



**Universitas Negeri Surabaya**  
**Faculty of Languages and Arts**  
**Bachelor of Javanese Language and Literature Education Study**  
**Program**

Document  
Code

**SEMESTER LEARNING PLAN**

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Assessment of Learning Processes and Outcomes	8820203011	Compulsory Study Program Subjects	T=3	P=0	ECTS=4.77	4	July 17, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	.....	.....	Latif Nur Hasan, S.Pd., M.Pd.

Learning model	Project Based Learning
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Program Learning Outcomes (PLO)	<b>PLO study program that is charged to the course</b>
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PLO-1	Able to demonstrate religious, national and cultural values, as well as academic ethics in carrying out their duties
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PLO-6	Mastering the theoretical concepts of learning Javanese by utilizing information technology;
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PLO-11	Able to apply Javanese language learning theory by utilizing information technology;
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<b>Program Objectives (PO)</b>	
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PO - 1	Utilizing science and technology to obtain, collect and process various evaluation data on learning outcomes, as well as the ability to develop evaluation tools in order to assess and improve the Javanese language learning process
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PO - 2	Mastering theoretical concepts regarding evaluating learning outcomes, as well as the ability to develop evaluation tools, and being able to formulate solutions to various problems in the Javanese language learning process procedurally.
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PO - 3	Make strategic decisions based on information and data analysis, and provide guidance in selecting various alternative solutions in resolving and resolving problems related to evaluating learning outcomes, as well as the ability to develop evaluation tools to assess and improve the Javanese language learning process.
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PO - 4	Have a commitment and attitude of responsibility for your own and group learning performance in solving various problems in preparing Javanese language and literature learning evaluation tools at school.
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<b>PLO-PO Matrix</b>	
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	<table border="1"> <tr> <th>P.O</th> <th>PLO-1</th> <th>PLO-6</th> <th>PLO-11</th> </tr> <tr> <td>PO-1</td> <td></td> <td></td> <td>✓</td> </tr> <tr> <td>PO-2</td> <td></td> <td>✓</td> <td></td> </tr> <tr> <td>PO-3</td> <td></td> <td>✓</td> <td>✓</td> </tr> <tr> <td>PO-4</td> <td>✓</td> <td></td> <td>✓</td> </tr> </table>	P.O	PLO-1	PLO-6	PLO-11	PO-1			✓	PO-2		✓		PO-3		✓	✓	PO-4	✓		✓
P.O	PLO-1	PLO-6	PLO-11																		
PO-1			✓																		
PO-2		✓																			
PO-3		✓	✓																		
PO-4	✓		✓																		

<b>PO Matrix at the end of each learning stage (Sub-PO)</b>	
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	<table border="1"> <tr> <th rowspan="2">P.O</th> <th colspan="16">Week</th> </tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th> </tr> <tr> <td>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> </tr> <tr> <td>PO-2</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> <tr> <td>PO-3</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> <tr> <td>PO-4</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																	PO-2																	PO-3																	PO-4																
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Short Course Description	Course Description: This course contains an examination of the basics of learning outcomes evaluation theory, as well as the ability to develop evaluation tools to assess and improve the Javanese language learning process to improve the resolution of various learning evaluation problems and their application in Javanese language learning in schools by utilizing science and technology based on a responsible attitude. This course is presented with a system of assignments, practice, discussion and presentation, and reflection.
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References	Main :
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1. Arifin, Zainal. 2012. Evaluasi Pembelajaran. Bandung: Remaja Rosdakarya.
2. Nurgiyantoro, Burhan. 2001. Penilaian Dalam Pengajaran Bahasa dan Sastra Indonesia. Yogyakarta: BPFE.
3. Tuckman, Bruce W. 1975. Measuring Educational Outcomes: Fundamentals of Testing. USA: Horcourt Brace Jovanovich, Inc.
4. McNamara, T.F. 1996. Measuring Second Language Performance. London and New York: Longman.
5. Purwanto, Ngalm. 1986. Prinsip-Prinsip dan Teknik Evaluasi Pengajaran. Bandung: Remaja Karya.
6. TIM.2014. Permendikbud tentang penilaian

**Supporters:**

**Supporting lecturer**

Drs. Sukarman, M.Si.  
