



**Universitas Negeri Surabaya**  
**Faculty of Languages and Arts**  
**Undergraduate Study Program in Indonesian Language and Literature**  
**Education**

Document Code

**SEMESTER LEARNING PLAN**

<b>Courses</b>	<b>CODE</b>	<b>Course Family</b>	<b>Credit Weight</b>	<b>SEMESTER</b>	<b>Compilation Date</b>																																																				
<b>Assessment of Learning Processes and Outcomes</b>	8820103017	Compulsory Study Program Subjects	T=3 P=0 ECTS=4.77	4	July 17, 2024																																																				
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>		<b>Study Program Coordinator</b>																																																				
	Dr. Syamsul Sodik, M.Pd.		Dr. Syamsul Sodik, M.Pd.		Prof. Dr. Anas Ahmadi, S.Pd., M.Pd.																																																				
<b>Learning model</b>	Project Based Learning																																																								
<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program which is charged to the course</b>																																																								
	<b>Program Objectives (PO)</b>																																																								
	<b>PO - 1</b>	Students are skilled at designing and carrying out assessments of Indonesian language and literature learning																																																							
	<b>PLO-PO Matrix</b>																																																								
		<table border="1" style="margin: auto;"> <tr><td style="text-align: center;">P.O</td></tr> <tr><td style="text-align: center;">PO-1</td></tr> </table>				P.O	PO-1																																																		
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	<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																																																								
	<table border="1" style="margin: auto;"> <tr> <td style="text-align: center;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td></td> <td style="text-align: center;">1</td><td style="text-align: center;">2</td><td style="text-align: center;">3</td><td style="text-align: center;">4</td><td style="text-align: center;">5</td><td style="text-align: center;">6</td><td style="text-align: center;">7</td><td style="text-align: center;">8</td><td style="text-align: center;">9</td><td style="text-align: center;">10</td><td style="text-align: center;">11</td><td style="text-align: center;">12</td><td style="text-align: center;">13</td><td style="text-align: center;">14</td><td style="text-align: center;">15</td><td style="text-align: center;">16</td> </tr> <tr> <td style="text-align: center;">PO-1</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>					P.O	Week																	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1																	
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<b>Short Course Description</b>	Study of the meaning, objectives, functions and principles of assessment, taxonomy of cognitive, affective, psychomotor learning outcomes, assessment strategies (paper & pencil and alternative assessments), forms of assessment instruments, rubrics, analysis and interpretation of assessment results, class-based assessments, assessments for science process skills and scientific attitudes (including character)																																																								
<b>References</b>	<b>Main :</b>																																																								
	<ol style="list-style-type: none"> <li>1. Tim. 2015. Buku Pegangan Mahasiswa: Asesmen.Yogyakarta: Absolute Media.</li> <li>2. Arends, Richard I. (2004). Guide to FieldExperiences ad Portofolio Development: to accompany ;learning to teach. NewYork: McGraw-Hill Book Company.</li> <li>3. Arikunto, Suharsimi / I. Jabar, Cepi Safruddin Abdul.2008. Evaluasi program pendidikan:pedoman teoritis bagi mahasiswa dan praktisi pendidikan . Jakarta:BumiAksara.</li> <li>4. Brookhart, Susan M. 2010. How to assess higher-order thinking skillsin your classroom. Alexandria: ASCD.</li> <li>5. George, David. 2005. Examination and evaluation in education .New Delhi: Commonwealth.</li> <li>6. Glencoe Series. TanpaTahun. Performance Assessment in TheScience Classroom. New York: McGraw-Hill Company.</li> <li>7. I. Naik,S.P. 2004. Roleof evaluation in education . New Delhi:Anmol Publications PVT.</li> <li>8. Johnson, David W. andJohnson, Robert T. 2002. Meaningful Assessment Manageable andCooperative process. Boston: Allyn and Bacon.</li> <li>9. Kubiszyn, Tom / I. Borich, Gary.2007. Educational testing and measurement:classroom application and practice. New Jersey: John Wiley &amp; Sons.</li> <li>10. Kumari, Sarita / I. Srivastava, D.S. 2005. Education: assessment, evaluation andremedial . New Delhi: Isha Books.</li> <li>11. Rani, T. Swarupa. 2004. Educational measurement and evaluation .New Delhi: DPH.</li> <li>12. Ross, Kenneth N. (ed).2005. Quantitative research Methods inEducationl Planning, Module 6: Overview of Test Construction. Paris:International Institute for Educational Planning, UNESCO.</li> <li>13. Walton,John A. 2005. Educational objectives andachievement testing . New Delhi: Commonwealth</li> </ol>																																																								
	<b>Supporters:</b>																																																								
<b>Supporting lecturer</b>	Dr. Syamsul Sodik, M.Pd. Dr. Fafi Inayatillah, S.Pd., M.Pd.																																																								
		<b>Evaluation</b>	<b>Help Learning, Learning methods, Student Assignments, [ Estimated time]</b>																																																						

