



**Universitas Negeri Surabaya
Faculty of Engineering,
Cosmetology Education Undergraduate Study Program**

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date																																
ASSESSMENT PROCESSES AND LEARNING OUTCOMES	8321303031		T=3	P=0	ECTS=4.77	4	July 18, 2024																																
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator																																	
			Nia Kusstianti, S.Pd., M.Pd.																																	
Learning model	Project Based Learning																																						
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																						
	Program Objectives (PO)																																						
	PLO-PO Matrix																																						
		P.O																																					
Short Course Description	PO Matrix at the end of each learning stage (Sub-PO)																																						
		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td rowspan="2" style="width: 5%; text-align: center;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 3.33%; text-align: center;">1</td> <td style="width: 3.33%; text-align: center;">2</td> <td style="width: 3.33%; text-align: center;">3</td> <td style="width: 3.33%; text-align: center;">4</td> <td style="width: 3.33%; text-align: center;">5</td> <td style="width: 3.33%; text-align: center;">6</td> <td style="width: 3.33%; text-align: center;">7</td> <td style="width: 3.33%; text-align: center;">8</td> <td style="width: 3.33%; text-align: center;">9</td> <td style="width: 3.33%; text-align: center;">10</td> <td style="width: 3.33%; text-align: center;">11</td> <td style="width: 3.33%; text-align: center;">12</td> <td style="width: 3.33%; text-align: center;">13</td> <td style="width: 3.33%; text-align: center;">14</td> <td style="width: 3.33%; text-align: center;">15</td> <td style="width: 3.33%; text-align: center;">16</td> </tr> </table>						P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
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References	<p>Main :</p> <ol style="list-style-type: none"> 1. Daryanto. 2005. Evaluasi Pendidikan. Jakarta: Remaja Rosda Karya 2. Suharsimi Arikunto. 2016. Dasar-Dasar Evaluasi Pendidikan. Jakarta: Bumi Aksara. 3. Slamet. 1998. Evaluasi Pendidikan. Jakarta: Bumi Aksara 4. Sudjiono, Anas. 2001. Pengantar Evaluasi Pendidikan. Jakarta: Raja Grafindo (Rajawali Press) 5. Nitko, Anthony J. 1983. Education, Test and Measurement. London. Hcourt 6. Penilaian Autentik <p>Supporters:</p>																																						
Supporting lecturer	Dra. Hj. Siti Sulandjari, M.Si. Dr. Maspiyah, M.Kes. Biyani Yesi Wilujeng, 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	Carry out a lecture contract. Students master the concepts and principles of assessment of learning processes and outcomes	<ol style="list-style-type: none"> 1.Explains the course description of the Assessment Process and Learning Outcomes course 2.Explain the rules and tasks of the assessment process and learning outcomes course 3.Explain the importance of assessing learning processes and outcomes 4.Explain the meaning of measurement, assessment, evaluation and assessment 5.Explain the purpose and function of the assessment 6.Explain the characteristics of the assessment 	Criteria: Assessment rubric is attached	Method: Discussion Model: Cooperative 3 X 50		0%
2	• Students understand the subject and objectives of the assessment process and learning outcomes	<ol style="list-style-type: none"> 1.Explain the subject of the assessment process and results 2.Explains the concept of authentic assessment for the 2013 curriculum 3.Explain the relationship between objectives, activities, curriculum and assessment 4.Explain the objectives of the assessment process and learning outcomes 	Criteria: Assessment rubric is attached	Model: Cooperative Method: Discussion, assignment 3 X 50		0%
3	Students understand the principles and assessment tools	<ol style="list-style-type: none"> 1.Describe each non-test technical assessment tool 2.Identify types of non-test techniques 3.Describe each test technique assessment tool 4.Identify the types of test techniques 5.Compare the usefulness of diagnostic, formative and summative test types. 	Criteria: Assessment rubric is attached	Model: Cooperative Method: Discussion, Presentation 3 X 50		0%

