



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

UNESA	G	eogi	apny E	auc	ati	on	Un	aer	gra	aua	te	ວແ	ıay	P	rog	ram	1				
			SE	ME	ST	ER	R LI	Ε <b>Α</b> Ι	RN	ING	F	PL/	λN								
Courses			CODE				Cou	rse Fa	amily	,	(	Cred	it We	eight	i	:	SEMES	STER	Co	mpilation te	1
EVALUATION LEARNING	OF LEARNING A	ND	872020219	8			Basi	c Edu	catio	nal Skil	ls ·	T=2	P=0	EC	TS=3	3.18		3	July	y 17, 2024	4
AUTHORIZAT	ION		SP Develo	per						Cour	se C	Clust	er Co	ord	inato	r :	Study	Progra	ım Co	ordinator	
			Dr. Wiwik S	iri Uta	mi, M	1.P.				Dr. W	'iwik	: Sri l	Jtami	i, M.I	Ρ.		Dr. N	ugroho S.P	) Hari F ., M.Si	Purnomo,	
Learning model	Project Based Le	earnin	g																		
Program Learning	PLO study prog	ram t	hat is char	ged t	o the	cou	rse														
Outcomes (PLO)	PLO-6	curric	to obtain, pro ulum, materi formative geo	als, pl	ans, ī	mode	ls, ev	it data aluatio	and ons a	informa nd refle	atior ectio	n abc ons o	ut the n lea	e ed rning	ucatio J in ed	nal er lucatio	nvironn onal stu	าent, st ıdies a	udents nd	5,	
	Program Object	ives (	(PO)																		
	PO - 1		to analyze r ative Geogra																		n
	PO - 2		to demonstr ments	ate ir	depe	endent	t perf	ormai	nce a	and wo	ork	toget	her 1	to p	roduc	e Geo	ograph	y learr	ning a	ssessmen	nt
	PO - 3	Able t resou	o plan high s rces	chool	geo	graphy	y lear	ning a	sses	sments	by	utiliz	ing v	ariou	ıs sci	ence a	and ted	hnolog	jy-base	ed learnin	g
	PO - 4		to demonstra			onsib	le att	itude	towa	rds wo	rk i	in the	e fiel	d of	plan	ning/d	esignii	ng vari	ous a	ssessmen	nt
	PLO-PO Matrix																				Ī
			P.O		PL	O-6															
			PO-1																		
			PO-2																		
			PO-3																		
			PO-4																		
				_																	_
	PO Matrix at the	end	of each lea	rning	sta	ge (S	ub-P	0)													
			P.O									We	ek								
			1.0	1	2	3	4	5	6	7	8	9	10	0	11	12	13	14	15	16	
		PC	)-1																		
		PC	)-2																		
		PC	)-3																		
		PC	)-4																		
Short Course Description	Conduct studies a curriculum applica instrument develo various forms of a exercise in making	able ir pment uthen	n schools. B workshops. tic assessme	asic o Imple nt. Le	once ment arnin	pts o ation g is c	f autl of ass arriec	nentic sessm I out b	, alte ents by ap	rnative , proce plying a	an ssin a co	d cla g of a nstru	assro asses ictivis	om-b ssme st ap	ased ent re proac	asse sults o h. The	ssmen lata as e learni	t inclu	ding a s techr	ssessmer niques and	nt d
References	Main :																				

- Gronlund, N.E. 1980. Construction Achievement Test. New Jersey: Prentice Hall Inc Daryanto. 2005. Evaluasi Pendidikan. Jakarta: Remaja Rosda Karya Nitko, Anthony J. 1983. Educatioan, Test and Measurement. London. Hcourt Sudijono, Anas. 2011. Pengantar Evaluasi Pendidikan. Jakarta: Raja Grafindo (Rajawali Press)
- 1. Daryanto. 2005. Evaluasi Pendidikan. Jakarta: Remaja Rosda Karya 2. Marguerite Clarke and Diego Luna Bazaldua, 2021, Primer on large-Scale Assesment of Educational Achievement, International bank for Reconstruction and Development/ Word Bank 3. Nitko, Anthony J. 1983. Educatioan, Test and Measurement. London. Hcourt 4. Sudijono, Anas. 2011. Pengantar Evaluasi Pendidikan. Jakarta: Raja Grafindo (Rajawali Press) 5. Vincent Greaney and Thomas Kellaghan, 2012, Implementing a National Assesment of Educational Achievment, International bank for Reconstruction and Development/ Word Bank

