
----	--	--	---	---	--------	--	----

11	Being able to explain the concept of integrating the learning sources and technology in developing an ESP Assessment	To explain the concept of integrating the learning sources and technology in developing an ESP Assessment	Criteria: Checklists Form of Assessment : Participatory Activities	Presentation and Discussion (Question and Answer) 4 X 50	- -	Material: Technology Aided ESL Assessment Bibliography: 1. Douglas, D. (2000). <i>Assessing Language for Specific Purposes</i> . Cambridge: Cambridge University Press. <hr/> Material: Technology Aided ESL Assessment References: 2. Cheng, L. & Fox, J. (2017). <i>Assessment in the language classroom</i> . London: Palgrave. <hr/> Material: Technology Aided ESL Assessment Bibliography: 2. Çelik, H. (2021). <i>Testing and assessment in English for Specific Purposes (ESP)</i> . In <i>Language assessment and test preparation in English as a foreign language (EFL) education (pp.355-395)</i> . Vizetek Yayıncılık. <hr/> Material: Technology Aided ESL Assessment References: 1. Brown, HD (2004). <i>Language assessment: Principles and classroom practices</i> . White Plains, NY: Pearson Education.	5%
----	--	---	---	---	--------	---	----

12	UTS (Written Mid-Term Test)	Written Mid-Term Test	Criteria: Test Form of Assessment : Test	Written Mid-Term Test 2 X 50	- -	Material: Material at Meetings 1-11 References: 1. Douglas, D. (2000). <i>Assessing Language for Specific Purposes</i> . Cambridge: Cambridge University Press. Material: Material at Meetings 1-11 References: 2. Çelik, H. (2021). <i>Testing and assessment in English for Specific Purposes (ESP). In Language assessment and test preparation in English as a foreign language (EFL) education (pp.355-395)</i> . Vizetek Yayıncılık. Material: Material at Meetings 1-11 References: 1. Brown, HD (2004). <i>Language assessment: Principles and classroom practices</i> . White Plains, NY: Pearson Education. Material: Material at Meetings 1-11 References: 2. Cheng, L. & Fox, J. (2017). <i>Assessment in the language classroom</i> . London: Palgrave. Material: Material at Meetings 1-11 References: 3. Ewa Donesch-Jezo. (2012). <i>English for Specific Purposes: What does it mean and why is it different from teaching General English?</i> . CONFLUENCE .	15%
13	Being able to analyze ESP Test of Listening and Speaking	To analyze ESP Test of Listening and Speaking	Criteria: Checklists Form of Assessment : Participatory	Presentation and Discussion (Question and Answer) 2 X 50	- -	Material: Developing an ESP Assessment instrument (Listening,	5%

Activities

Speaking, Reading or Writing) based on the 2013 Curriculum and Independent Curriculum (Kurmer)
References: 1.
Douglas, D. (2000). Assessing Language for Specific Purposes. Cambridge: Cambridge University Press.

Material:
Developing an ESP
Assessment instrument (Listening, Speaking, Reading or Writing) based on the 2013 Merdeka Curriculum and Curriculum (Kurmer)

References: 2.
Celik, H. (2021). Testing and assessment in English for Specific Purposes (ESP) . In Language assessment and test preparation in English as a foreign language (EFL) education (pp.355-395). Vizetek Yayıncılık.

Material:
Developing an ESP
Assessment instrument (Listening, Speaking, Reading or Writing) based on the 2013 Curriculum and Independent Curriculum (Kurmer)

References: 1.
Brown, HD (2004). Language assessment: Principles and classroom practices. White Plains, NY: Pearson Education.

Material:
Developing an ESP
Assessment instrument (Listening, Speaking, Reading or Writing) based

						on the 2013 Curriculum and Independent Curriculum (Kurmer) References: 2. Cheng, L. & Fox. J. (2017). <i>Assessment in the language classroom</i> . London: Palgrave.	
14	Being able to analyze ESP Test of Reading and Writing	To analyze ESP Test of Reading and Writing	Criteria: Checklists Form of Assessment : Participatory Activities	Presentation and Discussion (Question and Answer) 2 X 50	- -	Material: Developing an ESP Assessment instrument (Listening, Speaking, Reading or Writing) based on the 2013 Curriculum and Independent Curriculum (Kurmer) References: 1. Douglas, D. (2000). <i>Assessing Language for Specific Purposes</i> . Cambridge: Cambridge University Press. Material: Developing an ESP Assessment instrument (Listening, Speaking, Reading or Writing) based on the 2013 Merdeka Curriculum and Curriculum (Kurmer) References: 2. Çelik, H. (2021). <i>Testing and assessment in English for Specific Purposes (ESP) . In Language assessment and test preparation in English as a foreign language (EFL) education (pp.355-395)</i> . Vizetek Yayıncılık. Material: Developing an ESP Assessment instrument (Listening, Speaking, Reading or Writing) based on the 2013 Curriculum and Independent Curriculum (Kurmer) References: 1. Brown, HD	5%

