	Universitas Negeri Surabaya Faculty of Education, Early Childhood Education Teacher Education Undergraduate Study Program	Document Code

SEMESTER LEARNING PLAN

Courses		CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
AUD Learning Evaluation and Assessment		8620702234	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	4	May 3, 2023

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
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Learning model	Case Studies

Program Learning Outcomes (PLO)	PLO study program that is charged to the course	
	PLO-5	Mastering pedagogical skills in early childhood learning based on national cultural values
	PLO-7	Mastering the curriculum, learning theory, learning models and early childhood assessment in managing PAUD implementation.
	Program Objectives (PO)	
	PO - 1	Mastering the concept of child development theory and stimulation
	PO - 2	Plan, implement and evaluate developments in PAUD institutions
	PO - 3	Applying PAUD theories and concepts in developing learning
	PLO-PO Matrix	

P.O	PLO-5	PLO-7
PO-1	✔	✔
PO-2	✔	✔
PO-3	✔	✔

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
PO-1	✔	✔	✔	✔	✔											
PO-2						✔	✔	✔	✔	✔						
PO-3											✔	✔	✔	✔	✔	✔

Short Course Description	Study of theoretical and practical knowledge regarding various concepts and techniques as well as steps for conducting assessments and evaluations on all aspects of early childhood development. This course uses learning strategies in the form of lectures, case studies, group discussions, simulations, and problem-based learning.

References	**Main :**

1. Fitri, Ruqoyyah. 2018. Evaluasi Pembelajaran di PAUD. Surabaya: UNIPRESS
2. Suminah, Enah., dkk.. 2015. Pedoman penilaian pembelajaran pendidikan anak usia dini. Jakarta: Kemendikbud dirjen PAUD Dikmas
3. Fitri, R., Reza, M., & Ningrum, M. A. (2020). Instrumen kesiapan belajar: asesmen non-tes untuk mengukur kesiapan belajar anak usia dini dalam perspektif neurosains. JP2KG AUD (Jurnal Pendidikan, Pengasuhan, Kesehatan Dan Gizi Anak Usia Dini), 1(1), 17-32.
4. Fitri, R., & Reza, M. (2018, December). The school readiness instrument (SRI): assessment of early childhood in the neuroscience perspective. In 2nd International Conference on Education Innovation (ICEI 2018) (pp. 512-516). Atlantis Press.
5. Nurhayati, S., & Rakhman, A. (2017). Studi kompetensi guru PAUD dalam melakukan asesmen pembelajaran dan perkembangan anak usia dini di kota Cimahi. Jurnal Pendidikan Anak, 6(2), 109-120.

Supporters:	

1. Hani, A. A. (2019). Evaluasi pembelajaran pada PAUD. Jurnal CARE (Children Advisory Research and Education), 7(1), 51-56.
2. Akhsanti, M. S. (2014). Pemanfaatan Hasil Evaluasi Pembelajaran dalam Pengembangan Program Pembelajaran Anak Usia Dini. BELIA: Early Childhood Education Papers, 3(2).
3. Zahro, I. F. (2015). Penilaian dalam pembelajaran anak usia dini. Tunas Siliwangi: Jurnal Program Studi Pendidikan Guru PAUD STKIP Siliwangi Bandung, 1(1), 92-111.

Supporting lecturer	Dr. Ruqoyyah Fitri, S.Ag., 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 nature of early childhood assessment	1. Students can explain the meaning of early childhood assessment 2. Students can explain the importance of assessment for early childhood development 3. Students explain the principles of assessment for child development 4. Students explain the factors that influence assessment in early childhood learning activities 5. Students explain assessment methods and tools for early childhood	**Criteria:** Students are able to understand material about early childhood assessment in general well **Form of Assessment** : Participatory Activities	lectures, case studies, group discussions, simulations, and 2 X 50 problem-based learning	lectures, case studies, group discussions, simulations, and 2 X 50 problem-based learning	**Material:** Evaluation in early childhood **References:** *Fitri, Ruqoyyah. 2018. Evaluation of Learning in PAUD. Surabaya: UNIPRESS*	2%

2	Understanding the nature of early childhood assessment	1. Students can explain the meaning of early childhood assessment 2. Students can explain the importance of assessment for early childhood development 3. Students can explain the principles of assessment for child development 4. Students can explain the factors that influence assessment in early childhood learning activities 5. Students can explain assessment methods and tools for early childhood	**Criteria:** Students are able to understand material about early childhood assessment in general well **Form of Assessment** : Participatory Activities	lectures, case studies, group discussions, simulations, and 2 X 50 problem-based learning	lectures, case studies, group discussions, simulations, and 2 X 50 problem-based learning	**Material:** Evaluation in early childhood **References:** *Fitri, Ruqoyyah. 2018. Evaluation of Learning in PAUD. Surabaya: UNIPRESS*	3%
3	Developing types of assessments for early childhood development assessments	1. Students can develop time sampling assessment techniques 2. Students can develop running record assessment techniques 3. Students can develop event sampling assessment techniques 4. Students can develop techniques for assessing specimen records	**Criteria:** Students are able to develop various assessment techniques for early childhood **Form of Assessment** : Participatory Activities	lectures, case studies, group discussions, simulations, and 2 X 50 problem-based learning	lectures, case studies, group discussions, simulations, and 2 X 50 problem-based learning	**Material:** Assessment in early childhood **Reference:** *Suminah, Enah., et al.. 2015. Guidelines for assessing learning in early childhood education. Jakarta: Ministry of Education and Culture, Director General of PAUD Dikmas*	2%
4	Developing types of assessments for early childhood development assessments	1. Students can develop time sampling assessment techniques 2. Students can develop running record assessment techniques 3. Students can develop event sampling assessment techniques 4. Students can develop techniques for assessing specimen records	**Criteria:** Students are able to develop various assessment techniques for early childhood **Form of Assessment** : Participatory Activities	lectures, case studies, group discussions, simulations, and 2 X 50 problem-based learning	lectures, case studies, group discussions, simulations, and 2 X 50 problem-based learning	**Material:** Assessment in early childhood **Reference:** *Suminah, Enah., et al.. 2015. Guidelines for assessing learning in early childhood education. Jakarta: Ministry of Education and Culture, Director General of PAUD Dikmas*	3%