## Supporters:

 Stemendikbud, 2016, Lampiran Permendikbud No.24 Tahun 2016 2. Kemendikbud, 2018, Panduan Penilaian Proses dan Hasil Belajar 3. Badan Standar Kurikulum dan Asesmen Pendidikan, 2022, Capaian Pembelajaran Mata Pelajaran Fase E dan F untuk SMA/SMK/MA, Paket C, Kemendikristek 4. Keputusan Badan Standar Kurikulum dan Asesmen Pendidikan No,or: 008/H/KR/2022 tentang Capaian Pembelajaran Pendidikan Anak Usia Dini, Pendidikan Dasar, Pendidikan Menengah pada Kurikulum Merdeka, Kemendikristek

## Supporting lecturer

Dra. Ita Mardiani Zain, M.Kes. Dr. Wiwik Sri Utami, M.P.

Week-	Final abilities of each learning stage	Evalı	uation	Learn Studen	p Learning, ing methods, t Assignments, timated time]	Learning materials	Assessment Weight (%)
	(Sub-PO)	Indicator	Criteria & Form	Offline ( offline )	Online ( online )	[ References ]	,
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	1. Able to understand the concept and meaning of assessment, evaluation and assessment of learning outcomes 2 Explain the meaning of assessment, evaluation and evaluation of learning outcomes - Explain the purpose of assessment	1 Explain the meaning of assessment, evaluation and evaluation of learning outcomes - 2 Explain the purpose of the assessment assessment in learning 4 explain the assessment classification	Criteria:     at least get a B     grade  Form of     Assessment :     Test	Totorial, discussion and questions and answers 2 X 50	tutorials, discussions, questions and answers	Material: 1. Concept of assessment, assessment and evaluation References: Gronlund, NE 1980. Construction Achievement Test. New Jersey: Prentice Hall Inc Daryanto. 2005. Educational Evaluation. Jakarta: Rosda Youth Karya Nitko, Anthony J. 1983. Education, Test and Measurement. London. Hcourt Sudijono, Anas. 2011. Introduction to Educational Evaluation. Jakarta: Raja Grafindo (Rajawali Press)  Material: 2. The purpose of carrying out assessment, assessment and evaluation in the learning process. Reference: Gronlund, NE 1980. Construction Achievement Test. New Jersey: Prentice Hall Inc Daryanto. 2005. Educational Evaluation. Jakarta: Rosda Youth Karya Nitko, Anthony J. 1983. Education, Test and Measurement. London. Hcourt Sudijono,	5%

