



**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
Identification and Assessment of Children with Special Needs	8620202323	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	2	January 1, 2023
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
	Muhammad Nurul Ashar, Sujarwanto, Budiyanto		Dr. Asri Wijastuti, M.Pd.			Dr. H. Pamuji, M.Kes.	

Learning model	Case Studies																																																																																																				
Program Learning Outcomes (PLO)	PLO study program which is charged to the course																																																																																																				
	PLO-5 Skilled at working independently, working together in collaborative teams, being responsible for both individual and team tasks, as well as communicating ideas, opinions and arguments orally/in writing																																																																																																				
	PLO-7 Skilled in logical thinking to solve problems in the field of special education according to their expertise based on scientific rules, procedures and ethics in order to produce solutions, ideas and designs.																																																																																																				
	PLO-9 Identifying and assessing GDPK using various techniques and strategies.																																																																																																				
	PLO-14 Mastering the basics of designing, implementing, assessing services for GDPK																																																																																																				
	Program Objectives (PO)																																																																																																				
	PO - 1 Mastering the theory of crew identification and assessment as a basis for designing, implementing and assessing services for GDPK																																																																																																				
	PO - 2 Identifying and assessing GDPK using various techniques and strategies																																																																																																				
	PO - 3 Skilled in logical thinking for problem solving in the implementation of identification and assessment for GDPK																																																																																																				
	PO - 4 Skilled in working independently, working together in collaborative teams, being responsible for both individual and team tasks, as well as communicating ideas, opinions and arguments orally/written on identification and assessment topics for GDPK																																																																																																				
	PLO-PO Matrix																																																																																																				
	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>P.O</td> <td>PLO-5</td> <td>PLO-7</td> <td>PLO-9</td> <td>PLO-14</td> </tr> <tr> <td>PO-1</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>PO-2</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>PO-3</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>PO-4</td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	P.O	PLO-5	PLO-7	PLO-9	PLO-14	PO-1					PO-2					PO-3					PO-4																																																																															
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PO Matrix at the end of each learning stage (Sub-PO)																																																																																																					
<table border="1" style="width: 100%; text-align: center;"> <tr> <td rowspan="2">P.O</td> <td colspan="16">Week</td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td> </tr> <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> </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																
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Short Course Description The course on identification and assessment of children with special needs is a course that provides understanding and knowledge, as well as experience and skills to students through concepts, objectives, scope, techniques, main steps, and identification and assessment instruments as well as the ability to plan, apply, analyze, evaluating and resolving problems in the identification and assessment of children with special needs and equipping students to be able to make decisions in applying techniques and instruments for the identification and assessment of children with special needs to find alternative solutions in resolving problems in the field of identification and assessment of children with special needs. Lectures are carried out using student centered learning based on projects or case studies.

References	Main :
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1. Farrell, M. 2009. Foundations of Special Education: An Introduction. West Sussex: Wiley-Blackwell, John Wiley and Sons, Ltd
2. Gargiulo, RM. 2012. Special Education in Contemporary Society : an Introduction to Exceptionality , 4th ed. USA:Sage Publications, Inc.
3. Hannell, G. 2019. Identifying Special Needs: Diagnostic Checklists for Profiling Individual Differences 3rd Ed. New York: Routledge, Taylor & Francis Group.
4. Kauffman, J.M. & Hallahan, D.P. Ed. 2011. Handbook of Special Education. New York: Routledge, Taylor & Francis Group.
5. Obiakor, F.E., Bakken, J.P., & Rotatori, A.F. Ed. 2010. Current Issues and Trends in Special Education: Identification, Assessment, and Instruction. Bingley: Emerald Group Publishing Ltd.
6. Pierangelo, R & Giuliani, G. 2008. Understanding Assessment in the Special Education Process . California: Corwin Press-A Sage Company.
7. Rena, B. Lewis, 1986. Assessing Special Students . London: Charless E Merril Publishing Company
8. Salvia, J., Ysseldyke J.E., Bolt, S. 2010. Assessment: In Special and Inclusive Education, 11th Ed. Belmont, California: Wadsworth, Cengage Learning
9. Sheila, Wolfedale, 1994. Assessing Special Educational Needs, London. New York: Cassell Vllers House
10. Spandagou, I., Little, C., Evans, D., Bonati, M.L. 2020. Inclusive Education in Schools and Early Childhood Setting . Getaway East, Singapore: Springer Nature Singapore Pte Ltd.

