



**Universitas Negeri Surabaya
Faculty of Education,
Special Education Undergraduate Study Program**

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date																																	
Assessment of Children with Learning Difficulties	8620203021		T=3 P=0 ECTS=4.77	6	July 18, 2024																																	
AUTHORIZATION	SP Developer		Course Cluster Coordinator		Study Program Coordinator																																	
		Dr. H. Pamuji, M.Kes.																																	
Learning model	Project Based Learning																																					
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																					
	Program Objectives (PO)																																					
	PLO-PO Matrix																																					
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 50px; height: 30px;">P.O</td> </tr> </table>					P.O																															
P.O																																						
	PO Matrix at the end of each learning stage (Sub-PO)																																					
	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td rowspan="2" style="width: 50px; height: 30px;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 20px;">1</td> <td style="width: 20px;">2</td> <td style="width: 20px;">3</td> <td style="width: 20px;">4</td> <td style="width: 20px;">5</td> <td style="width: 20px;">6</td> <td style="width: 20px;">7</td> <td style="width: 20px;">8</td> <td style="width: 20px;">9</td> <td style="width: 20px;">10</td> <td style="width: 20px;">11</td> <td style="width: 20px;">12</td> <td style="width: 20px;">13</td> <td style="width: 20px;">14</td> <td style="width: 20px;">15</td> <td style="width: 20px;">16</td> </tr> </table>					P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
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	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																						
Short Course Description	Description: Through the use of ICT, reviewing references, analyzing problems/cases of children with learning difficulties, in this course students are able and responsible for mastering assessment concepts and are able to make decisions to plan and carry out assessments of children with learning difficulties, including: objectives, problems of children with learning difficulties learning, early intervention, educational intervention, assessments and programs, intervention for children with developmental barriers (motor, cognitive, communication, social and emotional, adaptive behavior), as well as preparing plans for early intervention programs, being able to implement them in video form and compiling reports as research outputs . Lectures are carried out using a system of presentations, discussions, project assignments and reflection.																																					
References	Main :																																					
	1. Referensi : 1. Emerson, J.; Babbie, P. 2010. <i>The dyscalculia Assesement</i> . New York-London: Bell&Bain Ltd. 2. Layton, CA. Lock, RH. 2008. <i>Assessing Student with Special Needs to Producce Quality Outcome</i> . New Jersey, Ohio: Pearson, Merrill Prentice Hall. 3. McLoughin, J.A. Lewiss, RB. 2008. <i>Assessing Special Children</i> . Columbus: Charles. E. Merrill Publishing Company. Bell&Howell. 4. Tim HKI-Usaid. 2011. <i>Asesmen Bahasa Indonesia untuk Siswa dengan Kesulitan Belajar</i> . Kemendiknas Dirpendas: Jakarta. 5. Tim HKI-Usaid. 2011. <i>Asesmen Matematika untuk Siswa dengan Kesulitan Belajar</i> . Kemendiknas Dirpendas: Jakarta. 6. Wilmshurst, L; Brue, A.W. 2010. <i>The Complete Guide to Special Education Expert Advice On Evaluations IEPs, and Helping Kids Succeed: Assessments, Accomodations, and More</i> . San francisco: Jossey Bass-A Willey Imprint. 7. Abdurrahman, Mulyono. 2012. <i>Anak Berkesulitan Belajar</i> . Jakarta : PT RINEKE CIPTA 8. Keller, Helen. 2009. <i>Asesmen Bahasa Indonesia dan Matematika untuk Anak dengan Kesulitan Belajar</i> . Jakarta : Helen Keller Internasional Indonesia.																																					
	Supporters:																																					
Supporting lecturer	Dr. Yuliyati, M.Pd. Ima Kurrotun Ainin, 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	Understanding the concept of identification and assessment of children with learning difficulties	Explaining the concept of identification and assessment of children with learning difficulties -	Criteria: 1.1. 2.Rubric: 3.Observed Aspects 4.Score 5.4 6.3 7.2 8.1 9.A. Contents 10.1. Concept accuracy 11.2. Accuracy of supporting data for the concept 12.3. Match the words between the content and the presentation 13.4. Slideshow(images, diagrams, photos, videos, material flow) supports the presentation 14.5. Clarity of introduction, content and conclusion 15.B. Presentation 16.6. Sound quality (volume, voice articulation) 17.7. Not tense / relaxed 18.8. Demeanor (way of looking, effective body movements) 19.9. Dress politely and neatly 20.10. Time lag between presenter and listener 21.11. Maintainability 22.12. Respond to input 23.Rubric: Score 4 if done systematically and correctly, Score 3 if done correctly but less systematically, Score 2 if done but not systematically, Score 1 if not done	Scientific Humanistic Collaborative 3 X 50			0%

