



Universitas Negeri Surabaya
Faculty of Social and Legal Sciences
Geography Education Undergraduate Study Program

Document Code

SEMESTER LEARNING PLAN

| Courses | CODE | Course Family | Credit Weight | | | SEMESTER | Compilation Date |
|---|--------------|---------------|----------------------------|-----|-----------|--|------------------|
| Assessment of Learning Processes and Outcomes | 8720203010 | | T=3 | P=0 | ECTS=4.77 | 4 | July 18, 2024 |
| AUTHORIZATION | SP Developer | | Course Cluster Coordinator | | | Study Program Coordinator | |
| | | | | | | Dr. Nugroho Hari Purnomo, S.P., M.Si. | |

Learning model Project Based Learning

Program Learning Outcomes (PLO)

PLO study program which 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 Study and understanding of the role of assessment in learning, various types of assessment in accordance with the applicable curriculum, preparation of various types of questions that are good and in accordance with the objectives and assessment rubrics. Basic concepts of authentic, alternative and class-based assessment and analysis of test items and use of test item software. References for assessment and learning conditions are presented in theoretical discussions and project assignments.

References

Main :

1. Anderson, Lorin W. Dan David R. Krathwohl, 2001. A Taxonomy for Learning, Teaching and Assessing. A Revision of Bloom's Taxonomy of Education Objective New York : Long Johnson,
2. David W. & Roger T. Johnson, 2002. Meaningful Assesment. A Manage able and Cooperative Process. Boston:
3. Ratumanan, Tanwey Gerson, dan Theresia Laurens, 2011. Penilaian Hasil Belajar Pada Tingkat SatuanPendidikan. Surabaya: Unesa Univerc
4. Suwandi, Sarwiji, 2011. Model Model Assesmen dalam Pembeajaran. Yogyakarta: Yuma Pust
5. Azwar, S. 2012. Reliabilitas dan Validitas. Yogyakarta: Pustaka Pelajar.

Supporters:

Supporting lecturer MURTEDJO
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 Dian Ayu Larasati, S.Pd., M.Sc.

| 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 | Able to understand regional development theories and concepts | - Explain the theory of regional development. - Explain the concept of regional development. | Criteria: 1.- 20% participation 2.- 30% duty | Scientific approach, discussion, presentation, feedback 3 X 50 | | | 0% |
| 2 | Understand the principles of assessment and evaluation | Explain the principles of assessment and assessment of learning outcomes | Criteria: 1. participation 20% 2. task 30% | Discussion and presentation of the principles of assessment and evaluation of 3 X 50 learning outcomes | | | 0% |
| 3 | Understand assessment objects and assessment of learning outcomes | Explain the object of assessment and assessment of learning outcomes | Criteria: 1. participation 25% 2. assignment 30% | Discussion and presentation of assessment objects and assessment of learning outcomes 3 X 50 | | | 0% |
| 4 | Can choose assessment techniques that are appropriate to the assessment object | Explain the selection of assessment techniques that are appropriate to the assessment object | Criteria: 1. participation 30% 2. assignment 30% | Discussion and presentation on the selection of assessment techniques that are appropriate to the 3 X 50 assessment object | | | 0% |
| 5 | Can differentiate between PAN and PAK assessment standard approaches | Explain the differences between PAN and PAK assessment approaches | Criteria: 1. participation 30% 2. assignment 30% | Discussion and presentation about PAN and PAK 3 X 50 | | | 0% |
| 6 | Can plan assessment techniques according to the assessment object | Explain the assessment planning in accordance with the assessment object | Criteria: 1. participation 30% 2. assignment 30% | Presentation discussion regarding 3 X 50 assessment planning | | | 0% |
| 7 | Can develop appropriate assessment techniques with the assessment object | Explain how to develop assessment techniques | Criteria: 1. participation 30% 2. assignment 30% | Discussion of the presentation on the development of the 3 X 50 assessment technique | | | 0% |
| 8 | | | | | | | 0% |
| 9 | Can plan assessments according to the curriculum | Explain the formulation of essential material for a KD and determine appropriate assessment techniques | Criteria: 1. participation 30% 2. assignment 30% | Presentation discussion regarding the formulation of essential material and determining the 3 X 50 assessment | | | 0% |
| 10 | Analyzing homemade tests | Explains how to construct a homemade test | Criteria: 1. participation 30% 2. task 30 | Discussion of the 3 X 50 test preparation presentation | | | 0% |

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|----|--|--|---|--|--|--|----|
| 11 | Process and utilize assessment results using the PAN and PAK approaches | Explain the processing and utilization of assessment results using the PAK and PAN approaches | Criteria: 1. participation 30% 2. assignment 30% | Discussion and presentation of processing and utilization of 3 X 50 assessment results | | | 0% |
| 12 | Can prepare attitude assessment instruments along with assessment rubrics | Explains the planning and preparation of types of attitude assessments as well as the preparation of attitude assessment rubrics | Criteria: 1. participation 30% 2. assignment 30% | Discussion of the 3 X 50 attitude assessment presentation | | | 0% |
| 13 | Can prepare project assignment assessment instruments and assessment rubrics | Explain the plan and preparation of project assignment assessments and prepare the assessment rubric | Criteria: 1. participation 30% 2. assignment 30% | Presentation discussion and cooperative assessment of 3 X 50 project assignments | | | 0% |
| 14 | Can prepare performance assessment instruments | Explain the plan for preparing performance appraisals | Criteria: 1. participation 30% 2. task 30 | Cooperative and discussion of performance appraisal 3 X 50 | | | 0% |
| 15 | Can prepare portfolio assessment instruments | Explains the preparation of portfolio assessments | Criteria: 1. participation 30% 2. assignment 30% | Discussion of the presentation on the preparation of a 3 X 50 portfolio assessment | | | 0% |
| 16 | | | | | | | 0% |

Evaluation Percentage Recap: Project Based Learning

| No | Evaluation | Percentage |
|----|------------|------------|
| | | 0% |

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.
- 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.
- 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.
- 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.
- 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.
- 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.
- Forms of assessment:** test and non-test.
- 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.
- 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.