4	Students understand about the test	<ol style="list-style-type: none"> 1.Explain the meaning of the test 2.Identify test requirements 3.Identify test characteristics 4.Comparing standardized tests with authentic assessments 5.Explain the function of the test 	Criteria: Assessment rubric is attached	Model: Cooperative Method: Discussion, Assignment/Exercise, Presentation 3 X 50			0%
5	Students understand test measurement techniques	<ol style="list-style-type: none"> 1.Carrying out validity measurements from test samples 2.Carrying out reliability measurements from test samples 	Criteria: Assessment rubric is attached	Model: Cooperative Method: Discussion, Assignment/Exercise, Presentation 3 X 50			0%
6	Students understand test measurement techniques	<ol style="list-style-type: none"> 1.Carrying out validity measurements from test samples 2.Carrying out reliability measurements from test samples 	Criteria: Assessment rubric is attached	Model: Cooperative Method: Discussion, Assignment/Exercise, Presentation 3 X 50			0%
7	Students understand the taxonomy of learning outcomes	<ol style="list-style-type: none"> 1.Explaining the demands for behavioral changes in learning outcomes according to K-13 2.Applying cognitive behavior change verbs in the preparation of learning indicators 3.Applying affective behavior change verbs to learning indicators 4.Applying skill behavior change verbs to learning indicators 	Criteria: Assessment rubric is attached	Model: Cooperative Method: Discussion, Assignment/exercise 3 X 50			0%
8	UTS	Indicators according to meetings 1-7	Criteria: Assessment rubric is attached	Written Exam 3 X 50			0%
9	Students understand the specification table	<ol style="list-style-type: none"> 1.Explain the meaning of the specification table 2.Explains how to create a specification table 3.Prepare a table of specifications for the evaluation design for one subject 	Criteria: Assessment rubric is attached	Model: Cooperative Method: Discussion, Assignment/exercise 3 X 50			0%

10	Students understand the process of preparing and administering tests	<ol style="list-style-type: none"> 1.Explain the steps in preparing the test 2.Arrange objective test items based on the specification table that has been created 3.Arrange essay test items based on the specification table that has been created 4.Develop a rubric from the tests prepared 5.Carry out trials of the resulting tests 	Criteria: Assessment rubric is attached	Model: Cooperative Method: Discussion, Assignment/Exercise, Presentation 3 X 50			0%
11	Students understand the process of preparing and implementing skills assessments	<ol style="list-style-type: none"> 1.Identify examples of skills assessment instruments 2.Carry out procedures for preparing skills assessment instruments that have been specified in the specification table 3.Develop a skills assessment instrument rubric 	Criteria: Assessment rubric is attached	Model: Cooperative Method: Discussion, Assignment/Exercise, Presentation 3 X 50			0%
12	Students understand the preparation of attitude assessment instruments	<ol style="list-style-type: none"> 1.Identify examples of attitude assessment techniques 2.Carrying out procedures for preparing attitude assessment instruments that have been specified in the specification table 	Criteria: Assessment rubric is attached	Model: Cooperative Method: Discussion, Assignment/Exercise, Presentation 3 X 50			0%
13	Students understand examination, scoring and processing learning results	<ol style="list-style-type: none"> 1.Explains techniques for checking learning outcomes test results 2.Checking the results of learning outcomes tests 3.Explain the technique of giving scores to learning test results 4.Giving scores to the results of learning outcomes tests 5.Processing (converting) test result scores into grades 	Criteria: Assessment rubric is attached	Model: Cooperative Method: Discussion, Assignment/Exercise 3 X 50			0%

14	Students understand the techniques for analyzing learning outcomes test items	<ol style="list-style-type: none"> 1.Explain the technique for analyzing the degree of error in test items 2.Determine the degree of difficulty of test items 3.Explain the technique of analyzing the differentiating power of test items 4.Determining the differentiating power of test items 5.Explain techniques for analyzing the function of test item distractors 6.Determine the distractor function of each test item 	Criteria: Assessment rubric is attached	Model: Cooperative Method: Discussion, Assignment/Exercise, Presentation 3 X 50		0%
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15	Students are able to understand the techniques for determining final grades, KKM, preparing rankings and loading learning achievement profiles	<ol style="list-style-type: none"> 1.Explain the meaning of final value 2.Explain the final value function 3.Explain the factors that need to be considered in determining the final grade 4.Explain the technique of arranging the ranking. 5.Explain the meaning of Rankin types and procedures for preparing Rankin 6.Explains techniques for creating learning achievement profiles 7.Explain the meaning of learning achievement profile 8.Explain the forms of learning achievement profiles 9.Explain the use of a learning achievement profile 	Criteria: Assessment rubric is attached	Create a concept map regarding the overall assessment 3 X 50			0%
16	UAS	According to meeting indicators 1-15	Criteria: Assessment rubric is attached	Corresponds to meeting 1-15 3 X 50			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.

