

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

Document Code

SEMESTER LEARNING PLAN

Courses			CODE			0	Cours	se Fa	mily		1	Cred	it Wei	ght		SEME	STER	Cor Dat	npilati e	on
	and Assessment Special Needs	t of	8620202323	;				ulsor am Si			·	T=2	P=0	ECTS=3	8.18		2	Jan 202	uary 1 3	,
AUTHORIZAT	ION		SP Develop	er						Cou	irse C	Clust	er Co	ordinato	r	Study	Progra	am Co	ordina	ator
			Muhammad Budiyanto		l Ashi	ar, Su	jarwa	into,		Dr. Asri Wijiastuti, M.Pd.					Dr. H. Pamuji, M.Kes.					
Learning model	Case Studies																			
Program	PLO study pro	gram	which is ch	arge	d to t	he co	ourse	e												
Learning Outcomes (PLO)	PLO-5	Skille team	lled at working independently, working together in collaborative teams, being responsible for both individual and m tasks, as well as communicating ideas, opinions and arguments orally/in writing						nd											
	PLO-7			d in logical thinking to solve problems in the field of special education according to their expertise based on ific rules, procedures and ethics in order to produce solutions, ideas and designs.																
	PLO-9	Ident	ifying and ass	essin	ig GD	PK us	sing v	ariou	s tech	nnique	es an	d stra	ategies	5.						
	PLO-14	Mast	ering the basi	cs of	desig	ning,	imple	ment	ing, a	ssess	sing s	ervic	es for	GDPK						
	Program Object	tives	(PO)																	
	PO - 1		ering the theo ces for GDPK	ry of	crew	ident	ificati	on ar	nd as	sessn	nent	as a	basis	for desig	gning,	imple	menting	g and	asses	sing
	PO - 2	Identi	ifying and ass	essin	g GD	PK us	sing v	arious	s tech	nique	es and	d stra	tegies							
	PO - 3	Skille	d in logical thi	nking	for p	roblei	n sol	ving i	n the	imple	ment	ation	of ide	ntificatior	n and	asses	sment f	or GD	PK	
	PO - 4	team	d in working independently, working together in collaborative teams, being responsible for both individual an tasks, as well as communicating ideas, opinions and arguments orally/written on identification and assessments or GDPK																	
	PLO-PO Matrix																			
																	-			
			P.0		PL	0-5		F	PLO-7			PLC	D-9	F	PLO-1	L4				
			PO-1																	
			PO-2																	
			PO-3																	
			PO-4																	
	PO Matrix at th	e end	of each lea	rning	a sta	ae (S	ub-P	0)												
								,												
			P.O									We	ek							
				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
		PC	D-1																	
		PC	D-2																	
		PC	D-3																	
		PC	D-4																	
Short Course Description	The course on id well as experier assessment instr assessment of of instruments for t the field of identii on projects or ca	nce an rument childrei he ider fication	nd skills to s ts as well as n with specia ntification and and assessn	tuder the a al ne l asse	nts th ability eds a essme	rough to pl and e ent of	an, a quipp child	cepts pply, ing s ren w	, obje analy studer rith sp	ective /ze, e nts to pecial	s, so evalua be neeo	cope, ating able ds to	techr and r to m find a	niques, n esolving ake deci Iternative	nain prob sions solu	steps, lems ir in ap tions ii	and ic the ic plying resolv	lentific lentific techni /ing pr	ation ation ques oblem	and and and s in
References	Main :																			
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	Supporters:						
Support lecturer	Prof. Dr. Sujarwa dr. Febrita Ardiar Muhammad Nuru Final abilities of	anto, M.Pd. ningsih, M.Si. JI Ashar , S.Pd., M.E	Ed.	Learn	p Learning, ing methods,	Learning	
Week-	each learning stage		1		t Assignments, timated time]	materials [References	Assessment Weight (%)
	(Sub-PO)	Indicator	Criteria & Form	Offline(offline)	Online (<i>online</i>)	1	
(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	Criteria: 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 Form of Assessment : Participatory Activities	Collaborative Scientific Online according to agreement 2 X 50		Material: concept of identification and assessment of ABK References: Obiakor, FE, Bakken, JP, & Rotatori, AF Ed. 2010. Current Issues and Trends in Special Education: Identification, Assessment, and Instruction. Bingley: Emerald Group Publishing Ltd. Material: concept of identification and assessment of ABK Reference: Farrell, M. 2009. Foundations of Special Education: An Introduction. West Sussex: Wiley- Blackwell, John Wiley and Sons, Ltd	3%