SRI SULISTIANI  
Dr. Octo Dendy Andriyanto, 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	Mastering the context orientation of the Assessment Process and Learning Outcomes course. Mastering the general principles of educational assessment.	Discuss the context orientation of the course Assessment Process and Learning Outcomes. Explain the differences in the concepts of assessment, measurement and tests in the learning process. Explain the position of assessment in the learning process	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.The assessments carried out on aspects of attitude, knowledge and skills are as follows:</li> <li>2.Participation during lectures through observation (weight 2)</li> <li>3.Assignments are accessed through presentations and reports on the results of group discussions, and individual case study reports. Values are averaged and weighted (3)</li> <li>4.Subsummative tests are carried out to access all indicators during the half semester through written exams and case analysis assignments. Scores are averaged and weighted (2)</li> <li>5.Summative tests are carried out simultaneously according to the schedule. The exam is carried out in writing and given weightage (3).</li> <li>6.The final score (NA) is (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>	Contextual, Direct Cooperative Learning, Questions and Answers, Discussions, Exercises, Presentation Assignments 3 X 50	offline	<p><b>Material:</b> course context orientation Assessment Process and Learning Outcomes Mastering the general principles of educational assessment.</p> <p><b>References:</b> <i>Tuckman, Bruce W. 1975. Measuring Educational Outcomes: Fundamentals of Testing. USA: Horcourt Brace Jovanovich, Inc.</i></p>	5%

2	Mastering the general principles of educational assessment. Mastering assessment categories and being able to develop assessment tools.	Explaining the position of assessment in the learning process. Explaining the purpose of assessment in learning.	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.The assessments carried out on aspects of attitude, knowledge and skills are as follows:</li> <li>2.Participation during lectures through observation (weight 2)</li> <li>3.Assignments are accessed through presentations and reports on the results of group discussions, and individual case study reports. Values are averaged and weighted (3)</li> <li>4.Subsummative tests are carried out to access all indicators during the half semester through written exams and case analysis assignments. Scores are averaged and weighted (2)</li> <li>5.Summative tests are carried out simultaneously according to the schedule. The exam is carried out in writing and given weightage (3).</li> <li>6.The final score (NA) is (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>	Contextual, Direct Cooperative Learning, Questions and Answers, Discussions, Exercises, Presentation Assignments 3 X 50		<p><b>Material:</b> assessment in the learning process Explains the purpose of assessment in learning.</p> <p><b>References:</b> <i>Tuckman, Bruce W. 1975. Measuring Educational Outcomes: Fundamentals of Testing. USA: Horcourt Brace Jovanovich, Inc.</i></p>	5%
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3	Mastering assessment categories and being able to develop assessment tools (1).	Explain the various types of assessment in learning. Explain the differences between test and non-test assessment tools in the learning process.	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.The assessments carried out on aspects of attitude, knowledge and skills are as follows:</li> <li>2.Participation during lectures through observation (weight 2)</li> <li>3.Assignments are accessed through presentations and reports on the results of group discussions, and individual case study reports. Values are averaged and weighted (3)</li> <li>4.Subsummative tests are carried out to access all indicators during the half semester through written exams and case analysis assignments. Scores are averaged and weighted (2))</li> <li>5.Summative tests are carried out simultaneously according to the schedule. The exam is carried out in writing and given weightage (3).</li> <li>6.The final score (NA) is (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>	Contextual, Direct Cooperative Learning, Questions and Answers, Discussions, Exercises, Presentation Assignments 3 X 50		<p><b>Material:</b> Explain the differences between test and non-test assessment tools in the learning process.</p> <p><b>References:</b> <i>Tuckman, Bruce W. 1975. Measuring Educational Outcomes: Fundamentals of Testing. USA: Horcourt Brace Jovanovich, Inc.</i></p> <hr/> <p><b>Material:</b> Explain the differences between test and non-test assessment tools in the learning process.</p> <p><b>References:</b></p>	5%
