	Universitas Negeri Surabaya **Faculty of Languages and Arts** **Japanese Language Education Undergraduate Study Program**			Document Code	

SEMESTER LEARNING PLAN

Courses		CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Assessment of Learning Processes and Outcomes		8820503006		T=3	P=0	ECTS=4.77	5	July 18, 2024

AUTHORIZATION		SP Developer		Course Cluster Coordinator		Study Program Coordinator
		....		....		Rusmiyati, S.Pd., M.Pd.

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	Understanding the basic concepts of assessment, designing and testing learning outcomes assessment instruments, the process of implementing learning outcomes assessments and learning outcomes reports in the field of Japanese education and teaching. The assessment is carried out through concept exposure, presentation of examples of evaluation instruments, workshops on developing evaluation instruments by students. The assessment activity ended with an implementation exercise in preparing a learning plan complete with learning outcome evaluation instruments.
References	**Main :**

1. Arikunto, Suharsimi. 2013. Dasar-dasar Evaluasi Pendidikan. Jakarta: Bumi Aksara
2. Kunandar. 2013. Penilaian Autentik (Penilaian Hasil Belajar Peserta Didik Berdasarkan Kurikulum 2013). Depok: Raja Grafindo Persada
3. Nurgiyantoro, Burhan. 2006. Penilaian dalam Pengajaran Bahasa dan Sastra. Yogyakarta: BPFE
4. Supadi. 2015. Penilaian Autentik Pembelajaran Afektif, Kognitif, dan Psikomotor. Jakarta: Raja Grafindo Persada
5. Widoyoko, Eko Putro. 2014. Penilaian Hasil Pembelajaran di Sekolah. Yogyakarta: Pustaka Pelajar
6. Yokoyama, Noriko, dkk. 2011. Kokusai Koryukikin Nihongo Kyojuhou Shirizu 12: Gakushu wo Hyokasuru. Tokyo: Kokusai Koryukikin

Supporters:

Supporting lecturer	Amira Agustin Kocimaheni, S.Pd., M.Pd. Joko Prasetyo, S.Pd., M.Pd. Rusmiyati, 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)

1	Understanding the Main Duties of Teachers in LearningUnderstanding Learning Outcomes Assessment in the 2013 Curriculum	1.The main tasks of teachers in learning 2.2013 Curriculum Development (K13) 3.Basic concepts of K13 4.Basic framework of K13 5.Authentic assessment in K13 6.Approach to assessing learning outcomes 7. Characteristics of learning outcomes assessment 8.Graduate Competency Standards (SKL) in K13	**Criteria:** Assessment rubric	Project Base Learning (PJBL) Discussion 3 X 50			0%
2	Understand the concept of assessment in general	1.Define the concept of assessment in general 2.Identify assessment techniques along with their instruments and mechanisms	**Criteria:** Written test assessment rubric	Presentation, discussion, reflection 3 X 50			0%
3	Understand the steps in preparing the test	1.Identify the type of test 2.Identify the steps in preparing the test	**Criteria:** Test scoring rubric	Presentation, discussion, reflection 3 X 50			0%
4	Understand concepts and principles in productive, receptive and literary ability tests	Identify concepts and principles in productive, receptive and literary ability tests	**Criteria:** Assessment rubric	Presentation, discussion, reflection 3 X 50			0%
5	Understand the concepts and principles of test equipment assessment	Identify the concepts and principles of test equipment assessment	**Criteria:** Assessment rubric	Presentation, discussion, reflection 3 X 50			0%
6	Understand the concept of assessment in KTSP and authentic assessment in K13	Identify the concept of assessment in KTSP and authentic assessment in K13	**Criteria:** Assessment rubric	Discussion, presentation and reflection 3 X 50			0%
7	UTS (Doing individual assignments to prepare a paper/report on 1C Preparation of 1D Assessment Instruments with an attachment in the form of preparing an assessment instrument (test) based on the steps in preparing the test, then trialling it, measuring its validity and reliability, and ending with an analysis of the question items.)	Able to take the Mid-Semester Exam (UTS)	**Criteria:** Assessment rubric	3 X 50 Performance Test			0%

No							
8	Develop assessment instruments for knowledge, attitudes and skills competencies	Compile observation assessments, self-assessments and peer-to-peer assessments, journals	**Criteria:** Performance assessment rubric	Workshop on preparing assessment instruments, presentations, discussions and reflections 3 X 50			0%
9	Develop assessment instruments for knowledge, attitudes and skills competencies	Compile observation assessments, self-assessments and peer-to-peer assessments, journals	**Criteria:** Performance assessment rubric	Workshop on preparing assessment instruments, presentations, discussions and reflections 3 X 50			0%
10	Develop assessment instruments for knowledge, attitudes and skills competencies	1.Prepare written tests, oral tests 2.Design assignments	**Criteria:** Performance assessment rubric	Workshop on preparing assessment instruments, presentations, discussions and reflections 3 X 50			0%
11	Develop assessment instruments for knowledge, attitudes and skills competencies	1.Prepare written tests, oral tests 2.Design assignments	**Criteria:** Performance assessment rubric	Workshop on preparing assessment instruments, presentations, discussions and reflections 3 X 50			0%
12	Develop assessment instruments for knowledge, attitudes and skills competencies	Develop skills assessments	**Criteria:** Performance assessment rubric	Workshop on preparing assessment instruments, presentations, discussions and reflections 3 X 50			0%
13	Develop assessment instruments for knowledge, attitudes and skills competencies	Develop skills assessments	**Criteria:** Performance assessment rubric	Workshop on preparing assessment instruments, presentations, discussions and reflections 3 X 50			0%
14	Understand the concepts and principles in scoring and assessing test results	Able to understand the concepts and principles in scoring and assessing test results	**Criteria:** Performance assessment rubric	The workshop scores and assesses test results, presentations, discussions and reflections. 3 X 50			0%
15	Understand the concepts and principles in scoring and assessing test results	Able to understand the concepts and principles in scoring and assessing test results	**Criteria:** Performance assessment rubric	The workshop scores and assesses the results of 3 X 50 tests, presentations, discussions and reflections			0%
16	UAS (Prepare assessment instruments based on RPP according to the demands of the 2004/KTSP and K13 curriculum based on the RPP syllabus that has been prepared in the Teaching Planning course)	Able to take the Final Semester Examination (UAS)	**Criteria:** Performance assessment rubric	3 X 50 Performance Test			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** 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.
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.