Supporters:

Supporting lecturer

Prof. Dr. Budiyanto, M.Pd.
 Prof. Dr. Sujarwanto, M.Pd.
 dr. Febrita Ardianingsih, M.Si.
 Muhammad Nurul Ashar , S.Pd., M.Ed.

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	Understand the competencies, descriptions, sequence of material for the identification-assessment course for children with special needs. Understand the concept of identification of ABK assessments	Describe the concept of ABK assessment identification	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Score 4 if done very well, 2.Score 3 if done well, 3.Score 2 if done sufficiently, 4.Score 1 if not done <p>Form of Assessment : Participatory Activities</p>	Collaborative Scientific Online according to agreement 2 X 50		<p>Material: concept of identification and assessment of ABK</p> <p>References: <i>Obiakor, FE, Bakken, JP, & Rotatori, AF Ed. 2010. Current Issues and Trends in Special Education: Identification, Assessment, and Instruction. Bingley: Emerald Group Publishing Ltd.</i></p> <hr/> <p>Material: concept of identification and assessment of ABK</p> <p>Reference: <i>Farrell, M. 2009. Foundations of Special Education: An Introduction. West Sussex: Wiley-Blackwell, John Wiley and Sons, Ltd</i></p>	3%

2	Describe the identification of children with special needs	<p>1.explains the crew identification instrument</p> <p>2.describe data collection techniques in identifying crew members</p> <p>3.describes the procedure for crew identification</p>	<p>Criteria:</p> <p>1.Score 4 if done very well,</p> <p>2.Score 3 if done well,</p> <p>3.Score 2 if done sufficiently,</p> <p>4.Score 1 if not done</p> <p>Form of Assessment : Participatory Activities</p>	Scientifikdaring according to agreement 2 X 50		<p>Material: identification of ABK</p> <p>References: <i>Hannell, G. 2019. Identifying Special Needs: Diagnostic Checklists for Profiling Individual Differences 3rd Ed. New York: Routledge, Taylor & Francis Group.</i></p> <hr/> <p>Material: identification of crew members</p> <p>Reference: <i>Gargiulo, RM. 2012. Special Education in Contemporary Society: an Introduction to Exceptionality, 4th ed. USA:Sage Publications, Inc.</i></p>	3%
3	Apply crew identification	Identifying crew members	<p>Criteria:</p> <p>1.Score 4 if done very well,</p> <p>2.Score 3 if done well,</p> <p>3.Score 2 if done sufficiently,</p> <p>4.Score 1 if not done</p> <p>Form of Assessment : Participatory Activities</p>	Scientificproject 2 X 50		<p>Material: identification of ABK</p> <p>References: <i>Hannell, G. 2019. Identifying Special Needs: Diagnostic Checklists for Profiling Individual Differences 3rd Ed. New York: Routledge, Taylor & Francis Group.</i></p> <hr/> <p>Material: identification of crew members</p> <p>Reference: <i>Gargiulo, RM. 2012. Special Education in Contemporary Society: an Introduction to Exceptionality, 4th ed. USA:Sage Publications, Inc.</i></p>	4%