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4	Mastering assessment categories and being able to develop assessment tools (2).	Explain the differences between test and non-test assessment tools in the learning process. Explain the criteria for preparing assessment tools. Identify competency-based assessment tools.	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.The assessments carried out on aspects of attitude, knowledge and skills are as follows:</li> <li>2.Participation during lectures through observation (weight 2)</li> <li>3.Assignments are accessed through presentations and reports on the results of group discussions, and individual case study reports. Values are averaged and weighted (3)</li> <li>4.Subsummative tests are carried out to access all indicators during the half semester through written exams and case analysis assignments. Scores are averaged and weighted (2)</li> <li>5.Summative tests are carried out simultaneously according to the schedule. The exam is carried out in writing and given weightage (3).</li> <li>6.The final score (NA) is (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>	Contextual, Direct Cooperative Learning, Questions and Answers, Discussions, Exercises, Presentation Assignments 3 X 50		<p><b>Material:</b> differences between test and non-test assessment tools in the learning process.</p> <p><b>References:</b> <i>Tuckman, Bruce W. 1975. Measuring Educational Outcomes: Fundamentals of Testing. USA: Horcourt Brace Jovanovich, Inc.</i></p>	10%
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5	Mastering general principles in developing competency-based assessment tools.(1)	Identify competency-based assessment tools. Differentiating competency-based assessment tools.	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.The assessments carried out on aspects of attitude, knowledge and skills are as follows:</li> <li>2.Participation during lectures through observation (weight 2)</li> <li>3.Assignments are accessed through presentations and reports on the results of group discussions, and individual case study reports. Values are averaged and weighted (3)</li> <li>4.Subsummative tests are carried out to access all indicators during the half semester through written exams and case analysis assignments. Scores are averaged and weighted (2))</li> <li>5.Summative tests are carried out simultaneously according to the schedule. The exam is carried out in writing and given weightage (3).</li> <li>6.The final score (NA) is (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>	Contextual, Direct Cooperative Learning, Questions and Answers, Discussions, Exercises, Presentation Assignments 3 X 50		<p><b>Material:</b> Identifying competency-based assessment tools</p> <p><b>References:</b> <i>Tuckman, Bruce W. 1975. Measuring Educational Outcomes: Fundamentals of Testing. USA: Horcourt Brace Jovanovich, Inc.</i></p>	5%
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6	Mastering general principles in developing competency-based assessment tools (2).	Identify competency-based assessment tools. Differentiating competency-based assessment tools. 2013 KTSP-based assessment Identifying assessments based on Permendikbud	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.The assessments carried out on aspects of attitude, knowledge and skills are as follows:</li> <li>2.Participation during lectures through observation (weight 2)</li> <li>3.Assignments are accessed through presentations and reports on the results of group discussions, and individual case study reports. Values are averaged and weighted (3)</li> <li>4.Subsummative tests are carried out to access all indicators during the half semester through written exams and case analysis assignments. Scores are averaged and weighted (2))</li> <li>5.Summative tests are carried out simultaneously according to the schedule. The exam is carried out in writing and given weightage (3).</li> <li>6.The final score (NA) is (participation score x2) (assignment score x 3) (UTS score x 2) UAS score (3) divided by 10</li> </ol> <p><b>Forms of Assessment</b> : Participatory Activities, Project Results Assessment / Product Assessment</p>	Contextual, Direct Cooperative Learning, Questions and Answers, Discussions, Exercises, Presentation Assignments 3 X 50		<p><b>Material:</b> general principles in developing assessment tools</p> <p><b>References:</b> <i>Tuckman, Bruce W. 1975. Measuring Educational Outcomes: Fundamentals of Testing. USA: Horcourt Brace Jovanovich, Inc.</i></p>	5%