1			Anas. 2011.
			Introduction to
			Educational
			Evaluation.
			Jakarta: Raja
			Grafindo
			(Rajawali
			Press)
			Managint.
			Material:
			Functions and
			types of
			assessment in
			learning
			References: 1.
			Ministry of
			Education and
			Culture, 2016,
			Attachment to
			Minister of
			Education and
			Culture
			Regulation No.
			24 of 2016 2.
			Ministry of
			Education and
			Culture, 2018,
			Guide to
			Assessment of
			Learning
			Processes and
			Outcomes 3.
			Educational
			Curriculum and
			Assessment
			Standards
			Agency, 2022,
			Subject
			Learning
			Achievements
			Phases E and
			F for
			SMA/SMK/MA,
			Package C,
			Ministry of
			Education and
			Research and
		1	Technology 4.
		1	Decision of the
			Curriculum
			Standards and
			Educational
			Assessment
			Board No.:
			008/H/KR/2022
			concerning
			Learning
			Achievements
			in Early
			Childhood
		1	Education,
			Basic
			Education,
			Secondary
			Education in
			the Curriculum
			Merdeka,
			Ministry of
			Education and
			Technology
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2 Able to assess technique	determine ment ues  1 Explain the basic principles of assessment and characteristics of assessment 2 Explains the cognitive, affective and psychomotor domains as objects for assessing learning outcomes  3 Explain techniques in evaluating learning outcomes	Criteria: minimum B  Form of Assessment: Participatory Activities	lecture, discussion demonstration 2 X 50	Respond, discuss	Material: 1. Basic principles of assessment References: Gronlund, NE 1980. Construction Achievement Test. New Jersey: Prentice Hall Inc Daryanto. 2005. Educational Evaluation. Jakarta: Teen Rosda Karya Nitko, Anthony J. 1983. Education, Test and Measurement. London. Hcourt Sudijono, Anas. 2011. Introduction to Educational Evaluation. Jakarta: Raja Grafindo (Rajawali Press)  Material: 2. assessment characteristics, 3. cognitive, affective and psychomotor domains as objects of learning outcomes assessment, 4. cognitive, affective and psychomotor domains as objects of learning outcomes assessment References: Gronlund, NE 1980. Construction Achievement Test. New Jersey: Prentice Hall Inc Daryanto. 2005. Educational Evaluation. Jakarta: Rosda Youth Karya Nitko, Anthony J. 1983. Education, Test and Measurement. London. Hcourt Sudijono, Ans. 2011. Introduction to Educational Evaluation. Jakarta: Rosda Youth Karya Nitko, Anthony J. 1983. Education, Test and Measurement. London. Hcourt Sudijono, Ans. 2011. Introduction to Educational Evaluation. Jakarta: Roja Grafindo (Rajawali Press)	5%
3 Able to assessr technique		Criteria: minimum B  Form of Assessment: Participatory Activities, Tests	lecture, discussion demonstration 2 X 50	Respond, discuss	Material: 1. Basic principles of assessment References: Gronlund, NE 1980. Construction Achievement Test. New Jersey:	5%

Prentice Hall Inc Daryanto. 2005. **Educational** Evaluation. Jakarta: Teen Rosda Karya Nitko, Anthony J. 1983. Education, Test and Measurement. London. Hcourt Sudijono, Anas. 2011. Introduction to **Educational** Evaluation. Jakarta: Raja Grafindo (Rajawali Press)

Material: 2. assessment characteristics, 3. cognitive, affective and psychomotor domains as objects of learning outcomes assessment, 4. cognitive, affective and psychomotor domains as objects of learning outcomes assessment References: Gronlund, NE 1980. Construction Achievement Test. New Jersey: Prentice Hall Inc Daryanto. 2005. **Educational** Evaluation. Jakarta: Rosda Youth Karya Nitko, Anthony J. 1983. Education, Test and Measurement. London. Hcourt Sudiiono. Anas. 2011. Introduction to **Educational** Evaluation. Jakarta: Raja Grafindo (Rajawali Press)

Material: various assessment techniques Literature: 1. Daryanto. 2005. **Educational** Evaluation. Jakarta: Teen Rosda Karya 2. Marguerite Clarke and Diego Luna Bazaldua, 2021, Primer on large-Scale Assessment of **Educational** Achievement, International bank for