4	Apply crew identification	Identifying crew members	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Score 4 if done very well, 2.Score 3 if done well, 3.Score 2 if done sufficiently, 4.Score 1 if not done <p>Form of Assessment : Participatory Activities</p>	scientificproject 2 X 50		<p>Material: identification of crew members</p> <p>Reference: <i>Gargiulo, RM. 2012. Special Education in Contemporary Society: an Introduction to Exceptionality, 4th ed. USA:Sage Publications, Inc.</i></p> <hr/> <p>Material: identification of ABK</p> <p>References: <i>Hannell, G. 2019. Identifying Special Needs: Diagnostic Checklists for Profiling Individual Differences 3rd Ed. New York: Routledge, Taylor & Francis Group.</i></p>	4%
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5	Developing ABK academic assessment instruments	<p>1.developing ABK academic assessment instruments</p> <p>2.describe data collection techniques in academic assessments for ABK</p>	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Score 4 if done very well, 2.Score 3 if done well, 3.Score 2 if done sufficiently, 4.Score 1 if not done <p>Form of Assessment : Participatory Activities</p>	scientificproject 2 X 50		<p>Material: academic assessment</p> <p>References: <i>Hannell, G. 2019. Identifying Special Needs: Diagnostic Checklists for Profiling Individual Differences 3rd Ed. New York: Routledge, Taylor & Francis Group.</i></p> <hr/> <p>Material: academic assessment</p> <p>References: <i>Pierangelo, R & Giuliani, G. 2008. Understanding Assessment in the Special Education Process. California: Corwin Press- A Sage Company.</i></p> <hr/> <p>Material: academic assessment</p> <p>References: <i>Rena, B. Lewis, 1986. Assessing Special Students. London: Charles E Merrill Publishing Company</i></p> <hr/> <p>Material: academic assessment</p> <p>References: <i>Salvia, J., Ysseldyke JE, Bolt, S. 2010. Assessment: In Special and Inclusive Education, 11th Ed. Belmont, California: Wadsworth, Cengage Learning</i></p> <hr/> <p>Material: academic assessment</p> <p>References: <i>Sheila, Wolfedale, 1994. Assessing Special Educational Needs, London. New York: Cassell Vellers House</i></p>	3%
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6	Implementing ABK academic assessments	<p>1.developing ABK academic assessment instruments</p> <p>2.apply data collection techniques in academic assessments for ABK</p>	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Score 4 if done very well, 2.Score 3 if done well, 3.Score 2 if done sufficiently, 4.Score 1 if not done <p>Form of Assessment : Participatory Activities</p>	scientificproject 2 X 50		<p>Material: academic assessment References: <i>Hannell, G. 2019. Identifying Special Needs: Diagnostic Checklists for Profiling Individual Differences 3rd Ed. New York: Routledge, Taylor & Francis Group.</i></p> <hr/> <p>Material: academic assessment References: <i>Pierangelo, R & Giuliani, G. 2008. Understanding Assessment in the Special Education Process. California: Corwin Press- A Sage Company.</i></p> <hr/> <p>Material: academic assessment References: <i>Rena, B. Lewis, 1986. Assessing Special Students. London: Charles E Merrill Publishing Company</i></p> <hr/> <p>Material: academic assessment References: <i>Salvia, J., Ysseldyke JE, Bolt, S. 2010. Assessment: In Special and Inclusive Education, 11th Ed. Belmont, California: Wadsworth, Cengage Learning</i></p> <hr/> <p>Material: academic assessment References: <i>Sheila, Wolfedale, 1994. Assessing Special Educational Needs, London. New York: Cassell Vellers House</i></p>	3%
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7	Implementing ABK academic assessments	<p>1.developing ABK academic assessment instruments</p> <p>2.apply data collection techniques in academic assessments for ABK</p>	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Score 4 if done very well, 2.Score 3 if done well, 3.Score 2 if done sufficiently, 4.Score 1 if not done <p>Form of Assessment : Participatory Activities</p>	scientificproject 2 X 50		<p>Material: academic assessment</p> <p>References: <i>Hannell, G. 2019. Identifying Special Needs: Diagnostic Checklists for Profiling Individual Differences 3rd Ed. New York: Routledge, Taylor & Francis Group.</i></p> <hr/> <p>Material: academic assessment</p> <p>References: <i>Pierangelo, R & Giuliani, G. 2008. Understanding Assessment in the Special Education Process. California: Corwin Press- A Sage Company.</i></p> <hr/> <p>Material: academic assessment</p> <p>References: <i>Rena, B. Lewis, 1986. Assessing Special Students. London: Charles E Merrill Publishing Company</i></p> <hr/> <p>Material: academic assessment</p> <p>References: <i>Salvia, J., Ysseldyke JE, Bolt, S. 2010. Assessment: In Special and Inclusive Education, 11th Ed. Belmont, California: Wadsworth, Cengage Learning</i></p> <hr/> <p>Material: academic assessment</p> <p>References: <i>Sheila, Wolfedale, 1994. Assessing Special Educational Needs, London. New York: Cassell Vellers House</i></p>	4%