2	Understanding the Nature of Assessment and Individualized Learning Programs	Explaining the Nature of Assessment and Individualized Learning Programs	Criteria: 1.A. Contents 2.1. Concept accuracy 3.2. Accuracy of supporting data for the concept 4.3. Match the words between the content and the presentation 5.4. Slideshow(images, diagrams, photos, videos, material flow) supports the presentation 6.5. Clarity of introduction, content and conclusion 7.B. Presentation 8.6. Sound quality (volume, voice articulation) 9.7. Not tense / relaxed 10.8. Demeanor (way of looking, effective body movements) 11.9. Dress politely and neatly 12.10. Time lag between presenter and listener 13.11. Maintainability 14.12. Respond to input 15.: Score 4 if done systematically and correctly, Score 3 if done correctly but less systematically, Score 2 if done but not systematically, Score 1 if not done	Scientific Humanistic The Nature of Assessment and Individual Learning Programs 6 X 50			0%
3							0%
4	Understanding the Types and Scope of Assessment for Children with Learning Difficulties	Explaining the Types and Scope of Assessment for Children with Learning Difficulties	Criteria: 1.A. Contents 2.1. Concept accuracy 3.2. Accuracy of supporting data for the concept 4.3. Match the words between the content and the presentation 5.4. Slideshow(images, diagrams, photos, videos, material flow) supports the presentation 6.5. Clarity of introduction, content and conclusion 7.B. Presentation 8.6. Sound quality (volume, voice articulation) 9.7. Not tense / relaxed 10.8. Demeanor (way of looking, effective body movements) 11.9. Dress politely and neatly 12.10. Time lag between presenter and listener 13.11. Maintainability 14.12. Respond to input	6 X 50			0%