4	able to develon	- explaining	Criteria	demonstrations	Reconstruction and Development/ Word Bank 3. Nitko, Anthony J. 1983. Education, Test and Measurement. London. Hcourt 4. Sudijono, Anas. 2011. Introduction to Educational Evaluation. Jakarta: Raja Grafindo (Rajawali Press) 5. Vincent Greaney and Thomas Kellaghan, 2012, Implementing a National Assessment of Educational Achievement, International bank for Reconstruction and Development/ Word Bank	50/4
	able to develop knowledge assessment instruments	- explaining HOTS-based questions - identifying LOTs, MOTs, HOTs - compiling test question grids - developing standardized questions	Criteria: minimum B  Form of Assessment : Project Results Assessment / Product Assessment, Portfolio Assessment	demonstrations, discussions, assignments, and questions and answers 2 X 50	Materials: 1. Developing stimuli, 2. identifying LOTs, MOTs, HOTs, 3. compiling a Question Grid, 4. developing knowledge assessment instruments in various forms of multiple choice questions, Complex Multiple Choice, Library: Gronlund, NE 1980. Construction Achievement Test. New Jersey: Prentice Hall Inc Daryanto. 2005. Educational Evaluation. Jakarta: Rosda Youth Karya Nitko, Anthony J. 1983. Education, Test and Measurement. London. Hcourt Sudijono, Anas. 2011. Introduction to Educational Evaluation. Jakarta: Raja Grafindo (Rajawali Press)	5%

5 able to develop	1 - Develop	Criteria:	demonstrations,	demonstrations,	Materials: 1.	5%
able to develop knowledge assessment instruments	1 Develop HOTS knowledge assessment questions or instruments 2 Develop standardized questions	rinimum B Form of Assessment : Project Results Assessment / Product Assessment, Portfolio Assessment	demonstrations, discussions, assignments, and questions and answers 2 X 50	demonstrations, tutorials, assignments	Materials: 1. Developing stimuli, 2. identifying LOTs, MOTs, HOTs, 3. compiling a Question Grid, 4. developing knowledge assessment instruments in various forms of multiple choice questions, Complex Multiple Choice, Library: Gronlund, NE 1980. Construction Achievement Test. New Jersey: Prentice Hall Inc Daryanto. 2005. Educational Evaluation. Jakarta: Rosda Youth Karya Nitko, Anthony J. 1983. Education, Test and Measurement. London. Hoourt Sudijono, Anas. 2011. Introduction to Educational Evaluation. Jakarta: Raja Grafindo (Rajawali Press)	5%
able to carry out validation and reliability of the questions that have been prepared	- able to carry out standardized test validation - able to carry out standardized test reliability	Criteria: minimum B  Form of Assessment : Project Results Assessment / Product Assessment	assignments, measurements, discussions, presentations 2 X 50	tutorial, assignment	Grafindo (Rajawali	5%

