	Universitas Negeri Surabaya Faculty of Engineering, Undergraduate Study Program, Fashion Design Education	Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Assessment of Learning Processes and Outcomes	8321203112		T=3	P=0	ECTS=4.77	4	July 18, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	.....	.....	Imami Arum Tri Rahayu, S.Pd., M.Pd.

Learning model	**Project Based Learning**
Program Learning Outcomes (PLO)	**PLO study program that is charged to the course**
	Program Objectives (PO)
	PLO-PO Matrix

	P.O

PO Matrix at the end of each learning stage (Sub-PO)

P.O	Week															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

Short Course Description	Review and provide an understanding of the role of assessment in the education and learning process in accordance with the curriculum applicable in schools, the basic concept of authentic assessment, various forms of authentic assessment and techniques, alternative and class-based assessment, assessment instrument development workshops, and instrument trials assessment, analysis of instrument test result data, as well as assessment result data. Learning is carried out by applying a constructivist approach. The learning activity ends with an exercise in making a specific assessment rubric by each student in group discussion and reflection activities
References	**Main :**
	1. Daryanto. 2005. Evaluasi Pendidikan. Jakarta: Remaja Rosda KaryaNitko, Anthony J. 1983. Educatioan, Test and Measurement. London. HcourtSudijono, Anas. 2011. Pengantar Evaluasi Pendidikan. Jakarta: Raja Grafindo (Rajawali Press)Suharsimi Arikunto. 1997.*Dasar-dasar Evaluasi Pendidikan*. Jakarta : Bumi AksaraSlamet. 1998. *Evaluasi Pendidikan*. Jakarta : Bina Aksara
	Supporters:
Supporting lecturer	Dra. Urip Wahyuningsih, M.Pd. Imami Arum Tri Rahayu, 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	Students understand the concept of evaluation in learning.	1. Explain the meaning of evaluation 2. Explain the purpose and function of evaluation in learning 3. Explain the characteristics of evaluation 4. Explain the evaluation requirements 5. Explain the subject and object of evaluation	**Criteria:** 1-100	Presentation, group discussion and reflection 3 X 50			0%
2	Students understand test evaluation techniques	1. explain the meaning of the test 2. explain the test requirements 3. explain the characteristics of the test 4. explain the forms of the test 5. explains how to carry out the test	**Criteria:** 1 - 100	Presentation, discussion and reflection 3 X 50			0%
3	Students understand Non-Test techniques	- Explaining the meaning of non-test - Explaining interview evaluation tools - Explaining questionnaires - Explaining attitude scales - Explaining questionnaire techniques - Explaining portfolio assessment techniques - Explaining product assessment techniques - Explaining attitude assessment techniques - Skills assessment - Project assessment	**Criteria:** 1 - 100	Discussion presentations, assignments and practice questions 6 X 50			0%
4	Students understand Non-Test techniques	- Explaining the meaning of non-test - Explaining interview evaluation tools - Explaining questionnaires - Explaining attitude scales - Explaining questionnaire techniques - Explaining portfolio assessment techniques - Explaining product assessment techniques - Explaining attitude assessment techniques - Skills assessment - Project assessment	**Criteria:** 1 - 100	Discussion presentations, assignments and practice questions 6 X 50			0%

5	Understanding the validity of learning outcomes tests	1. Explain the meaning of validity 2. Explain the various types of validity 3. Explain testing the validity of tests rationally 4. Explains empirical testing of test validity 5. Determining the validity of examples of learning achievement tests	**Criteria:** 1 - 100	Discussion, assignments and exercises 3 X 50			0%
6	Understanding the reliability of learning outcomes measuring instruments	1. Explain the meaning of reliability 2. Explain the steps to measure test reliability 3. Explains how to calculate the reliability of an example of a learning outcomes test	**Criteria:** 1 -100	Discussion, assignments and exercises 3 X 50			0%
7	UTS			3 X 50			0%
8	Understanding the realm of learning outcomes according to Bloom's Taxonomy	1. Explaining the verbs for changing behavior in the Cognitive domain in learning 2. Explaining the verbs for changing behavior in the affective domain in learning 3. Explaining the verbs for changing behavior in the psychomotor domain in learning	**Criteria:** 1 -100	Discussion, assignments and exercises 3 X 50			0%
9	Understand the specifications table in preparing learning outcomes tests	1. Explain the meaning of the specification table 2. Explain the function of the specification table 3. Explains how to create a specification table 4. Create a specification table for a subject test	**Criteria:** 1 - 100	Discussion, assignments and exercises 3 X 50			0%

10	Understand the process of preparing tests and implementing tests	1. Determining the form of an evaluation tool based on specific verbs in Bloom's Taxonomy for specific learning objectives. Arranging objective form test items according to the TPK and the requirements for a good test. 2. Arrange essay test items according to the TPK and good test requirements. 3. Carrying out teacher-made learning outcomes tests	**Criteria:** 1 - 100	Discussion, assignments and exercises 6 X 50			0%
11	Understand the process of preparing tests and implementing tests	1. Determining the form of an evaluation tool based on specific verbs in Bloom's Taxonomy for specific learning objectives. Arranging objective form test items according to the TPK and the requirements for a good test. 2. Arrange essay test items according to the TPK and good test requirements. 3. Carrying out teacher-made learning outcomes tests	**Criteria:** 1 - 100	Discussion, assignments and exercises 6 X 50			0%

12	Understand examination, scoring and processing of learning results tests	Explaining techniques for examining learning outcomes test results. Explaining examination techniques in order to assess oral test results. Explains examination techniques in order to assess the results of production tests. Explains giving scores on descriptive tests. Explains giving scores on objective tests. Explains techniques for processing (converting) scores from learning outcomes tests into grades. explains the difference between scores and grades explains the processing of raw scores from learning outcomes tests into standard scores	**Criteria:** 1 - 100	Discussion, assignments and exercises 3 X 50			0%
13	Understand examination, scoring and processing of learning results tests	Explaining techniques for examining learning outcomes test results. Explaining examination techniques in order to assess oral test results. Explains examination techniques in order to assess the results of production tests. Explains giving scores on descriptive tests. Explains giving scores on objective tests. Explains techniques for processing (converting) scores from learning outcomes tests into grades. explains the difference between scores and grades explains the processing of raw scores from learning outcomes tests into standard scores	**Criteria:** 1 - 100	Discussion, assignments and exercises 3 X 50			0%

14	Understand the analysis techniques for learning outcome test items	1. explains the technique for analyzing the degree of difficulty of test items 2. explain differentiating power analysis techniques 3. explains the technique for analyzing the distractor function of test items	**Criteria:** 1 - 100	Discussion, practice and reflection 6 X 50			0%
15	Understand the analysis techniques for learning outcome test items	1. explains the technique for analyzing the degree of difficulty of test items 2. explain differentiating power analysis techniques 3. explains the technique for analyzing the distractor function of test items	**Criteria:** 1 - 100	Discussion, practice and reflection 6 X 50			0%
16	Able to explain techniques for determining final grades, KKM, ranking and loading learning achievement profiles	1. explain the meaning of final value 2. explain the final value function 3. explains the factors that need to be considered in determining the final grade 4. explains the technique for arranging the ranking. 5. Explain the meaning of Rankin. Types and procedures for preparing Rankin 6. Explains techniques for creating learning achievement profiles 7. Explain the meaning of learning achievement profile 8. Explain the forms of learning achievement profiles 9. Explain the use of a learning achievement profile	**Criteria:** 1-100	Create a concept map regarding the overall assessment 3 X 50			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.