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8	UTS	UTS	Criteria: Score 1-100 Form of Assessment : Test	written test 2 X 50		Material: ABK identification and academic assessment References: <i>Hannell, G. 2019. Identifying Special Needs: Diagnostic Checklists for Profiling Individual Differences 3rd Ed. New York: Routledge, Taylor & Francis Group.</i>	20%
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9	Developing non-academic assessment instruments for ABK	<p>1.developing non-academic assessment instruments for ABK</p> <p>2.describes data collection techniques in non-academic assessments of ABK</p>	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Score 4 if done very well, 2.Score 3 if done well, 3.Score 2 if done sufficiently, 4.Score 1 if not done <p>Form of Assessment : Participatory Activities</p>	Scientificproject 2 X 50		<p>Material: non-academic assessment References: <i>Hannell, G. 2019. Identifying Special Needs: Diagnostic Checklists for Profiling Individual Differences 3rd Ed. New York: Routledge, Taylor & Francis Group.</i></p> <hr/> <p>Material: non-academic assessment References: <i>Pierangelo, R & Giuliani, G. 2008. Understanding Assessment in the Special Education Process. California: Corwin Press- A Sage Company.</i></p> <hr/> <p>Material: non-academic assessment References: <i>Rena, B. Lewis, 1986. Assessing Special Students. London: Charles E Merrill Publishing Company</i></p> <hr/> <p>Material: non-academic assessment References: <i>Salvia, J., Ysseldyke JE, Bolt, S. 2010. Assessment: In Special and Inclusive Education, 11th Ed. Belmont, California: Wadsworth, Cengage Learning</i></p> <hr/> <p>Material: non-academic assessment References: <i>Sheila, Wolfedale, 1994. Assessing Special Educational Needs, London. New York: Cassell Vellers House</i></p>	3%
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10	Implement non-academic assessments for ABK	<p>1. developing non-academic assessment instruments for ABK</p> <p>2. apply data collection techniques in non-academic assessments of ABK</p>	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Score 4 if done very well, 2. Score 3 if done well, 3. Score 2 if done sufficiently, 4. Score 1 if not done <p>Form of Assessment : Participatory Activities</p>	Scientific project 2 X 50		<p>Material: non-academic assessment References: <i>Hannell, G. 2019. Identifying Special Needs: Diagnostic Checklists for Profiling Individual Differences 3rd Ed. New York: Routledge, Taylor & Francis Group.</i></p> <hr/> <p>Material: non-academic assessment References: <i>Pierangelo, R & Giuliani, G. 2008. Understanding Assessment in the Special Education Process. California: Corwin Press- A Sage Company.</i></p> <hr/> <p>Material: non-academic assessment References: <i>Rena, B. Lewis, 1986. Assessing Special Students. London: Charles E Merrill Publishing Company</i></p> <hr/> <p>Material: non-academic assessment References: <i>Salvia, J., Ysseldyke JE, Bolt, S. 2010. Assessment: In Special and Inclusive Education, 11th Ed. Belmont, California: Wadsworth, Cengage Learning</i></p> <hr/> <p>Material: non-academic assessment References: <i>Sheila, Wolfedale, 1994. Assessing Special Educational Needs, London. New York: Cassell Vellers House</i></p>	3%
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11	Implementing ABK non-academic assessment instruments	<p>1.developing non-academic assessment instruments for ABK</p> <p>2.apply data collection techniques in non-academic assessments of ABK</p>	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Score 4 if done very well, 2.Score 3 if done well, 3.Score 2 if done sufficiently, 4.Score 1 if not done <p>Form of Assessment : Participatory Activities</p>	Scientificproject 2 X 50		<p>Material: non-academic assessment References: <i>Hannell, G. 2019. Identifying Special Needs: Diagnostic Checklists for Profiling Individual Differences 3rd Ed. New York: Routledge, Taylor & Francis Group.</i></p> <hr/> <p>Material: non-academic assessment References: <i>Pierangelo, R & Giuliani, G. 2008. Understanding Assessment in the Special Education Process. California: Corwin Press- A Sage Company.</i></p> <hr/> <p>Material: non-academic assessment References: <i>Rena, B. Lewis, 1986. Assessing Special Students. London: Charles E Merrill Publishing Company</i></p> <hr/> <p>Material: non-academic assessment References: <i>Salvia, J., Ysseldyke JE, Bolt, S. 2010. Assessment: In Special and Inclusive Education, 11th Ed. Belmont, California: Wadsworth, Cengage Learning</i></p> <hr/> <p>Material: non-academic assessment References: <i>Sheila, Wolfedale, 1994. Assessing Special Educational Needs, London. New York: Cassell Vellers House</i></p>	4%