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7	Mastering concepts and being able to develop linguistic and literary assessment tools.	2013 KTSP-based assessment Identifying assessment based on Permendikbud Explaining the concept of language skills tests.	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.The assessments carried out on aspects of attitude, knowledge and skills are as follows:</li> <li>2.Participation during lectures through observation (weight 2)</li> <li>3.Assignments are accessed through presentations and reports on the results of group discussions, and individual case study reports. Values are averaged and weighted (3)</li> <li>4.Subsummative tests are carried out to access all indicators during the half semester through written exams and case analysis assignments. Scores are averaged and weighted (2))</li> <li>5.Summative tests are carried out simultaneously according to the schedule. The exam is carried out in writing and given weightage (3).</li> <li>6.The final score (NA) is (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>	Contextual, Direct Cooperative Learning, Questions and Answers, Discussions, Exercises, Presentation Assignments 3 X 50		<p><b>Material:</b> compiling linguistic and literary assessment tools.</p> <p><b>References:</b> <i>McNamara, TF 1996. Measuring Second Language Performance. London and New York: Longman.</i></p>	5%
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8	UTS All abilities end of meetings 1-7	All indicators confluence 1-7	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. The assessments carried out on aspects of attitude, knowledge and skills are as follows:</li> <li>2. Participation during lectures through observation (weight 2)</li> <li>3. Assignments are accessed through presentations and reports on the results of group discussions, and individual case study reports. Values are averaged and weighted (3)</li> <li>4. Subsummative tests are carried out to access all indicators during the half semester through written exams and case analysis assignments. Scores are averaged and weighted (2)</li> <li>5. Summative tests are carried out simultaneously according to the schedule. The exam is carried out in writing and given weightage (3).</li> <li>6. The final score (NA) is (participation score x 2) (assignment score x 3) (UTS score x 2) UAS score (3) divided by 10</li> </ol> <p><b>Forms of Assessment</b> : Participatory Activities, Project Results Assessment / Product Assessment</p>	Contextual, Direct Cooperative Learning, Questions and Answers, Discussions, Exercises, Presentation Assignments 3 X 50		<p><b>Material:</b> UTS <b>Reader:</b> <i>Arifin, Zainal. 2012. Learning Evaluation. Bandung: Rosdakarya Youth.</i></p>	5%
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9	Mastering assessment tool assessment techniques	Explain the concept of assessment tool assessment.	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.The assessments carried out on aspects of attitude, knowledge and skills are as follows:</li> <li>2.Participation during lectures through observation (weight 2)</li> <li>3.Assignments are accessed through presentations and reports on the results of group discussions, and individual case study reports. Values are averaged and weighted (3)</li> <li>4.Subsummative tests are carried out to access all indicators during the half semester through written exams and case analysis assignments. Scores are averaged and weighted (2)</li> <li>5.Summative tests are carried out simultaneously according to the schedule. The exam is carried out in writing and given weightage (3).</li> <li>6.The final score (NA) is (participation score x2) (assignment score x 3) (UTS score x 2) UAS score (3) divided by 10</li> </ol> <p><b>Forms of Assessment</b> : Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance</p>	Contextual, Direct/Cooperative Learning, Questions and Answers, Discussions, Exercises, Presentation Assignments 3 X 50		<p><b>Material:</b> learning evaluation <b>References:</b> Arifin, Zainal. 2012. <i>Learning Evaluation</i>. Bandung: Rosdakarya Youth.</p>	4%