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				Kellaghan,
				2012,
				Implementing a
				National
				Assessment of
				Educational
				Achievement,
				International
				bank for
				Reconstruction
				and
				Development/
				Word Bank
				Material: -
				Reliability of
				test questions
				References: 1.
				Ministry of
				Education and
				Culture, 2016,
				Attachment to
				Minister of
				Education and
				Culture
				Regulation No.
				24 of 2016 2.
				Ministry of
				Education and
				Culture, 2018,
				Guide to
				Assessment of
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				Processes and
				Outcomes 3.
				Curriculum and
				Educational
				Assessment
				Standards
				Agency, 2022,
				Phase E
				Subject
				Learning
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				and F for
				SMA/SMK/MA,
				Package C,
				Ministry of
				Education and
				Research and
				Technology 4.
				Decree of the
				Curriculum
				Standards and
				Educational
				Assessment
				Board No.:
				008/H/KR/2022
				concerning
				Learning
				Achievements
				in Early
				Childhood
				Education,
				Basic
				Education,
				Secondary
				Education in
				the
				Independent
				Curriculum,
				Ministry of
				Education and
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7	able to carry out validation and	- able to carry out standardized test	Criteria: minimum B	assignments,	demonstration,	Material: test	5%
	reliability of the	validation - able	IIIIIIIIIIIII B	measurements,	assignment	validity	
	reliability of the questions that have	to carry out		discussions,		References: 1.	
	been prepared	standardized test	Form of	presentations	1	Ministry of	
		reliability	Assessment :	2 X 50		Education and	
		,	Project Results			Culture, 2016,	
			Assessment /			Attachment to	
			Product			Minister of	
			Assessment			Education and	
						Culture	
						Regulation	
						No.24 of 2016	
						2. Ministry of	
						Education and	
						Culture, 2018,	
						Guide to	
						Assessment of	
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					1	Curriculum and	
						Assessment	
						Standards	
						Agency, 2022,	
						Learning	
						Achievements	
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						for	
						SMA/SMK/MA,	
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						Decision of the	
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						Board No.:	
					1	008/H/KR/2022	
					1	concerning	
					1	Learning	
					1	Achievements	
					1	in Early	
					1	Childhood	
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8	all final abilities 1-7	all final abilities 1-	Criteria:		test	Material: 1.	5%
		7	at least OK	2 X 50 test		Concept of	
						assessment,	
			Form of			assessment	
			Assessment :			and evaluation,	
			Practice /			assessment	
			Performance				
			1 enormance			techniques,	
						developing	
						knowledge	
						questions and	
						compiling	
						scores	
						References: 1.	
						Daryanto.	
						2005.	
						Educational	
						Evaluation.	
						Jakarta: Teen	
				1		Rosda Karya	
				1		2. Marguerite	
				1		Clarke and	
						Diego Luna	
						Bazaldua,	
						2021, Primer	
				1		on large-Scale	
						Assessment of	
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						Achievement,	
il.						International	
						bank for	
						Reconstruction	
						and	
						Development/	
						Word Bank 3.	
						Nitko, Anthony	
						J. 1983.	
						Education,	
						Test and	
						Measurement.	
						London. Hcourt	
						4. Sudijono,	
						Anas. 2011.	
				1		Introduction to	
						Educational	
						Evaluation.	
				1		Jakarta: Raja	
				1		Grafindo	
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						Press) 5.	
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10	able to develop attitude	<ol> <li>explain the</li> </ol>	Criteria:	assignments,		Material:	5%
	instruments	attitude	minimum B	discussions,		Preparation of	
	instruments	assessment	Forms of	presentations,		attitude	
		instrument		questions and		assessment	
		2 develop	Assessment :	answers		rubrics	
		attitude	Project Results	2 X 50		References: 1.	
		assessment	Assessment /			Daryanto.	
		instruments -	Product			2005.	
			Assessment,			Educational	
		develop	Portfolio			Evaluation.	
		attitude	Assessment,			Jakarta: Teen	
		assessment	Practice /			Rosda Karya	
		scoring	Performance			2. Marguerite	
		guidelines				Clarke and	
						Diego Luna	
						Bazaldua,	
						2021, Primer	
						on large-Scale	
						Assessment of	
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1						Vincent	
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						Kellaghan,	
						2012,	
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11	able to develop skills assessment instruments	1 identify the skills that will be measured in learning 2 compiling skills assessment instruments	Criteria: at least OK Forms of Assessment : Participatory Activities, Project Results Assessment /	assignments, demonstrations, discussions, presentations 2 X 50	Demonstration, assignment	Material: Developing skills assessment instruments References: 1. Ministry of Education and Culture, 2016,	5%
			Product Assessment, Portfolio Assessment			Attachment to Minister of Education and Culture Regulation No. 24 of 2016 2. Ministry of Education and Culture, 2018, Guide to Assessment of Learning Processes and	
						Outcomes 3. Educational Curriculum and Assessment Standards Agency, 2022, Phase E Subject Learning Achievements and F for SMA/SMK/MA,	
						Package C, Ministry of Education and Research and Technology 4. Decree of the Curriculum Standards and Educational Assessment Board No.:	
						008/H/KR/2022 concerning Learning Achievements in Early Childhood Education, Basic Education, Secondary Education in	
						the Independent Curriculum, Ministry of Education and Technology	