Week-	Final abilities of each learning stage (Sub-PO)					Learning materials [References]	Assessment Weight (%)
		Indicator	Criteria & Form	Offline (offline)	Online (online)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Describe the role of assessment in education and learning. Analyze the suitability of assessment principles	<p>1. Analyze assessment principles that are not applied in the National Examination</p> <p>2. Provide an opinion if the National Examination/UN is the sole determinant of student graduation.</p> <p>3. Analyze the incompatibility of assessment principles applied to a case example</p>	<p><b>Criteria:</b></p> <p>1. The assessment is carried out on the following aspects:</p> <p>2.1. Participation during lectures, carried out through observation (weight 2)</p> <p>3.2. The Mid-Semester Examination (UTS) is carried out by assessing all relevant indicators through a written examination, with a weight of (2)</p> <p>4.3. Assignment value for working on questions, writing papers and practical work (weight 2)</p> <p>5.4. The Final Semester Examination (UAS) is carried out by assessing all relevant indicators through a written examination, with a weight of (3)</p> <p>6.5. The final NA is (participation value x2) (assignment value x 3) (UTS value x 2) UAS value (3) divided by 10</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Lectures, discussion-information, assignments 3 X 50		<p><b>Material: -</b></p> <p><b>References:</b> <i>Johnson, David W. and Johnson, Robert T. 2002. Meaningful Assessment Manageable and Cooperative process. Boston: Allyn and Bacon.</i></p>	2%

2	Analyze the suitability of assessments with competencies.	<ol style="list-style-type: none"> <li>1. Analyze the suitability of KD and examples of assessments in the syllabus.</li> <li>2. Provide suggestions to improve assessments in accordance with KD</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. The assessment is carried out on the following aspects:</li> <li>2. Participation during lectures is carried out through observation (weight 2) Mid-Semester Examination (UTS) is carried out by assessing all relevant indicators through a written exam, with a weight of (2) Grades for assignments for working on questions, writing papers and practicums (weight 2) Final Semester Examination (UAS) is carried out by assessing all relevant indicators through a written exam, with the final weight (3) NA being (participation score x2) (assignment score x 3) (UTS score x 2) UAS score (3) divided by 10</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities</p>	Lectures, information discussions, assignments, presentations, 3 X 50	<p><b>Material: -</b> <b>References:</b> <i>Johnson, David W. and Johnson, Robert T. 2002. Meaningful Assessment Manageable and Cooperative process. Boston: Allyn and Bacon.</i></p>	2%
3	Explain the differences between the old and revised Bloom's taxonomy.	<ol style="list-style-type: none"> <li>1. Students can explain the Taxonomy of the attitude domain</li> <li>2. Students can explain the Taxonomy of knowledge domains</li> <li>3. Students can explain the taxonomy of skills domains</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. The assessment is carried out on the following aspects:</li> <li>2. Participation during lectures is carried out through observation (weight 2) Mid-Semester Examination (UTS) is carried out by assessing all relevant indicators through a written exam, with a weight of (2) Grades for assignments for working on questions, writing papers and practicums (weight 2) Final Semester Examination (UAS) is carried out by assessing all relevant indicators through a written exam, with the final weight (3) NA being (participation score x2) (assignment score x 3) (UTS score x 2) UAS score (3) divided by 10</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities</p>	Lectures, information discussions, assignments. 3 X 50	<p><b>Material: -</b> <b>References:</b> <i>Rani, T. Swarupa. 2004. Educational measurement and evaluation. New Delhi: DPH.</i></p>	2%