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10	Mastering the preparation of standardized tests	Explain the concept of constructing standardized tests	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.The assessments carried out on aspects of attitude, knowledge and skills are as follows:</li> <li>2.Participation during lectures through observation (weight 2)</li> <li>3.Assignments are accessed through presentations and reports on the results of group discussions, and individual case study reports. Values are averaged and weighted (3)</li> <li>4.Subsummative tests are carried out to access all indicators during the half semester through written exams and case analysis assignments. Scores are averaged and weighted (2)</li> <li>5.Summative tests are carried out simultaneously according to the schedule. The exam is carried out in writing and given weightage (3).</li> <li>6.The final score (NA) is (participation score x2) (assignment score x 3) (UTS score x 2) UAS score (3) divided by 10</li> </ol> <p><b>Forms of Assessment</b> : Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance</p>	Contextual, Direct/Cooperative Learning, Questions and Answers, Discussions, Exercises, Presentation Assignments 3 X 50		<p><b>Material:</b> compiling standard tests</p> <p><b>References:</b> <i>Arifin, Zainal. 2012. Learning Evaluation. Bandung: Rosdakarya Youth.</i></p>	5%
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11	Mastering the technique of writing the Student Learning Sheet (LKPD) book	Identify and explain techniques for writing Student Worksheet books (LKPD) Writing Student Worksheet books (LKPD)	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.The assessments carried out on aspects of attitude, knowledge and skills are as follows:</li> <li>2.Participation during lectures through observation (weight 2)</li> <li>3.Assignments are accessed through presentations and reports on the results of group discussions, and individual case study reports. Values are averaged and weighted (3)</li> <li>4.Subsummative tests are carried out to access all indicators during the half semester through written exams and case analysis assignments. Scores are averaged and weighted (2)</li> <li>5.Summative tests are carried out simultaneously according to the schedule. The exam is carried out in writing and given weightage (3).</li> <li>6.The final score (NA) is (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>	Contextual, Direct/Cooperative Learning, Questions and Answers, Discussions, Exercises, Presentation Assignments 3 X 50		<p><b>Material:</b> learning evaluation</p> <p><b>References:</b> <i>Arifin, Zainal. 2012. Learning Evaluation. Bandung: Rosdakarya Youth.</i></p>	5%
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12	Mastering the technique of writing Student Worksheets (PKPD) 2.	Identify and explain book writing techniques Student Worksheets Writing LKPD books	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.The assessments carried out on aspects of attitude, knowledge and skills are as follows:</li> <li>2.Participation during lectures through observation (weight 2)</li> <li>3.Assignments are accessed through presentations and reports on the results of group discussions, and individual case study reports. Values are averaged and weighted (3)</li> <li>4.Subsummative tests are carried out to access all indicators during the half semester through written exams and case analysis assignments. Scores are averaged and weighted (2)</li> <li>5.Summative tests are carried out simultaneously according to the schedule. The exam is carried out in writing and given weightage (3).</li> <li>6.The final score (NA) is (participation score x2) (assignment score x 3) (UTS score x 2) UAS score (3) divided by 10</li> </ol> <p><b>Forms of Assessment</b> : Participatory Activities, Project Results Assessment / Product Assessment</p>	Contextual, Direct/Cooperative Learning, Questions and Answers, Discussions, Exercises, Presentation Assignments 3 X 50		<p><b>Material:</b> explaining book writing techniques Student Worksheet Book Writing LKPD</p> <p><b>Pustaka:</b> <i>Arifin, Zainal. 2012. Learning Evaluation. Bandung: Rosdakarya Youth.</i></p>	5%
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13	Mastering techniques for analyzing test result data.	Differentiate the meaning of the concepts of score and value. Differentiate between the concepts of PAK/PAP and PAN	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.The assessments carried out on aspects of attitude, knowledge and skills are as follows:</li> <li>2.Participation during lectures through observation (weight 2)</li> <li>3.Assignments are accessed through presentations and reports on the results of group discussions, and individual case study reports. Values are averaged and weighted (3)</li> <li>4.Subsummative tests are carried out to access all indicators during the half semester through written exams and case analysis assignments. Scores are averaged and weighted (2)</li> <li>5.Summative tests are carried out simultaneously according to the schedule. The exam is carried out in writing and given weightage (3).</li> <li>6.The final score (NA) is (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>	Contextual, Direct/Cooperative Learning, Questions and Answers, Discussions, Exercises, Presentation Assignments 3 X 50		<p><b>Material:</b> analyzing test result data. <b>References:</b> Arifin, Zainal. 2012. <i>Learning Evaluation</i>. Bandung: Rosdakarya Youth.</p>	6%
