

Universitas Negeri Surabaya Faculty of Languages and Arts English Language Education Undergraduate Study Program

Document Code

			SEM	ES	TE	R	LE	AF	SN	INC) P	PL A	N							
Courses			CODE			С	ours	e Fan	nily		Cre	dit W	eigh	t	SI	EMES	ΓER	Cor	npilati e	on
ESP Assessn	nent		8820302287				tudy l lectiv			3	T=2	P=	0 E	CTS=3.:	18	5		Aug 202	ust 28 3	,
AUTHORIZAT	TON		SP Develope	er					С	ours	e Clu	ster	Coo	dinato	r St	tudy P	rograr	n Coc	rdinat	or
			Esti Kurniasil	h					W	Viwiet	Eva	Savit	ri		D	or. Him	ʻmawa S.Pd.,			no,
Learning model	Project Based L	.earni	ng						•						•					
Program	PLO study pro	gram	which is ch	arge	d to	the	cour	se												
Learning Outcomes	PLO-12	Plan	, implement aı	nd ev	aluat	e En	glish	angu	age	learni	ng et	ffectiv	ely a	nd crea	tively.	•				
(PLO)	PLO-16		onstrate a goo pective.	od ur	derst	tandir	ng of	Engli	sh la	ngua	ge lea	arnin	g con	cepts fr	om a	nation	al and	global		
	Program Object	ctives	(PO)																	
	PO - 1		ave critical th culum and Cu							conce	pt of	deve	elopir	ng ESP	Asse	ssmen	t base	ed on	the 20)13
	PO - 2			responsible and have a strong commitment to develop students' character and competencies ating learning objectives on the basis of cognitive level. ve critical, innovative, and systematic thought in using the learning sources and IT for an effective E					encies	by										
	PO - 3		ave critical, innovative, and systematic thought in using the learning sources and IT for an effective E ssment. e responsible and think critically and creatively in producing an appropriate ESP Assessment.					SP												
	PO - 4	To be	e responsible	and t	hink (critica	ally ar	nd cre	ative	ely in	produ	ucing	an a	ppropri	ate ES	P Ass	essme	nt.		
	PLO-PO Matrix	(
			P.O		PL	0-12			PLO	-16										
			PO-1								_									
		L	PO-2								_									
			PO-3								_									
		L	PO-4																	
	PO Matrix at th	e end	d of each lea	rnin	g sta	age (Sub-	PO)												
			P.O									We	ek							
				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
		Р	O-1																	
		Р	O-2																	
		Р	O-3																	
		Р	0-4																	
Short Course Description	,	Curric fic pur asked	ulum Merdeka poses, tasks a to develop sp	(Ku and s becifi	rmer) trate(c pur	. This gic co pose	s sub impet tests	ject is ence /asse	s init in E ssm	iated SP te ent of	with sting lang	unde . At th uage	rstar ne en skill:	ding the d of the (listen	e reas cours ing, s _i	ons a se, by i peakin	nd logi ntegra g, reac	cs of ting te ling, w	assess chnolo	sing igy,
References	Main :			s are conducted through discussions, presentations, question-answers, and doing a project.																

- 1. Douglas, D. (2000). Assessing Language for Specific Purposes. Cambridge: Cambridge University Press.
 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
- $2. \ \ \text{Cheng, L. \& Fox. J. (2017)}. \ \text{Assessment in the language classroom. London: Palgrave}.$
- 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	Eva	aluation	Lear Stude	elp Learning, rning methods, nt Assignments, stimated time]	Learning materials	Assessment Weight (%)
	(Sub-PO)	Indicator	Criteria & Form	Offline (offline)	Online (online)	[References]	5 ()
(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). 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: Task Types and Characteristics References: 3. Ewa Donesch-Jezo. (2012). English for Specific Purposes: What does it mean and why is it different from teaching General English?. 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). Assessing Language for Specific Purposes. Cambridge: Cambridge University Press. Material: Task Types and Characteristics References: 3. Ewa Donesch- Jezo. (2012). English for Specific Purposes: What does it mean and why is it different from teaching General English?. 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). Assessing Language for Specific Purposes. Cambridge: Cambridge University Press.	5%
						Material: Specific Purpose Assessment of Listening References: 1. Brown, HD (2004). Language assessment: Principles and classroom practices. White Plains, NY: Pearson Education.	
						Material: Specific Purpose Assessment of Listening References: 2. Cheng, L. & Fox. J. (2017). Assessment in the language classroom. London: Palgrave.	