5	Understanding the Types and Scope of Assessment for Children with Learning Difficulties	Explaining the Types and Scope of Assessment for Children with Learning Difficulties	Criteria: 1.A. Contents 2.1. Concept accuracy 3.2. Accuracy of supporting data for the concept 4.3. Match the words between the content and the presentation 5.4. Slideshow(images, diagrams, photos, videos, material flow) supports the presentation 6.5. Clarity of introduction, content and conclusion 7.B. Presentation 8.6. Sound quality (volume, voice articulation) 9.7. Not tense / relaxed 10.8. Demeanor (way of looking, effective body movements) 11.9. Dress politely and neatly 12.10. Time lag between presenter and listener 13.11. Maintainability 14.12. Respond to input	6 X 50			0%
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6	Understanding Procedures and Techniques for Assessment of Children with Learning Difficulties	- Explain the procedures and techniques for assessing children with learning difficulties	Criteria: 1.Observed Aspects 2.Score 3.4 4.3 5.2 6.1 7.A. Contents 8.1. Concept accuracy 9.2. Accuracy of supporting data for the concept 10.3. Match the words between the content and the presentation 11.4. Slideshow(images, diagrams, photos, videos, material flow) supports the presentation 12.5. Clarity of introduction, content and conclusion 13.B. Presentation 14.6. Sound quality (volume, voice articulation) 15.7. Not tense / relaxed 16.8. Demeanor (way of looking, effective body movements) 17.9. Dress politely and neatly 18.10. Time lag between presenter and listener 19.11. Maintainability 20.12. Respond to input 21.Rubric: Score 4 if done systematically and correctly, Score 3 if done correctly but less systematically, Score 2 if done but not systematically, Score 1 if not done	scientificlaboration 6 X 50			0%
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7	Understanding Procedures and Techniques for Assessment of Children with Learning Difficulties	- Explain the procedures and techniques for assessing children with learning difficulties	Criteria: 1.Observed Aspects 2.Score 3.4 4.3 5.2 6.1 7.A. Contents 8.1. Concept accuracy 9.2. Accuracy of supporting data for the concept 10.3. Match the words between the content and the presentation 11.4. Slideshow(images, diagrams, photos, videos, material flow) supports the presentation 12.5. Clarity of introduction, content and conclusion 13.B. Presentation 14.6. Sound quality (volume, voice articulation) 15.7. Not tense / relaxed 16.8. Demeanor (way of looking, effective body movements) 17.9. Dress politely and neatly 18.10. Time lag between presenter and listener 19.11. Maintainability 20.12. Respond to input 21.Rubric: Score 4 if done systematically and correctly, Score 3 if done correctly but less systematically, Score 2 if done but not systematically, Score 1 if not done	scientificlaboration 6 X 50			0%
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8	Understanding concepts, procedures, techniques, interpretation of results of the Mathematics Learning Difficulties Assessment	Explains concepts, procedures, techniques, interpretation of results of the Mathematics Learning Difficulties Assessment	Criteria: 1.Observed Aspects 2.Score 3.4 4.3 5.2 6.1 7.A. Contents 8.1. Concept accuracy 9.2. Accuracy of supporting data for the concept 10.3. Match the words between the content and the presentation 11.4. Slideshow(images, diagrams, photos, videos, material flow) supports the presentation 12.5. Clarity of introduction, content and conclusion 13.B. Presentation 14.6. Sound quality (volume, voice articulation) 15.7. Not tense / relaxed 16.8. Demeanor (way of looking, effective body movements) 17.9. Dress politely and neatly 18.10. Time lag between presenter and listener 19.11. Maintainability 20.12. Respond to input 21.Rubric: Score 4 if done systematically and correctly, Score 3 if done correctly but less systematically, Score 2 if done but not systematically, Score 1 if not done	Humanistic-elaboration 9 X 50			0%
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9	Understanding concepts, procedures, techniques, interpretation of results of the Mathematics Learning Difficulties Assessment	Explains concepts, procedures, techniques, interpretation of results of the Mathematics Learning Difficulties Assessment	Criteria: 1.Observed Aspects 2.Score 3.4 4.3 5.2 6.1 7.A. Contents 8.1. Concept accuracy 9.2. Accuracy of supporting data for the concept 10.3. Match the words between the content and the presentation 11.4. Slideshow(images, diagrams, photos, videos, material flow) supports the presentation 12.5. Clarity of introduction, content and conclusion 13.B. Presentation 14.6. Sound quality (volume, voice articulation) 15.7. Not tense / relaxed 16.8. Demeanor (way of looking, effective body movements) 17.9. Dress politely and neatly 18.10. Time lag between presenter and listener 19.11. Maintainability 20.12. Respond to input 21.Rubric: Score 4 if done systematically and correctly, Score 3 if done correctly but less systematically, Score 2 if done but not systematically, Score 1 if not done	Humanistic-elaboration 9 X 50			0%
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10	Understanding concepts, procedures, techniques, interpretation of results of the Mathematics Learning Difficulties Assessment	Explains concepts, procedures, techniques, interpretation of results of the Mathematics Learning Difficulties Assessment	Criteria: 1.Observed Aspects 2.Score 3.4 4.3 5.2 6.1 7.A. Contents 8.1. Concept accuracy 9.2. Accuracy of supporting data for the concept 10.3. Match the words between the content and the presentation 11.4. Slideshow(images, diagrams, photos, videos, material flow) supports the presentation 12.5. Clarity of introduction, content and conclusion 13.B. Presentation 14.6. Sound quality (volume, voice articulation) 15.7. Not tense / relaxed 16.8. Demeanor (way of looking, effective body movements) 17.9. Dress politely and neatly 18.10. Time lag between presenter and listener 19.11. Maintainability 20.12. Respond to input 21.Rubric: Score 4 if done systematically and correctly, Score 3 if done correctly but less systematically, Score 2 if done but not systematically, Score 1 if not done	Humanistic-elaboration 9 X 50			0%
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11	Understanding the Implementation of the Mathematics Learning Difficulty Assessment	Able to carry out assessments of mathematics learning difficulties	Criteria: 1.Observed Aspects 2.Score 3.4 4.3 5.2 6.1 7.A. Contents 8.1. Concept accuracy 9.2. Accuracy of supporting data for the concept 10.3. Match the words between the content and the presentation 11.4. Slideshow(images, diagrams, photos, videos, material flow) supports the presentation 12.5. Clarity of introduction, content and conclusion 13.B. Presentation 14.6. Sound quality (volume, voice articulation) 15.7. Not tense / relaxed 16.8. Demeanor (way of looking, effective body movements) 17.9. Dress politely and neatly 18.10. Time lag between presenter and listener 19.11. Maintainability 20.12. Respond to input 21.Rubric: Score 4 if done systematically and correctly, Score 3 if done correctly but less systematically, Score 2 if done but not systematically, Score 1 if not done	Scientific 6 X 50			0%
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12	Understand the procedures, techniques, interpretation of the results of the Reading Learning Difficulty Assessment	Identifying procedures, techniques, interpretation of the results of the Reading Learning Difficulties Assessment	Criteria: 1.Observed Aspects 2.Score 3.4 4.3 5.2 6.1 7.A. Contents 8.1. Concept accuracy 9.2. Accuracy of supporting data for the concept 10.3. Match the words between the content and the presentation 11.4. Slideshow(images, diagrams, photos, videos, material flow) supports the presentation 12.5. Clarity of introduction, content and conclusion 13.B. Presentation 14.6. Sound quality (volume, voice articulation) 15.7. Not tense / relaxed 16.8. Demeanor (way of looking, effective body movements) 17.9. Dress politely and neatly 18.10. Time lag between presenter and listener 19.11. Maintainability 20.12. Respond to input 21.Rubric: Score 4 if done systematically and correctly, Score 3 if done correctly but less systematically, Score 2 if done but not systematically, Score 1 if not done	3 X 50			0%
13	understand the implementation of the assessment of reading learning difficulties	able to carry out an assessment of the difficulty of learning to read		3 X 50 discussion			0%
14	understand the procedures, techniques, interpretation of the results of the assessment of learning difficulties in writing	explains procedures, techniques, interpretation of the results of the assessment of learning writing difficulties		3 X 50 discussion			0%
15	understand the implementation of the assessment of learning writing difficulties	able to carry out an assessment of learning difficulties in writing		3 X 50 discussion			0%
16							0%

Evaluation Percentage Recap: Project Based Learning

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.