4	Develop assessment indicators for the domains of attitudes, knowledge and skills (cognitive, affective and psychomotor).	Students can develop assessment indicators for the domains of attitudes, knowledge and skills (cognitive, affective and psychomotor).	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.The assessment is carried out on the following aspects:</li> <li>2.Participation during lectures is carried out through observation (weight 2) Mid-Semester Examination (UTS) is carried out by assessing all relevant indicators through a written exam, with a weight of (2) Grades for assignments for working on questions, writing papers and practicums (weight 2) Final Semester Examination (UAS) is carried out by assessing all relevant indicators through a written exam, with the final weight (3) NA being (participation score x2) (assignment score x 3) (UTS score x 2) UAS score (3) divided by 10</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities</p>	Lectures, assignments, discussions 3 X 50		<p><b>Material: -</b> <b>References:</b> <i>Rani, T. Swarupa. 2004. Educational measurement and evaluation. New Delhi: DPH.</i></p>	2%
5	Develop learning outcomes tests and rubrics.	<ol style="list-style-type: none"> <li>1.Students can explain the meaning, advantages and disadvantages of the test</li> <li>2.Students can explain the techniques, types and forms of tests</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.The assessment is carried out on the following aspects:</li> <li>2.Participation during lectures is carried out through observation (weight 2) Mid-Semester Examination (UTS) is carried out by assessing all relevant indicators through a written exam, with a weight of (2) Grades for assignments for working on questions, writing papers and practicums (weight 2) Final Semester Examination (UAS) is carried out by assessing all relevant indicators through a written exam, with the final weight (3) NA being (participation score x2) (assignment score x 3) (UTS score x 2) UAS score (3) divided by 10</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities</p>	Lectures, information discussions, assignments. 3 X 50		<p><b>Material: -</b> <b>References:</b> <i>Rani, T. Swarupa. 2004. Educational measurement and evaluation. New Delhi: DPH.</i></p>	2%

6	Analyze learning outcomes tests and rubrics.	<ol style="list-style-type: none"> <li>1. Students can explain test assessment rubrics, scoring, converting scores into grades</li> <li>2. Students can interpret learning results</li> <li>3. Students can review tests</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. The assessment is carried out on the following aspects:</li> <li>2. Participation during lectures is carried out through observation (weight 2) Mid-Semester Examination (UTS) is carried out by assessing all relevant indicators through a written exam, with a weight of (2) Grades for assignments for working on questions, writing papers and practicums (weight 2) Final Semester Examination (UAS) is carried out by assessing all relevant indicators through a written exam, with the final weight (3) NA being (participation score x2) (assignment score x 3) (UTS score x 2) UAS score (3) divided by 10</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities</p>	Lectures, information discussions, assignments. 3 X 50		<p><b>Material: -</b> <b>References:</b> <i>Kumari, Sarita / I. Srivastava, DS 2005.</i> <i>Education: assessment, evaluation and remedial. New Delhi: Isha Books.</i></p>	2%
7	Explain the definition, advantages and disadvantages of authentic assessment.	<ol style="list-style-type: none"> <li>1. Students can explain the meaning of authentic assessment</li> <li>2. Students can explain the advantages and disadvantages of authentic assessment</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. The assessment is carried out on the following aspects:</li> <li>2. Participation during lectures is carried out through observation (weight 2) Mid-Semester Examination (UTS) is carried out by assessing all relevant indicators through a written exam, with a weight of (2) Grades for assignments for working on questions, writing papers and practicums (weight 2) Final Semester Examination (UAS) is carried out by assessing all relevant indicators through a written exam, with the final weight (3) NA being (participation score x2) (assignment score x 3) (UTS score x 2) UAS score (3) divided by 10</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities</p>	Lectures, information discussions, assignments. 3 X 50		<p><b>Material: -</b> <b>References:</b> <i>Kumari, Sarita / I. Srivastava, DS 2005.</i> <i>Education: assessment, evaluation and remedial. New Delhi: Isha Books.</i></p>	2%