2	Describe the identification of children with special needs	 explains the crew identification instrument describe data collection techniques in identifying crew members describes the procedure for crew identification 	Criteria: 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 Form of Assessment : Participatory Activities	Scientifikdaring according to agreement 2 X 50	Material: identification of ABK References: Hannell, G. 2019. Identifying Special Needs: Diagnostic Checklists for Profiling Individual Differences 3rd Ed. New York: Routledge, Taylor & Francis Group.	3%
					Material: identification of crew members Reference: Gargiulo, RM. 2012. Special Education in Contemporary Society: an Introduction to Exceptionality, 4th ed. USA:Sage Publications, Inc.	
3	Apply crew identification	Identifying crew members	Criteria: 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 Form of Assessment : Participatory Activities	Scientificproject 2 X 50	Material: identification of ABK References: Hannell, G. 2019. Identifying Special Needs: Diagnostic Checklists for Profiling Individual Differences 3rd Ed. New York: Routledge, Taylor & Francis Group.	4%
					Material: identification of crew members Reference: Gargiulo, RM. 2012. Special Education in Contemporary Society: an Introduction to Exceptionality, 4th ed. USA:Sage Publications,	

4	Apply crew identification	Identifying crew members	Criteria: 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 Form of Assessment : Participatory Activities	scientificproject 2 X 50		Material: identification of crew members Reference: Gargiulo, RM. 2012. Special Education in Contemporary Society: an Introduction to Exceptionality, 4th ed. USA:Sage Publications, Inc. Material: identification of ABK References: Hannell, G. 2019. Identifying Special Needs: Diagnostic Checklists for Profiling Individual Differences 3rd Ed. New York: Routledge, Taylor & Francis Group.	4%
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5	Developing ABK academic assessment instruments	1.developing ABK academic assessment instruments 2.describe data collection techniques in academic assessments for ABK	Criteria: 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 Form of Assessment : Participatory Activities	scientificproject 2 X 50	Material: academic assessment References: Hannell, G. 2019. Identifying Special Needs: Diagnostic Checklists for Profiling Individual Differences 3rd Ed. New York: Routledge, Taylor & Francis Group.	3%
					Material: academic assessment References: Pierangelo, R & Giuliani, G. 2008. Understanding Assessment in the Special Education Process. California: Corwin Press- A Sage Company.	
					Material: academic assessment Rena, B. Lewis, 1986. Assessing Special Students. London: Charles E Merrill Publishing Company	
					Material: academic assessment References: Salvia, J., Ysseldyke JE, Bolt, S. 2010. Assessment: In Special and Inclusive Education, 11th Ed. Belmont, California: Wadsworth, Cengage Learning	
					Material: academic assessment References: Sheila, Wolfedale, 1994. Assessing Special Educational Needs, London. New York: Cassell Vellers House	

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6	Implementing ABK academic assessments	 developing ABK academic assessment instruments apply data collection techniques in academic assessments for ABK 	Criteria: 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 Form of Assessment : Participatory Activities	scientificproject 2 X 50		Material: academic assessment References: Hannell, G. 2019. Identifying Special Needs: Diagnostic Checklists for Profiling Individual Differences 3rd Ed. New York: Routledge, Taylor & Francis Group.	3%
						Material: academic assessment References: Pierangelo, R & Giuliani, G. 2008. Understanding Assessment in the Special Education Process. California: Corwin Press- A Sage Company.	
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						Material: academic assessment References: Salvia, J., Ysseldyke JE, Bolt, S. 2010. Assessment: In Special and Inclusive Education, 11th Ed. Belmont, California: Wadsworth, Cengage Learning	
						Material: academic assessment References: Sheila, Wolfedale, 1994. Assessing Special Educational Needs, London. New York: Cassell Vellers House	

7	Implementing ABK academic assessments	1.developing ABK academic	Criteria: 1.Score 4 if done very well,	scientificproject 2 X 50	Material: academic assessment	4%
		assessment instruments 2.apply data collection	2.Score 3 if done well, 3.Score 2 if done sufficiently,		References: Hannell, G. 2019. Identifying Special	
		techniques in academic assessments for ABK	4.Score 1 if not done Form of		Needs: Diagnostic Checklists for Profiling	
			Assessment : Participatory Activities		Individual Differences 3rd Ed. New York:	
					Routledge, Taylor & Francis Group.	
					Material: academic assessment References:	
					Pierangelo, R & Giuliani, G. 2008. Understanding	
					Assessment in the Special Education Process, California:	
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					Rena, B. Lewis, 1986. Assessing Special	
					Students. London: Charles E Merrill Publishing Company	
					Material: academic assessment References:	
					Salvia, J., Ysseldyke JE, Bolt, S. 2010. Assessment: In Special and	
					Inclusive Education, 11th Ed. Belmont, California: Wadsworth,	
					Cengage Learning Material:	
					academic assessment References: Sheila,	
					Wolfedale, 1994. Assessing Special	
					Educational Needs, London. New York: Cassell Vellers House	

