



Universitas Negeri Surabaya
Faculty of Mathematics and Natural Sciences
Bachelor of Science Education Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date
Assessment of Learning Processes and Outcomes	8420103010		T=3 P=0 ECTS=4.77	4	July 18, 2024
AUTHORIZATION	SP Developer		Course Cluster Coordinator		Study Program Coordinator
		Prof. Dr. Erman, M.Pd.

Learning model	Project Based Learning
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Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																																			
PLO-10	Design, implement, and evaluate science learning using ICT																																																																			
PLO-14	Demonstrate pedagogical knowledge of designing, implementing, and evaluating integrated science learning																																																																			
Program Objectives (PO)																																																																				
PO - 1	Able to apply logical, critical, systematic and innovative thinking in the context of developing or implementing the concepts of measurement, assessment, evaluation, test validity and test reliability in science learning.																																																																			
PO - 2	Able to design science learning assessment instruments that pay attention to validity and reliability components by utilizing ICT.																																																																			
PLO-PO Matrix																																																																				
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PO-1																																																																				
PO-2																																																																				
PO Matrix at the end of each learning stage (Sub-PO)																																																																				
	<table border="1" style="margin: auto;"> <tr> <td rowspan="2">P.O</td> <td colspan="16">Week</td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td> </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> </table>	P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1																	PO-2																
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PO-2																																																																				

Short Course Description	This course examines the concepts and principles of assessment processes and learning outcomes including terminology and understanding, taxonomy of learning outcomes, assessment principles, assessment strategies and forms of assessment, rubrics, development steps, quality criteria for assessment instruments, item analysis, and interpretation of assessment results. This course is presented theoretically and with assignments to develop instruments that are adequate to the learning outcomes of attitudes, knowledge and skills.
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References	Main :
	<ol style="list-style-type: none"> 1. Arends, Richard I. 2004. Guide to Field Experiences ad Portofolio Development: to accompany learning to teach. New York: McGraw-Hill Book Company. 2. Arikunto, Suharsimi, I. Jabar, CepiSafruddin Abdul. 2008. Evaluasi program pendidikan: pedoman teoritis bagi mahasiswa dan praktisi pendidikan. Jakarta: BumiAksara. Brookhart. 3. Susan M. 2010. How to assess higher-order thinking skills in your classroom. Alexandria: ASCD. 4. George, David. 2005. Examination and evaluation in education. New Delhi: Commonwealth. 5. Glencoe Series. Tanpa Tahun. Performance Assessment in The Science Classroom. New York: McGraw- Hill Company. I. 6. Naik, S.P. 2004. Role of evaluation in education. New Delhi: Anmol Publications PVT. 7. Johnson, David W. and Johnson, Robert T. 2002. Meaningful Assessment Manageable and Cooperative process. Boston: Allyn and Bacon. 8. Kubiszyn, Tom dan I. Borich, Gary. 2007. Educational testing and measurement: classroom application and practice. New Jersey: John Wiley & Sons. 9. Kumari, Sarita dan I. Srivastava, D.S. 2005. Education: assessment, evaluation and remedial. New Delhi: Isha Books. 10. Rani, T. Swarupa. 2004. Educational measurement and evaluation. New Delhi: DPH. 11. Ross, Kenneth N. 2005. Quantitative research Methods in Educational Planning, Module 6: Overview of Test Construction. Paris: International Institute for Educational Planning, UNESCO. 12. Walton, John A. 2005. Educational objectives and achievement testing. New Delhi: Commonwealth.

		Supporters:					
Supporting lecturer		Dr. Elok Sudibyo, S.Pd., M.Pd. Beni Setiawan, S.Pd., M.Pd., Ph.D. Dhita Ayu Permata Sari, S.Pd., M.Pd. Aris Rudi Purnomo, S.Si., M.Pd., M.Sc. Wahyu Budi Sabtiawan, S.Si., M.Pd., M.Sc.					
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 differentiate the concepts of measurement, assessment and evaluation in science learning.</p> <p>2. Able to differentiate the paradigms of Assessment of Learning, Assessment for Learning, Assessment as Learning in the context of science learning.</p> <p>3. Able to explain the principles and types of assessment in science learning</p>	<p>1. Students can differentiate the concepts of measurement, assessment and evaluation in science learning.</p> <p>2. Students can differentiate the paradigms of Assessment of Learning, Assessment for Learning, Assessment as Learning in the context of science learning.</p> <p>3. Students can explain the principles of assessment in science learning</p> <p>4. d. Students can explain the types of assessment in science learning</p>	<p>Criteria: Attached to the UTS questions</p> <p>Form of Assessment : Participatory Activities</p>	Discussion, evaluation/review of the assessment system in 3 x 50' sample schools	Discussion, evaluation/review of assessment systems in sample schools via virtual face-to-face application/UNESA LMS 3 x 50'	<p>Material: Measurement, Assessment and Evaluation in science learning.</p> <p>References: <i>Arikunto, Suharsimi, I. Jabar, Cepi Safruddin Abdul. 2008. Evaluation of educational programs: theoretical guidelines for students and educational practitioners. Jakarta: Bumi Aksara. Brookhart.</i></p> <p>Material: Measurement, Assessment and Evaluation in science learning</p> <p>Reader: <i>George, David. 2005. Examination and evaluation in education. New Delhi: Commonwealth.</i></p> <p>Material: Measurement, Assessment and Evaluation in science learning</p> <p>Library: <i>Naik, SP 2004. Role of evaluation in education. New Delhi: Anmol Publications PVT.</i></p> <p>Material: Measurement, Assessment and Evaluation in science learning</p> <p>References: <i>Kubiszyn, Tom and I. Borich, Gary. 2007. Educational testing and measurement: classroom application and practice. New Jersey: John Wiley & Sons.</i></p> <p>Material: Measurement, Assessment and Evaluation in science learning</p> <p>Reference:</p>	0%

						<p><i>Kumari, Sarita and I. Srivastava, DS 2005. Education: assessment, evaluation and remedial. New Delhi: Isha Books.</i></p> <p>Material: Measurement, Assessment and Evaluation in science learning Library: Rani, T. Swarupa. 2004. Educational measurement and evaluation. New Delhi: DPH.</p>	
2	Understand the role of assessment in education and learning	1. Explain the meaning of measurement, assessment and evaluation 2. Explain the position of tests, measurements, assessments and evaluations 3. Explain the principles of assessment 4. Explain PAN and PAK 5. Determine KKM and predicates 6. Determine remedial and screening	Criteria: Attached to the UTS Questions	· Student-centered learning approach (student-centered learning) · Deductive learning method · Learning strategies in the form of literature searches, two-way discussions, working on LKM, and evaluating learning outcomes. 3 X 50			0%
3							0%
4							0%
5							0%
6							0%
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8							0%
9							0%
10							0%
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15							0%
16							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** 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.