8	final ability of encounters 1-7	indicators from meetings 1-7	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.The assessment is carried out on the following aspects:</li> <li>2.Participation during lectures is carried out through observation (weight 2) Mid-Semester Examination (UTS) is carried out by assessing all relevant indicators through a written exam, with a weight of (2) Grades for assignments for working on questions, writing papers and practicums (weight 2) Final Semester Examination (UAS) is carried out by assessing all relevant indicators through a written exam, with the final weight (3) NA being (participation score x2) (assignment score x 3) (UTS score x 2) UAS score (3) divided by 10</li> </ol> <p><b>Form of Assessment :</b> Test</p>	Written Test 3 X 50		<p><b>Material: -</b> <b>References:</b> <i>Johnson, David W. and Johnson, Robert T. 2002. Meaningful Assessment Manageable and Cooperative process. Boston: Allyn and Bacon.</i></p>	10%
9	Explain the various types of authentic assessments.	Students can explain various types of authentic assessments, for example: performance assessments, journals, project assignments, portfolios, affective domain assessments (characteristic behavior and social skills), etc.	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.The assessment is carried out on the following aspects:</li> <li>2.Participation during lectures is carried out through observation (weight 2) Mid-Semester Examination (UTS) is carried out by assessing all relevant indicators through a written exam, with a weight of (2) Grades for assignments for working on questions, writing papers and practicums (weight 2) Final Semester Examination (UAS) is carried out by assessing all relevant indicators through a written exam, with the final weight (3) NA being (participation score x2) (assignment score x 3) (UTS score x 2) UAS score (3) divided by 10</li> </ol> <p><b>Form of Assessment :</b> Practice / Performance</p>	Lectures, information discussions, assignments. 3 X 50		<p><b>Material: -</b> <b>Bibliography:</b> <i>Kubiszyn, Tom / I. Borich, Gary.2007. Educational testing and measurement: classroom application and practice. New Jersey: John Wiley &amp; Sons.</i></p>	2%

10	Explain the scoring rubric for authentic assessment.	Students can explain the rubric for authentic assessments, scoring, converting scores into grades,	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.The assessment is carried out on the following aspects:</li> <li>2.Participation during lectures is carried out through observation (weight 2) Mid-Semester Examination (UTS) is carried out by assessing all relevant indicators through a written exam, with a weight of (2) Grades for assignments for working on questions, writing papers and practicums (weight 2) Final Semester Examination (UAS) is carried out by assessing all relevant indicators through a written exam, with the final weight (3) NA being (participation score x2) (assignment score x 3) (UTS score x 2) UAS score (3) divided by 10</li> </ol> <p><b>Form of Assessment :</b> Practice / Performance</p>	Lectures, information discussions, assignments. 3 X 50		<p><b>Material: - Bibliography:</b> <i>George, David. 2005. Examination and evaluation in education. New Delhi: Commonwealth.</i></p>	2%
11	Developing Authentic Assessment.	<ol style="list-style-type: none"> <li>1.Students can interpret learning results</li> <li>2.Students can study authentic assessments</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.The assessment is carried out on the following aspects:</li> <li>2.Participation during lectures is carried out through observation (weight 2) Mid-Semester Examination (UTS) is carried out by assessing all relevant indicators through a written exam, with a weight of (2) Grades for assignments for working on questions, writing papers and practicums (weight 2) Final Semester Examination (UAS) is carried out by assessing all relevant indicators through a written exam, with the final weight (3) NA being (participation score x2) (assignment score x 3) (UTS score x 2) UAS score (3) divided by 10</li> </ol> <p><b>Form of Assessment :</b> Assessment of Project Results / Product Assessment, Practices / Performance</p>	Lectures, discussion-information, assignments 3 X 50		<p><b>Material: - References:</b> <i>Rani, T. Swarupa. 2004. Educational measurement and evaluation. New Delhi: DPH.</i></p>	10%