8	UTS	UTS	Criteria: Score 1-100 Form of Assessment : Test	written test 2 X 50		Material: ABK identification and academic assessment References: Hannell, G. 2019. Identifying Special Needs: Diagnostic Checklists for Profiling Individual Differences 3rd Ed. New York: Routledge, Taylor & Francis Group.	20%
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9	Developing non-	1.developing	Criteria:	Scientificproject	Material: non-	3%
	academic assessment	non- academic	1.Score 4 if done very well,	2 X 50	academic assessment	
	instruments for ABK	assessment	2.Score 3 if done		References: Hannell, G.	
		instruments for ABK	well, 3.Score 2 if done		2019.	
		2.describes	sufficiently,		Identifying Special	
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	Implement non- academic assessments for ABK	 developing non- academic assessment instruments for ABK apply data collection techniques in non- academic assessments of ABK 	Criteria: 1.Score 4 if done very well, 2.Score 3 if done sufficiently, 4.Score 1 if not done Form of Assessment : Participatory Activities	Scientificproject 2 X 50		Material: non- academic assessment References: Hannell, G. 2019. Jidentifying Special Needs: Diagnostic Checklists for Profiling Individual Differences 3rd Ed. New York: Routledge, Taylor & Francis Group. Material: non- academic assessment References: Pierangelo, R & Giuliani, G. 2008. Understanding Assessment References: Corwin Press- A Sage Company. Material: non- academic assessment References: Rena, B. Lewis, 1986. Assessing Special Students. London: Charles E Merrill Publishing Company. Material: non- academic assessment References: Salvia, J., Ysseldyke JE, Bolt, S. 2010. Assessment: In Special and Inclusive Education, Ysseldyke JE, Bolt, S. 2010. Assessment: In Special and Inclusive Education, Tith Ed. Belmont, California: Wadsworth, Cengage Learning Material: non- academic assessment References: Salvia, J., Ysseldyke JE, Bolt, S. 2010. Assessment: In Special and Inclusive Education, Tith Ed. Belmont, California: Wadsworth, Cengage Learning	3%
						academic assessment References: Sheila,	
						1994.	
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non-academic assessment instruments	non-				
	academic assessment instruments for ABK 2.apply data collection techniques in non- academic assessments of ABK	 Score 4 if done very well, Score 2 if done sufficiently, Score 1 if not done Form of Assessment : Participatory Activities	2 X 50	academic assessment References: Hannell, G. 2019. Identifying Special Needs: Diagnostic Checklists for Profiling Individual Differences 3rd Ed. New York: Routledge, Taylor & Francis Group. Material: non- academic assessment References: Pierangelo, R & Giuliani, G. 2008. Understanding Assessment in the Special Education Process. California: Corwin Press- A Sage Company. Material: non- academic assessment References: Rena, B. Lewis, 1986. Assessing Special Students. London: Charles E Merrill Publishing Company Material: non- academic assessment References: Salvia, J, Ysseldyke JE, Bolt, S. 2010. Assessment: In Special and Inclusive Education, 11th Ed. Belmont, California: Wadsworth, Cengage Learning Material: non- academic assessment References: Salvia, J, Ysseldyke JE, Bolt, S. 2010. Assessment: In Special and Inclusive Education, 11th Ed. Belmont, California: Wadsworth, Cengage Learning Material: non- academic assessment References: Sheila, Wolfedale, 1994. Assessing Special Educational Needs.	
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13	Implement	carry out	Criteria:	Scientific	Material:	ABK 4%
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14	Compiling Student Learning Profiles	Compiling Student Learning Profiles	Criteria: 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 Form of Assessment : Participatory Activities	Scientific 2 X 50 project	Material: ABK learning profile References: Hannell, G. 2019. Identifying Special Needs: Diagnostic Checklists for Profiling Individual Differences 3rd Ed. New York: Routledge, Taylor & Francis Group.	4%
15	Compiling Student Learning Profiles	Compiling Student Learning Profiles	Criteria: 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 Form of Assessment : Participatory Activities	Scientific online projects according to agreement 2 X 50	Material: ABK learning profile References: Hannell, G. 2019. Identifying Special Needs: Diagnostic Checklists for Profiling Individual Differences 3rd Ed. New York: Routledge, Taylor & Francis Group.	4%
16	UAS	UAS	Criteria: score 0-100 Form of Assessment : Test	UAS	Material: ABK assessment References: Salvia, J., Ysseldyke JE, Bolt, S. 2010. Assessment: In Special and Inclusive Education, 11th Ed. Belmont, California: Wadsworth, Cengage Learning Material: identification and assessment of ABK References: Hannell, G. 2019. Identifying Special Needs: Diagnostic Checklists for Profiling Individual Differences 3rd Ed. New York: Routledge, Taylor & Francis Group.	30%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage		
1.	Participatory Activities	50%		
2.	Test	50%		
		100%		

Notes

- 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.