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14	Mastering the calculation of standard values.	Explain the concept of percentile levels. Explain the concept of z-score. Explain the concept of T-score	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.The assessments carried out on aspects of attitude, knowledge and skills are as follows:</li> <li>2.Participation during lectures through observation (weight 2)</li> <li>3.Assignments are accessed through presentations and reports on the results of group discussions, and individual case study reports. Values are averaged and weighted (3)</li> <li>4.Subsummative tests are carried out to access all indicators during the half semester through written exams and case analysis assignments. Scores are averaged and weighted (2))</li> <li>5.Summative tests are carried out simultaneously according to the schedule. The exam is carried out in writing and given weightage (3).</li> <li>6.The final score (NA) is (participation score x2) (assignment score x 3) (UTS score x 2) UAS score (3) divided by 10</li> </ol> <p><b>Forms of Assessment</b> : Participatory Activities, Project Results Assessment / Product Assessment</p>	Contextual, Direct/Cooperative Learning, Questions and Answers, Discussions, Exercises, Presentation Assignments 3 X 50		<p><b>Material:</b> calculation of standard values</p> <p><b>References:</b> <i>Nurgiyantoro, Burhan. 2001. Assessment in Teaching Indonesian Language and Literature. Yogyakarta: BPFE.</i></p>	10%
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15	Mastering the preparation of final grades	Make reports on student success in the learning process (report cards and achievement indexes)	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.The assessments carried out on aspects of attitude, knowledge and skills are as follows:</li> <li>2.Participation during lectures through observation (weight 2)</li> <li>3.Assignments are accessed through presentations and reports on the results of group discussions, and individual case study reports. Values are averaged and weighted (3)</li> <li>4.Subsummative tests are carried out to access all indicators during the half semester through written exams and case analysis assignments. Scores are averaged and weighted (2))</li> <li>5.Summative tests are carried out simultaneously according to the schedule. The exam is carried out in writing and given weightage (3).</li> <li>6.The final score (NA) is (participation score x2) (assignment score x 3) (UTS score x 2) UAS score (3) divided by 10</li> </ol> <p><b>Forms of Assessment</b> : Participatory Activities, Project Results Assessment / Product Assessment</p>	Contextual, Direct/Cooperative Learning, Questions and Answers, Discussions, Exercises, Presentation Assignments 3 X 50		<p><b>Material:</b> Make a report on student success in the learning process</p> <p><b>References:</b> <i>Nurgiyantoro, Burhan. 2001. Assessment in Teaching Indonesian Language and Literature. Yogyakarta: BPFE.</i></p>	10%
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16	UAS	All indicators confluence 9-15	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.The assessments carried out on aspects of attitude, knowledge and skills are as follows:</li> <li>2.Participation during lectures through observation (weight 2)</li> <li>3.Assignments are accessed through presentations and reports on the results of group discussions, and individual case study reports. Values are averaged and weighted (3)</li> <li>4.Subsummative tests are carried out to access all indicators during the half semester through written exams and case analysis assignments. Scores are averaged and weighted (2)</li> <li>5.Summative tests are carried out simultaneously according to the schedule. The exam is carried out in writing and given weightage (3).</li> <li>6.The final score (NA) is (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>	Contextual, Direct/Cooperative Learning, Questions and Answers, Discussions, Exercises, Presentation Assignments 3 X 50		<p><b>Material:</b> UAS</p> <p><b>Reference:</b> <i>Tuckman, Bruce W. 1975. Measuring Educational Outcomes: Fundamentals of Testing. USA: Horcourt Brace Jovanovich, Inc.</i></p>	10%
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#### Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	38%
2.	Project Results Assessment / Product Assessment	51.5%
3.	Practice / Performance	10.5%
		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** 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.