



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
EVALUATION OF LEARNING AND LEARNING	8720202198	Basic Educational Skills	T=2	P=0	ECTS=3.18	3	July 17, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	Dr. Wiwik Sri Utami, M.P.	Dr. Wiwik Sri Utami, M.P.	Dr. Nugroho Hari Purnomo, S.P., M.Si.

Learning model	Project Based Learning
-----------------------	-------------------------------

Program Learning Outcomes (PLO)	PLO study program that is charged to the course
--	--

PLO-6	Able to obtain, process, analyze, present data and information about the educational environment, students, curriculum, materials, plans, models, evaluations and reflections on learning in educational studies and transformative geographic learning
--------------	---

Program Objectives (PO)

PO - 1	Able to analyze material characteristics (content knowledge), evaluate/assess, and prepare follow-up actions in innovative Geography learning by utilizing various science and technology-based learning resources. (PLO-1)
---------------	---

PO - 2	Able to demonstrate independent performance and work together to produce Geography learning assessment instruments
---------------	--

PO - 3	Able to plan high school geography learning assessments by utilizing various science and technology-based learning resources
---------------	--

PO - 4	Able to demonstrate a responsible attitude towards work in the field of planning/designing various assessment techniques independently
---------------	--

PLO-PO Matrix

P.O	PLO-6
PO-1	
PO-2	
PO-3	
PO-4	

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
PO-1																
PO-2																
PO-3																
PO-4																

Short Course Description	Conduct studies and provide an understanding of the role of assessment in the education and learning process that adapts to the curriculum applicable in schools. Basic concepts of authentic, alternative and classroom-based assessment including assessment instrument development workshops. Implementation of assessments, processing of assessment results data as well as techniques and various forms of authentic assessment. 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 :
-------------------	---------------

<p>1. Gronlund, N.E. 1980. Construction Achievement Test. New Jersey: Prentice Hall Inc Daryanto. 2005. Evaluasi Pendidikan. Jakarta: Remaja Rosda Karya Nitko, Anthony J. 1983. Education, Test and Measurement. London. Hcourt Sudijono, Anas. 2011. Pengantar Evaluasi Pendidikan. Jakarta: Raja Grafindo (Rajawali Press)</p> <p>2. 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</p>							
Supporters:							
<p>1. 1. Kemendikbud, 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</p>							
Supporting lecturer		Dra. Ita Mardiani Zain, M.Kes. Dr. Wiwik Sri Utami, M.P.					
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	<p>1.Able to understand the concept and meaning of assessment, evaluation and assessment of learning outcomes</p> <p>2.- Explain the meaning of assessment, evaluation and evaluation of learning outcomes - Explain the purpose of assessment</p>	<p>1.- Explain the meaning of assessment, evaluation and evaluation of learning outcomes -</p> <p>2.- Explain the purpose of the assessment</p> <p>3.- Explain the function of assessment in learning</p> <p>4.- explain the assessment classification</p>	<p>Criteria: at least get a B grade</p> <p>Form of Assessment : Test</p>	<p>Tutorial, discussion and questions and answers 2 X 50</p>	<p>tutorials, discussions, questions and answers</p>	<p>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)</p> <p>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,</p>	5%

Anas. 2011.
Introduction to Educational Evaluation.
Jakarta: Raja Grafindo (Rajawali Press)

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 Technology 4. *Decision 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 Curriculum Merdeka*, Ministry of Education and Technology

2	Able to determine assessment techniques	<p>1.- Explain the basic principles of assessment and characteristics of assessment</p> <p>2.- - Explains the cognitive, affective and psychomotor domains as objects for assessing learning outcomes</p> <p>3.- Explain techniques in evaluating learning outcomes</p>	<p>Criteria: minimum B</p> <p>Form of Assessment : Participatory Activities</p>	lecture, discussion demonstration 2 X 50	Respond, discuss	<p>Material: 1. Basic principles of assessment References: <i>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)</i></p> <p>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: <i>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)</i></p>	5%
3	Able to determine assessment techniques	<p>1.- Explain the basic principles of assessment</p> <p>2.- Explain techniques in evaluating learning outcomes</p>	<p>Criteria: minimum B</p> <p>Form of Assessment : Participatory Activities, Tests</p>	lecture, discussion demonstration 2 X 50	Respond, discuss	<p>Material: 1. Basic principles of assessment References: <i>Gronlund, NE 1980. Construction Achievement Test. New Jersey:</i></p>	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
Sudijono,
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

						<i>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</i>	
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: <i>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)</i>	5%