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12	Implement academic and non-academic assessments for ABK	carry out academic and non-academic assessments of ABK	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Score 4 if done very well, 2.Score 3 if done well, 3.Score 2 if done sufficiently, 4.Score 1 if not done <p>Form of Assessment : Participatory Activities</p>	Scientificproject 2 X 50		<p>Material: ABK assessment References: <i>Hannell, G. 2019. Identifying Special Needs: Diagnostic Checklists for Profiling Individual Differences 3rd Ed. New York: Routledge, Taylor & Francis Group.</i></p> <p>Material: ABK assessment References: <i>Pierangelo, R & Giuliani, G. 2008. Understanding Assessment in the Special Education Process. California: Corwin Press- A Sage Company.</i></p> <p>Material: ABK assessment Reference: <i>Rena, B. Lewis, 1986. Assessing Special Students. London: Charles E Merrill Publishing Company</i></p> <p>Material: ABK assessment References: <i>Salvia, J., Ysseldyke JE, Bolt, S. 2010. Assessment: In Special and Inclusive Education, 11th Ed. Belmont, California: Wadsworth, Cengage Learning</i></p> <p>Material: ABK assessment References: <i>Sheila, Wolfedale, 1994. Assessing Special Educational Needs, London. New York: Cassell Vellers House</i></p>	4%
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13	Implement academic and non-academic assessments for ABK	carry out academic and non-academic assessments of ABK	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Score 4 if done very well, 2.Score 3 if done well, 3.Score 2 if done sufficiently, 4.Score 1 if not done <p>Form of Assessment : Participatory Activities</p>	Scientific 2 X 50 project		<p>Material: ABK assessment References: Hannell, G. 2019. <i>Identifying Special Needs: Diagnostic Checklists for Profiling Individual Differences</i> 3rd Ed. New York: Routledge, Taylor & Francis Group.</p> <p>Material: ABK assessment References: Pierangelo, R & Giuliani, G. 2008. <i>Understanding Assessment in the Special Education Process. California: Corwin Press- A Sage Company.</i></p> <p>Material: ABK assessment Reference: Rena, B. Lewis, 1986. <i>Assessing Special Students. London: Charles E Merrill Publishing Company</i></p> <p>Material: ABK assessment References: Salvia, J., Ysseldyke JE, Bolt, S. 2010. <i>Assessment: In Special and Inclusive Education, 11th Ed. Belmont, California: Wadsworth, Cengage Learning</i></p> <p>Material: ABK assessment References: Sheila, Wolfedale, 1994. <i>Assessing Special Educational Needs, London. New York: Cassell Vellers House</i></p>	4%
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14	Compiling Student Learning Profiles	Compiling Student Learning Profiles	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Score 4 if done very well, 2.Score 3 if done well, 3.Score 2 if done sufficiently, 4.Score 1 if not done <p>Form of Assessment : Participatory Activities</p>	Scientific 2 X 50 project		<p>Material: ABK learning profile References: <i>Hannell, G. 2019. Identifying Special Needs: Diagnostic Checklists for Profiling Individual Differences 3rd Ed. New York: Routledge, Taylor & Francis Group.</i></p>	4%
15	Compiling Student Learning Profiles	Compiling Student Learning Profiles	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Score 4 if done very well, 2.Score 3 if done well, 3.Score 2 if done sufficiently, 4.Score 1 if not done <p>Form of Assessment : Participatory Activities</p>	Scientific online projects according to agreement 2 X 50		<p>Material: ABK learning profile References: <i>Hannell, G. 2019. Identifying Special Needs: Diagnostic Checklists for Profiling Individual Differences 3rd Ed. New York: Routledge, Taylor & Francis Group.</i></p>	4%
16	UAS	UAS	<p>Criteria: score 0-100</p> <p>Form of Assessment : Test</p>	UAS		<p>Material: ABK assessment References: <i>Salvia, J., Ysseldyke JE, Bolt, S. 2010. Assessment: In Special and Inclusive Education, 11th Ed. Belmont, California: Wadsworth, Cengage Learning</i></p> <p>Material: identification and assessment of ABK References: <i>Hannell, G. 2019. Identifying Special Needs: Diagnostic Checklists for Profiling Individual Differences 3rd Ed. New York: Routledge, Taylor & Francis Group.</i></p>	30%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	50%
2.	Test	50%
		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.