| | | | | | | | Document Code |
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| | **Universitas Negeri Surabaya**<br>**Faculty of Engineering**<br>**Bachelor of Fashion Education Study Program** | | | | | | |

## SEMESTER LEARNING PLAN

| Courses | | CODE | Course Family | | Credit Weight | | | SEMESTER | Compilation Date |
|---|---|---|---|---|---|---|---|---|---|
| **EVALUATION OF LEARNING & LEARNING** | | 8321202157 | | | **T=2** | **P=0** | **ECTS=3.18** | 3 | July 17, 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 |
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| **References** | **Main :** |
|---|---|
| | 1. Daryanto. 2005. Evaluasi Pendidikan. Jakarta: Remaja Rosda Karya<br>2. Nitko, Anthony J. 1983. Educatioan, Test and Measurement. London. Hcourt<br>3. Sudijono, Anas. 2011. Pengantar Evaluasi Pendidikan. Jakarta: Raja Grafindo (Rajawali Press)<br>4. Suharsimi Arikunto. 1997. Dasar-dasar Evaluasi Pendidikan . Jakarta : Bumi Aksara<br>5. Slamet. 1998. Evaluasi Pendidikan . Jakarta : Bina Aksara |
| | **Supporters:** |
| | |
| **Supporting lecturer** | Imami Arum Tri Rahayu, S.Pd., M.Pd.<br>Mita Yuniati, 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) |

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| 1 | Students understand the concept of evaluation in learning. | - Explain the meaning of evaluation - Explain the purpose and function of evaluation in learning - Explain the characteristics of evaluation - explain the requirements for evaluation - explain the subject and object of evaluation | **Criteria:** 1 - 100 | Presentation, group discussion and reflection 2 X 50 | | | 0% |
| 2 | Students understand test evaluation techniques | - explain the meaning of the test - explain the requirements of the test - explain the characteristics of the test - explain the forms of the test - explain how to carry out the test | **Criteria:** 1 - 100 | Presentation, discussion and reflection 2 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 2 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 2 X 50 | | | 0% |

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

| 10 | Understand the process of preparing tests and implementing tests | - 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 good test requirements. - Arrange essay test items according to the TPK and good test requirements. - Carrying out teacher-made learning outcomes tests | **Criteria:** 1- 100 | Discussion, assignments and exercises 2 X 50 | | | 0% |
|----|------|------|------|------|---|---|----|
| 11 | Understand the process of preparing tests and implementing tests | - 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 good test requirements. - Arrange essay test items according to the TPK and good test requirements. - Carrying out teacher-made learning outcomes tests | **Criteria:** 1- 100 | Discussion, assignments and exercises 2 X 50 | | | 0% |

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| **12** | Understand examination, scoring and processing of learning results tests | - Explain the technique for examining learning outcomes test results - Explain the examination technique in order to assess oral test results. - Explains examination techniques in order to assess the results of manufacturing tests - explains scoring on essay tests - explains scoring 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 (standard scores) | **Criteria:** 1 - 100 | Discussion, assignments and exercises 4 X 50 | | | 0% |
| **13** | Understand examination, scoring and processing of learning results tests | - Explain the technique for examining learning outcomes test results - Explain the examination technique in order to assess oral test results. - Explains examination techniques in order to assess the results of manufacturing tests - explains scoring on essay tests - explains scoring 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 (standard scores) | **Criteria:** 1 - 100 | Discussion, assignments and exercises 4 X 50 | | | 0% |

| 14 | Understand the analysis techniques for learning outcome test items | - explain the technique for analyzing the degree of difficulty of test items - explain the technique for analyzing differentiating power - explain the technique for analyzing the distractor function of test items | **Criteria:** 1 - 100 | Discussion, practice and reflection 4 X 50 | | | 0% |
| 15 | Understand the analysis techniques for learning outcome test items | - explain the technique for analyzing the degree of difficulty of test items - explain the technique for analyzing differentiating power - explain the technique for analyzing the distractor function of test items | **Criteria:** 1 - 100 | Discussion, practice and reflection 4 X 50 | | | 0% |
| 16 | Understand the analysis techniques for learning outcome test items | - explain the technique for analyzing the degree of difficulty of test items - explain the technique for analyzing differentiating power - explain the technique for analyzing the distractor function of test items | **Criteria:** 1 - 100 | Discussion, practice and reflection 4 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** abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities 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.