5	able to develop knowledge assessment instruments	<p>1.- Develop HOTS knowledge assessment questions or instruments</p> <p>2.- Develop standardized questions</p>	<p>Criteria: minimum B</p> <p>Form of Assessment : Project Results Assessment / Product Assessment, Portfolio Assessment</p>	demonstrations, discussions, assignments, and questions and answers 2 X 50	demonstrations, tutorials, assignments	<p>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)</p>	5%
6	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	<p>Criteria: minimum B</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	assignments, measurements, discussions, presentations 2 X 50	tutorial, assignment	<p>Material: - Validation of multiple choice questions. Library complex multiple choice : 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</p>	5%

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
Learning*

*Processes and
Outcomes*

3. *Curriculum and
Educational*

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

7	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	demonstration, assignment	Material: test validity 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. Education Curriculum and Assessment Standards Agency, 2022, Learning Achievements for Phase E and F Subjects for SMA/SMK/MA, Package C, Ministry of Education and Research and Technology 4. Decision 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	5%
---	---	--	---	---	---------------------------	--	----

8	all final abilities 1-7	all final abilities 1-7	<p>Criteria: at least OK</p> <p>Form of Assessment : Practice / Performance</p>	2 X 50 test	test	<p>Material: 1. Concept of assessment, assessment and evaluation, assessment techniques, developing knowledge questions and compiling scores</p> <p>References: 1. Daryanto. 2005. <i>Educational Evaluation</i>. Jakarta: Teen Rosda Karya</p> <p>2. Marguerite Clarke and Diego Luna Bazaldua, 2021, <i>Primer on large-Scale Assessment of Educational Achievement</i>, International bank for Reconstruction and Development/ Word Bank</p> <p>3. Nitko, Anthony J. 1983. <i>Education, Test and Measurement</i>. London. Hcourt</p> <p>4. Sudijono, Anas. 2011. <i>Introduction to Educational Evaluation</i>. Jakarta: Raja Grafindo (Rajawali Press)</p> <p>5. Vincent Greaney and Thomas Kellaghan, 2012, <i>Implementing a National Assessment of Educational Achievement</i>, International bank for Reconstruction and Development/ Word Bank</p>	5%
---	-------------------------	-------------------------	---	-------------	------	--	----

9	able to develop attitude instruments	- explain attitude assessment instruments - develop attitude assessment instruments - develop attitude assessment scoring guidelines	Criteria: minimum B Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance	assignments, discussions, presentations, questions and answers 2 X 50	assignments, demonstrations	Material: developing attitude instruments 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, Learning Achievements for Phase E Subjects and F for SMA/SMK/MA, Package C, Ministry of Education and Research and Technology 4. Decision 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	10%
---	--------------------------------------	--	---	--	-----------------------------	---	-----

10	able to develop attitude instruments	<p>1.- explain the attitude assessment instrument</p> <p>2.- - develop attitude assessment instruments - develop attitude assessment scoring guidelines</p>	<p>Criteria: minimum B</p> <p>Forms of Assessment : Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance</p>	<p>assignments, discussions, presentations, questions and answers 2 X 50</p>		<p>Material: Preparation of attitude assessment rubrics</p> <p>References: 1. Daryanto. 2005. <i>Educational Evaluation</i>. Jakarta: Teen Rosda Karya 2. Marguerite Clarke and Diego Luna Bazaldua, 2021, <i>Primer on large-Scale Assessment of Educational Achievement</i>, International bank for Reconstruction and Development/ Word Bank 3. Nitko, Anthony J. 1983. <i>Education, Test and Measurement</i>. London. Hcourt 4. Sudijono, Anas. 2011. <i>Introduction to Educational Evaluation</i>. Jakarta: Raja Grafindo (Rajawali Press) 5. Vincent Greaney and Thomas Kellaghan, 2012, <i>Implementing a National Assessment of Educational Achievement</i>, International bank for Reconstruction and Development/ Word Bank</p>	5%
----	--------------------------------------	---	---	--	--	---	----

11	able to develop skills assessment instruments	<p>1.- identify the skills that will be measured in learning</p> <p>2.- compiling skills assessment instruments</p>	<p>Criteria: at least OK</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment</p>	<p>assignments, demonstrations, discussions, presentations 2 X 50</p>	<p>Demonstration, assignment</p>	<p>Material: Developing skills assessment instruments</p> <p>References: 1. <i>Ministry of Education and Culture, 2016, Attachment to Minister of Education and Culture Regulation No. 24 of 2016</i> 2. <i>Ministry of Education and Culture, 2018, Guide to Assessment of Learning Processes and Outcomes</i> 3. <i>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</i> 4. <i>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</i></p>	5%
----	---	---	---	---	----------------------------------	---	----