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

5	Being able to	To explain the	Criteria:	Presentation	-	Material:	5%
	explain the	concept of	Checklists	and		Specific	370
	concept of Specific	ESP	Oncomoto	Discussion,		Purpose	
	purpose .	Assessment	Form of	(Question		Assessment of	
	assessment of	of Speaking	Assessment :	and Answer)		Speaking	
	Speaking and its	and its	Participatory	2 X 50		References: 1.	
	development	development based on the	Activities	2 \ 50			
	based on the 2013 Curriculum and	2013	Activities			Douglas, D.	
	Curriculum	Curriculum				(2000).	
	Merdeka (Kurmer)	and				Assessing	
	Werdena (Namier)	Curriculum				Language for	
		Merdeka				Specific	
		(Kurmer)				Purposes.	
						Cambridge:	
						Cambridge	
						University	
						Press.	
						Material:	
						Specific	
						Purpose	
						Assessment of	
						Speaking	
						References: 1.	
						Brown, HD	
						(2004).	
						(2004). Language	
						assessment:	
						Principles and	
						classroom	
						practices.	
						White Plains, NY: Pearson	
						Education.	
						Material:	
						Specific	
						Purpose	
						Assessment of	
]		Speaking	
]		References: 2.	
						Cheng, L. &	
]			
						Fox. J. (2017).	
						Assessment in	
						the language	
						classroom.	
						London:	
1						Palgrave.	

6	Being able to	To explain the	Criteria:	Presentation	-	Material:	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. Douglas, D. (2000). Assessing Language for Specific Purposes. Cambridge: Cambridge: Cambridge University Press. Material: Specific Purpose Assessment of Speaking References: 1. Brown, HD (2004). Language assessment: Principles and classroom practices. White Plains, NY: Pearson Education. Material: Specific Purpose Assessment of Speaking References: 2.	5%
						Speaking	
						Assessment in the language classroom. London: Palgrave.	

7	Being able to	To explain the	Criteria:	Presentation	-	Material:	5%
'	explain the	concept of	Checklists	and	-	Specific	J70
	concept of Specific	ESP	Officialists	Discussion,		Purpose	
	purpose	Assessment	Form of	(Question		Assessment of	
	assessment of	of Reading	Assessment :	and Answer)		Reading	
	Reading and its	and its	Participatory	2 X 50		References: 1.	
	development based on the 2013	development based on the	Activities	2 X 30		Douglas, D.	
	Curriculum and	2013	7 touvides			(2000).	
	Curriculum	Curriculum				Assessing	
	Merdeka (Kurmer)	and				Language for	
	, ,	Curriculum				Specific	
		Merdeka				Purposes.	
		(Kurmer)				Cambridge:	
						Cambridge	
						University	
						Press.	
						Material:	
						Specific	
						Purpose	
						Assessment of	
						Reading	
						Literature: 1.	
						Brown, HD	
						(2004).	
						Language	
						assessment:	
						Principles and	
						classroom	
						practices.	
						White Plains,	
						NY: Pearson	
						Education.	
						Material:	
						Specific	
						Purpose	
						Assessment of	
						Reading	
						Literature: 2.	
						Cheng, L. &	
						Fox. J. (2017).	
						Assessment in	
						the language	
						classroom.	
						London:	
						Palgrave.	

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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 (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). Assessing Language for Specific Purposes. Cambridge: Cambridge: Cambridge: University Press. Material: Specific Purpose Assessment of Reading Literature: 1. Brown, HD (2004). Language assessment: Principles and classroom practices. White Plains, NY: Pearson Education. Material: Specific Purpose Assessment of Reading Literature: 2. Cheng, L. & Fox. J. (2017). Assessment in the language classroom. London: Palgrave.	5%

_	Daine alst 1	T1 1 0			I		=c:
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. Douglas, D. (2000). Assessing Language for Specific Purposes. Cambridge: Cambridge: University Press. Material: Specific Purpose Assessment of Writing References: 2. Cheng, L. & Fox. J. (2017). Assessment in the language classroom. London: Palgrave. Material: Specific Purpose Assessment of Writing References: 2. Changle L. & Fox. J. (2017). Assessment in the language classroom. London: Palgrave. Material: Specific Purpose Assessment of Writing References: 3. Ewa Donesch- Jezo. (2012). English for Specific Purposes: What does it mean and why is it different from teaching General English? CONFLUENCE	5%

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

11	Being able to	To explain the	Criteria:	Presentation	- Material:	5%
	explain the concept of	concept of integrating the	Checklists	and	- Technology	
	integrating the	learning	F	Discussion	Aided ESL	
	learning sources	sources and	Form of	(Question	Assessment	
	learning sources and technology in	technology in	Assessment :	and Answer)	Bibliography:	
	developing an	developing an	Participatory	4 X 50	1. Douglas, D.	
	ESP Assessment	ESP	Activities		(2000).	
		Assessment			Assessing	
					Language for Specific	
					Purposes.	
					Cambridge:	
					Cambridge	
					University	
					Press.	
					Material:	
					Technology	
					Aided ESL	
					Assessment	
					References: 2.	
					Cheng, L. &	
					Fox. J. (2017).	
					Assessment in	
					the language	
					classroom.	
					London:	
					Palgrave.	
					Material:	
					Technology	
					Aided ESL	
					Assessment	
					Bibliography: 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.	
					Material:	
					Technology	
					Aided ESL	
					Assessment	
					References: 1.	
					Brown, HD	
					(2004).	
					Language	
					assessment:	
					Principles and	
					classroom	
					practices.	
					White Plains,	
					NY: Pearson Education.	