12	able to develop	- develop skills	Criteria:	assignments,	Material:	10%
	skills assessment	assessment	at least OK	demonstrations,	Developing a	
	instruments	scoring		discussions,	skills	
		guidelines	Form of	presentations	assessment	
			Assessment :	2 X 50	rubric.	
			Project Results	27.00	References: 1.	
			Assessment /		Daryanto.	
			Product		2005.	
			Assessment		Educational	
			ASSESSITION		Euucational Evaluation.	
					Jakarta: Teen	
					Rosda Karya	
					2. Marguerite	
					Clarke and	
					Diego Luna	
					Bazaldua,	
					2021, Primer	
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13	able to determine minimum completeness criteria (KKM)	- explain the determining factors of KKM - calculate the KKM for a subject	Criteria:   at least OK  Form of   Assessment :   Project Results   Assessment /   Product   Assessment	assignment, discussion, demonstration 2 X 50	assignment	Material: CPL achievement standards in certain phases References: 1. Daryanto. 2005. Educational Evaluation. Jakarta: Teen Rosda Karya 2. Marguerite Clarke and Diego Luna Bazaldua, 2021, Primer on large-Scale Assessment of Educational Achievement, International bank for Reconstruction and Development/ Word Bank 3. Nitko, Anthony J. 1983. Education, Test and Measurement. London. Hcourt 4. Sudijono, Anas. 2011. Introduction to Educational Evaluation. Jakarta: Raja Grafindo (Rajawali Press) 5. Vincent Greaney and Thomas Kellaghan, 2012, Implementing a National Assessment of Educational Achievement, International bank for Reconstruction and Development/ Word Bank	5%

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14	able to determine	- explain the	Criteria:	assignment,		Material:	5%
	minimum	determining factors of KKM -	at least OK	discussion,		Determining	
	completeness criteria (KKM)	calculate the		demonstration		minimum	
	Citteria (KKW)	KKM for a subject	Form of	2 X 50		completeness	
		Tarawa for a subject	Assessment :			criteria	
			Project Results			References: 1.	
			Assessment /			Daryanto.	
			Product			2005.	
			Assessment			Educational	
						Evaluation.	
						Jakarta: Teen	
						Rosda Karya	
						2. Marguerite	
						Clarke and	
						Diego Luna	
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15	able to present and	able to preser	Cuitouio	tutorio!	tutoriolo	Motor: -1:	100/
15	able to process and report assessment	<ul> <li>able to process assessment</li> </ul>	Criteria: at least good	tutorial, demonstration	tutorials, demonstrations	Material:	10%
	results	results - able to	at least good		demonstrations	Reporting	
	resuits	report	Form of	2 X 50		results	
		assessment	Form of			[learning	
		results	Assessment :			References: 1.	
			Project Results			Ministry of	
			Assessment /			Education and	
			Product			Culture, 2016,	
			Assessment			Attachment to	
						Minister of	
						Education and	
						Culture	
						Regulation	
						No.24 of 2016	
						2. Ministry of	
						Education and	
						Culture, 2018,	
						Guide to	
						Assessment of	
						Learning	
						Processes and	
						Outcomes 3.	
						Curriculum and	
						Educational	
						Assessment	
						Standards	
						Agency, 2022,	
						Phase E	
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						Basic	
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						Education in	
						the	
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						Curriculum,	
						Ministry of	
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16	everything is final	Master all Sub CPMK	Criteria: at least OK  Form of Assessment : Portfolio Assessment	Test 2 X 50	Test	Material: 10%  Material related to all sub- CPMK Library: Gronlund, NE 1980. Construction Achievement Test. New Jersey: Prentice Hall Inc Daryanto. 2005. Educational Evaluation. Jakarta: Rosda Youth Karya Nitko, Anthony J. 1983. Education, Test and Measurement. London. Hcourt Sudijono, Anas. 2011. Introduction to
						London. Hcourt Sudijono, Anas. 2011.

**Evaluation Percentage Recap: Project Based Learning** 

No	Evaluation	Percentage
1.	Participatory Activities	12.5%
2.	Project Results Assessment / Product Assessment	51.67%
3.	Portfolio Assessment	18.34%
4.	Practice / Performance	10%
5.	Test	7.5%
		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.
- 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.
- 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.
- 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.
- 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.
- 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.