12	Describe the quality of measuring instruments.	<ol style="list-style-type: none"> <li>1. Students can explain validity and reliability</li> <li>2. Students can explain the factors that influence validity</li> <li>3. Students can explain the factors that influence reliability</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. The assessment is carried out on the following aspects:</li> <li>2. Participation during lectures is carried out through observation (weight 2) Mid-Semester Examination (UTS) is carried out by assessing all relevant indicators through a written exam, with a weight of (2) Grades for assignments for working on questions, writing papers and practicums (weight 2) Final Semester Examination (UAS) is carried out by assessing all relevant indicators through a written exam, with the final weight (3) NA being (participation score x2) (assignment score x 3) (UTS score x 2) UAS score (3) divided by 10</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities, Practice/Performance</p>	Lectures, information discussions, assignments. 3 X 50		<p><b>Material: -</b> <b>References:</b> <i>Johnson, David W. and Johnson, Robert T. 2002. Meaningful Assessment Manageable and Cooperative process. Boston: Allyn and Bacon.</i></p>	2%
13	Explain various methods of finding reliability coefficients. Calculating test reliability	<ol style="list-style-type: none"> <li>1. Students can explain various methods for finding reliability coefficients.</li> <li>2. Students can calculate the reliability of tests based on norms and benchmarks.</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. The assessment is carried out on the following aspects:</li> <li>2. Participation during lectures is carried out through observation (weight 2) Mid-Semester Examination (UTS) is carried out by assessing all relevant indicators through a written exam, with a weight of (2) Grades for assignments for working on questions, writing papers and practicums (weight 2) Final Semester Examination (UAS) is carried out by assessing all relevant indicators through a written exam, with the final weight (3) NA being (participation score x2) (assignment score x 3) (UTS score x 2) UAS score (3) divided by 10</li> </ol> <p><b>Form of Assessment :</b> Assessment of Project Results / Product Assessment, Practices / Performance</p>	Lectures, information discussions, assignments. 3 X 50		<p><b>Material: -</b> <b>Bibliography:</b> <i>Ross, Kenneth N. (ed). 2005. Quantitative research Methods in Educational Planning, Module 6: Overview of Test Construction. Paris: International Institute for Educational Planning, UNESCO.</i></p>	10%



14	Analyze the question items.	Students can analyze test items, including: level of achievement of indicators for criteria-referenced items, sensitivity index for criteria-referenced items, level of difficulty of test items, discriminating power, effectiveness of options, validity of norm-referenced items.	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.The assessment is carried out on the following aspects:</li> <li>2.Participation during lectures is carried out through observation (weight 2) Mid-Semester Examination (UTS) is carried out by assessing all relevant indicators through a written exam, with a weight of (2) Grades for assignments for working on questions, writing papers and practicums (weight 2) Final Semester Examination (UAS) is carried out by assessing all relevant indicators through a written exam, with the final weight (3) NA being (participation score x2) (assignment score x 3) (UTS score x 2) UAS score (3) divided by 10</li> </ol> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	Lectures, information discussions, assignments. 10 X 50		<p><b>Material: -</b> <b>References:</b> <i>Walton, John A. 2005. Educational objectives and achievement testing. New Delhi: Commonwealth</i></p>	10%
15	Analyze the question items	Students can analyze test items, including: level of achievement of indicators for criteria-referenced items, sensitivity index for criteria-referenced items, level of difficulty of test items, differentiating power, effectiveness of options, validity of norm-referenced items.	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.The assessment is carried out on the following aspects:</li> <li>2.Participation during lectures is carried out through observation (weight 2) Mid-Semester Examination (UTS) is carried out by assessing all relevant indicators through a written exam, with a weight of (2) Grades for assignments for working on questions, writing papers and practicums (weight 2) Final Semester Examination (UAS) is carried out by assessing all relevant indicators through a written exam, with the final weight (3) NA being (participation score x2) (assignment score x 3) (UTS score x 2) UAS score (3) divided by 10</li> </ol> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	Lectures, information discussions 3 X 50		<p><b>Material:</b> Analysis of Question Items <b>Literature:</b> <i>Team. 2015. Student Handbook: Assessment. Yogyakarta: Absolute Media.</i></p>	10%

16	Final ability of encounters 9-15	The process and results of creating an assessment instrument	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. The assessment is carried out on the following aspects:</li> <li>2. Participation during lectures is carried out through observation (weight 2) Mid-Semester Examination (UTS) is carried out by assessing all relevant indicators through a written exam, with a weight of (2) Grades for assignments for working on questions, writing papers and practicums (weight 2) Final Semester Examination (UAS) is carried out by assessing all relevant indicators through a written exam, with the final weight (3) NA being (participation score x2) (assignment score x 3) (UTS score x 2) UAS score (3) divided by 10</li> </ol> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	3 X 50 Assessment Project		<p><b>Material: -</b> <b>References:</b> <i>Brookhart, Susan M. 2010. How to assess higher-order thinking skills in your classroom. Alexandria: ASCD.</i></p>	30%
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**Evaluation Percentage Recap: Project Based Learning**

No	Evaluation	Percentage
1.	Participatory Activities	15%
2.	Project Results Assessment / Product Assessment	60%
3.	Practice / Performance	15%
4.	Test	10%
		100%

**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.