12	able to develop skills assessment instruments	- develop skills assessment scoring guidelines	<p>Criteria: at least OK</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	assignments, demonstrations, discussions, presentations 2 X 50		<p>Material: Developing a skills assessment rubric.</p> <p>References: 1. Daryanto. 2005. <i>Educational Evaluation</i>. Jakarta: Teen Rosda Karya 2. Marguerite Clarke and Diego Luna Bazaldua, 2021, <i>Primer on large-Scale Assessment of Educational Achievement</i>, International bank for Reconstruction and Development/ Word Bank 3. Nitko, Anthony J. 1983. <i>Education, Test and Measurement</i>. London. Hcourt 4. Sudijono, Anas. 2011. <i>Introduction to Educational Evaluation</i>. Jakarta: Raja Grafindo (Rajawali Press) 5. Vincent Greaney and Thomas Kellaghan, 2012, <i>Implementing a National Assessment of Educational Achievement</i>, International bank for Reconstruction and Development/ Word Bank</p>	10%
----	---	--	--	---	--	---	-----

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. <i>Educational Evaluation</i> . Jakarta: Teen Rosda Karya 2. Marguerite Clarke and Diego Luna Bazaldua, 2021, <i>Primer on large-Scale Assessment of Educational Achievement</i> , International bank for Reconstruction and Development/ Word Bank 3. Nitko, Anthony J. 1983. <i>Education, Test and Measurement</i> . London. Hcourt 4. Sudijono, Anas. 2011. <i>Introduction to Educational Evaluation</i> . Jakarta: Raja Grafindo (Rajawali Press) 5. Vincent Greaney and Thomas Kellaghan, 2012, <i>Implementing a National Assessment of Educational Achievement</i> , International bank for Reconstruction and Development/ Word Bank	5%
----	---	--	---	---	------------	--	----

14	able to determine minimum completeness criteria (KKM)	- explain the determining factors of KKM - calculate the KKM for a subject	<p>Criteria: at least OK</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	assignment, discussion, demonstration 2 X 50		<p>Material: Determining minimum completeness criteria</p> <p>References: 1. Daryanto. 2005. <i>Educational Evaluation</i>. Jakarta: Teen Rosda Karya</p> <p>2. Marguerite Clarke and Diego Luna Bazaldua, 2021, <i>Primer on large-Scale Assessment of Educational Achievement</i>, International bank for Reconstruction and Development/ Word Bank</p> <p>3. Nitko, Anthony J. 1983. <i>Education, Test and Measurement</i>. London. Hcourt</p> <p>4. Sudijono, Anas. 2011. <i>Introduction to Educational Evaluation</i>. Jakarta: Raja Grafindo (Rajawali Press)</p> <p>5. Vincent Greaney and Thomas Kellaghan, 2012, <i>Implementing a National Assessment of Educational Achievement</i>, International bank for Reconstruction and Development/ Word Bank</p>	5%
----	---	--	--	---	--	--	----

15	able to process and report assessment results	- able to process assessment results - able to report assessment results	<p>Criteria: at least good</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	tutorial, demonstration 2 X 50	tutorials, demonstrations	<p>Material: Reporting results [learning</p> <p>References: 1. <i>Ministry of Education and Culture, 2016, Attachment to Minister of Education and Culture Regulation No.24 of 2016</i></p> <p>2. <i>Ministry of Education and Culture, 2018, Guide to Assessment of Learning Processes and Outcomes</i></p> <p>3. <i>Curriculum and Educational Assessment Standards Agency, 2022, Phase E Subject Learning Achievements and F for SMA/SMK/MA, Package C, Ministry of Education and Research and Technology</i></p> <p>4. <i>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</i></p>	10%
----	---	--	--	-----------------------------------	---------------------------	---	-----

16	everything is final	Master all Sub CPMK	Criteria: at least OK Form of Assessment : Portfolio Assessment	Test 2 X 50	Test	Material: Material related to all sub-CPMK Library: <i>Gronlund, NE 1980.</i> <i>Construction Achievement Test. New Jersey: Prentice Hall Inc Daryanto. 2005.</i> <i>Educational Evaluation. Jakarta: Rosda Youth Karya Nitko, Anthony J. 1983.</i> <i>Education, Test and Measurement. London. Hcourt Sudijono, Anas. 2011.</i> <i>Introduction to Educational Evaluation. Jakarta: Raja Grafindo (Rajawali Press)</i>	10%
----	---------------------	---------------------	--	----------------	------	--	-----

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.
- 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** 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.
- 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.
- Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- 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%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.