						<p>(2004). <i>Language assessment: Principles and classroom practices.</i> White Plains, NY: Pearson Education.</p> <hr/> <p>Material: Developing an ESP Assessment instrument (Listening, Speaking, Reading or Writing) based on the 2013 Curriculum and Independent Curriculum (Kurmer)</p> <p>References: 2. Cheng, L. & Fox. J. (2017). <i>Assessment in the language classroom.</i> London: Palgrave.</p>	
15	Being able to develop an ESP Assessment instrument (Listening, Speaking, Reading and Writing) based on the 2013 Curriculum and Merdeka (Kurmer)	To develop an ESP Assessment instrument (Listening, Speaking, Reading and Writing) based on the 2013 Curriculum and Merdeka (Kurmer)	<p>Criteria: Project Results Assessment / Product Assessment</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Lecture, Discussion and Project 2 X 50	- -	<p>Material: Developing an ESP Assessment instrument (Listening, Speaking, Reading and Writing) based on the 2013 Curriculum and Independent Curriculum (Kurmer)</p> <p>References: 1. Douglas, D. (2000). <i>Assessing Language for Specific Purposes.</i> Cambridge: Cambridge University Press.</p> <hr/> <p>Material: Developing an ESP Assessment instrument (Listening, Speaking, Reading and Writing) based on the 2013 Merdeka Curriculum and Curriculum (Kurmer)</p> <p>References: 2. Çelik, H. (2021). <i>Testing and assessment in English for Specific Purposes (ESP) . In Language assessment and test preparation in English as a foreign language (EFL) education (pp.355-395).</i></p>	10%

						<p>Vizetek Yayıncılık.</p> <p>Material: Developing an ESP Assessment instrument (Listening, Speaking, Reading and Writing) based on the 2013 Curriculum and Independent Curriculum (Kurmer)</p> <p>References: 1. <i>Brown, HD (2004). Language assessment: Principles and classroom practices. White Plains, NY: Pearson Education.</i></p> <p>Material: Developing an ESP Assessment instrument (Listening, Speaking, Reading and Writing) based on the 2013 Curriculum and Independent Curriculum (Kurmer)</p> <p>References: 2. <i>Cheng, L. & Fox. J. (2017). Assessment in the language classroom. London: Palgrave.</i></p>	
16	Being able to develop an ESP Assessment instrument (Listening, Speaking, Reading and Writing) based on the 2013 Curriculum and Merdeka (Kurmer)	To develop an ESP Assessment instrument (Listening, Speaking, Reading and Writing) based on the 2013 Curriculum and Merdeka (Kurmer)	<p>Criteria: Project Results Assessment / Product Assessment</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Project 2 X 50	- -	<p>Material: Developing an ESP Assessment instrument (Listening, Speaking, Reading and Writing) based on the 2013 Curriculum and Independent Curriculum (Kurmer)</p> <p>References: 1. <i>Douglas, D. (2000). Assessing Language for Specific Purposes. Cambridge: Cambridge University Press.</i></p> <p>Material: Developing an ESP Assessment instrument (Listening, Speaking, Reading and Writing) based on the 2013 Merdeka Curriculum and Curriculum</p>	10%

						<p>(Kurmer) References: 2. <i>Çelik, H. (2021). Testing and assessment in English for Specific Purposes (ESP) . In Language assessment and test preparation in English as a foreign language (EFL) education (pp.355-395). Vizetek Yayıncılık.</i></p> <hr/> <p>Material: Developing an ESP Assessment instrument (Listening, Speaking, Reading and Writing) based on the 2013 Curriculum and Independent Curriculum (Kurmer)</p> <p>References: 1. <i>Brown, HD (2004). Language assessment: Principles and classroom practices. White Plains, NY: Pearson Education.</i></p> <hr/> <p>Material: Developing an ESP Assessment instrument (Listening, Speaking, Reading and Writing) based on the 2013 Curriculum and Independent Curriculum (Kurmer)</p> <p>References: 2. <i>Cheng, L. & Fox. J. (2017). Assessment in the language classroom. London: Palgrave.</i></p>
--	--	--	--	--	--	---

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	65%
2.	Project Results Assessment / Product Assessment	20%
3.	Test	15%
		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, 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.