12	UTS (Written Mid- Term Test)	Written Mid- Term Test	Criteria: Test	Term Test	-	Material at	15%
12	UTS (Written Mid-Term Test)	Written Mid- Term Test	Criteria: Test Form of Assessment: Test	Written Mid- Term Test 2 X 50		Meetings 1-11 References: 1. Douglas, D. (2000). Assessing Language for Specific Purposes. Cambridge: Cambridge: University Press. Material: Material at Meetings 1-11 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: Material at Meetings 1-11 References: 1. Brown, HD (2004). Language assessment: Principles and classroom practices. White Plains, NY: Pearson Education. Material: Material at Meetings 1-11 References: 2. Cheng, L. & Fox. J. (2017). Assessment in the language classroom. London: Palgrave. Material: Material: Material at Meetings 1-11 References: 2. Cheng, L. & Fox. J. (2017). Assessment in the language classroom. London: Palgrave.	15%
						References: 2. Cheng, L. & Fox. J. (2017). Assessment in the language classroom. London: Palgrave. Material: Material at Meetings 1-11 References: 3. Ewa Donesch- Jezo. (2012). English for Specific Purposes:	
13	Being able to analyze ESP Test of Listening and Speaking	To analyze ESP Test of Listening and Speaking	Criteria: Checklists Form of	Presentation and Discussion (Question	-	What does it mean and why is it different from teaching General English?. CONFLUENCE Material: Developing an ESP Assessment	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. 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. 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

						Curriculum and Independent Curriculum (Kurmer) References: 2. Cheng, L. & Fox. J. (2017). Assessment in the language classroom. 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). Assessing Language for Specific Purposes. Cambridge: 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). 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 in English as a foreign language (EFL) education (pp. 355-395). Vizetek Yayıncılık. Material: Developing an ESP Assessment in English as a foreign language (EFL) education (pp. 355-395). Vizetek Yayıncılık.	5%

15	Being able to	To dovelon an	Criteria:	Lecture,		(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). Assessment in the language classroom. London: Palgrave. Material:	10%
15	develop an ESP Assessment instrument (Listening, Speaking, Reading and Writing) based on the 2013 Curriculum and Curriculum Merdeka (Kurmer)	ESP Assessment instrument (Listening, Speaking, Reading and Writing) based on the 2013 Curriculum	Project Results Assessment / Product Assessment Form of Assessment : Project Results Assessment / Product Assessment / Product Assessment	Discussion and Project 2 X 50	-	Developing an ESP Assessment instrument (Listening, Speaking, Reading and Writing) based on the 2013 Curriculum and Independent Curriculum (Kurmer) References: 1. Douglas, D. (2000). Assessing Language for Specific Purposes. Cambridge: Cambridge University Press.	10%
						Material: Developing an ESP Assessment instrument (Listening, Speaking, Reading and Writing) based on the 2013 Merdeka Curriculum and Curriculum (Kurmer) References: 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. Material: Developing an ESP Assessment instrument (Listening, Speaking, Reading and 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 and Writing) based on the 2013 Curriculum and Independent Curriculum (Kurmer) References: 2. Cheng, L. & Fox. J. (2017). Assessment in the language classroom.	
16	Being able to develop an ESP Assessment instrument (Listening, Speaking, Reading and Writing) based on the 2013 Curriculum and Curriculum Merdeka (Kurmer)	To develop an ESP Assessment instrument (Listening, Speaking, Reading and Writing) based on the 2013 Curriculum and Curriculum Merdeka (Kurmer)	Criteria: Project Results Assessment / Product Assessment Form of Assessment : Project Results Assessment / Product Assessment / Assessment / Assessment / Product Assessment	Project 2 X 50	London: Palgrave. Material: Developing an ESP Assessment instrument (Listening, Speaking, Reading and 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 and Writing) based on the 2013 Merdeka Curriculum and Curriculum	10%

Ī			ĺ	(Kurmer)	
				References: 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.	
				Material:	
				Developing an	
				ESP	
				Assessment	
				instrument	
				(Listening,	
				Speaking,	
				Reading and	
				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 an	
				Assessment	
				instrument	
				(Listening,	
				Speaking,	
				Reading and	
				Writing) based	
				on the 2013	
				Curriculum and	
				Independent	
				Curriculum	
				(Kurmer)	
				References: 2.	
				Cheng, L. &	
				Fox. J. (2017).	
				Assessment in	
				the language	
				classroom.	
				London:	
				Palgrave.	

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.
- 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.
- 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.
- 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.