5	Implementing performance assessment in learning at PAUD	1.Students can explain the meaning of performance assessment 2.Students can design assessments using performance assessment techniques 3.Students can implement performance assessment techniques in PAUD learning	**Criteria:** Students are able to understand and apply performance assessment techniques in early childhood learning well **Form of Assessment** : Portfolio Assessment	lectures, case studies, group discussions, simulations, and 2 X 50 problem-based learning	lectures, case studies, group discussions, simulations, and 2 X 50 problem-based learning	**Material:** Assessment techniques in early childhood **Reference:** *Suminah, Enah., et al.. 2015. Guidelines for assessing learning in early childhood education. Jakarta: Ministry of Education and Culture, Director General of PAUD Dikmas*	5%
6	Implementing performance assessment in learning at PAUD	1.Students can explain the meaning of performance assessment 2.Students can design assessments using performance assessment techniques 3.Students can implement performance assessment techniques in PAUD learning	**Criteria:** Students are able to understand and apply performance assessment techniques in early childhood learning well **Form of Assessment** : Portfolio Assessment	lectures, case studies, group discussions, simulations, and 2 X 50 problem-based learning	lectures, case studies, group discussions, simulations, and 2 X 50 problem-based learning	**Material:** Assessment techniques in early childhood **Reference:** *Suminah, Enah., et al.. 2015. Guidelines for assessing learning in early childhood education. Jakarta: Ministry of Education and Culture, Director General of PAUD Dikmas*	5%
7	Implementing attitude assessment in learning in PAUD	1.Students can explain the meaning of attitude assessment 2.Students can design assessments using attitude assessment techniques 3.Students can apply attitude assessment techniques in learning at PAUD	**Criteria:** Students are able to understand and apply attitude assessment in learning at PAUD **Form of Assessment** : Participatory Activities	lectures, case studies, group discussions, simulations, and 2 X 50 problem-based learning	lectures, case studies, group discussions, simulations, and 2 X 50 problem-based learning	**Material:** Assessment in early childhood **Reference:** *Suminah, Enah., et al.. 2015. Guidelines for assessing learning in early childhood education. Jakarta: Ministry of Education and Culture, Director General of PAUD Dikmas*	10%
8	Midterm exam	Students take midterm exams	**Criteria:** Students are able to do well in the mid-semester exam **Form of Assessment** : Test	lectures, case studies, group discussions, simulations, and 2 X 50 problem-based learning	lectures, case studies, group discussions, simulations, and 2 X 50 problem-based learning		15%

9		1.Students can explain the meaning of attitude assessment 2.Students design assessments using attitude assessment techniques 3.Students can apply attitude assessment techniques in learning at PAUD	**Criteria:** Students are able to understand and apply attitude assessment in learning at PAUD **Form of Assessment** : Participatory Activities	lectures, case studies, group discussions, simulations, and 2 X 50 problem-based learning	lectures, case studies, group discussions, simulations, and 2 X 50 problem-based learning	**Material:** Assessment techniques in early childhood **Reference:** *Suminah, Enah., et al.. 2015. Guidelines for assessing learning in early childhood education. Jakarta: Ministry of Education and Culture, Director General of PAUD Dikmas*	2%
10	Implementing project assessment in learning at PAUD	1.Students can explain the meaning of project assessment 2.Students can design assessments using project assessment techniques 3.Students can apply project assessment techniques in learning at PAUD	**Criteria:** Students are able to understand and apply project assessment in learning at PAUD **Form of Assessment** : Participatory Activities	lectures, case studies, group discussions, simulations, and 2 X 50 problem-based learning	lectures, case studies, group discussions, simulations, and 2 X 50 problem-based learning		3%
11	Implementing project assessment in learning at PAUD	1.Students can explain the meaning of project assessment 2.Students can design assessments using project assessment techniques 3.Students can apply project assessment techniques in learning at PAUD	**Criteria:** Students are able to understand and apply project assessment in learning at PAUD **Form of Assessment** : Portfolio Assessment	lectures, case studies, group discussions, simulations, and 2 X 50 problem-based learning	lectures, case studies, group discussions, simulations, and 2 X 50 problem-based learning	**Material:** Assessment in early childhood **Reference:** *Hani, AA (2019). Evaluation of learning in PAUD. CARE (Children Advisory Research and Education) Journal, 7(1), 51-56.*	5%
12	Implementing portfolio assessment in learning at PAUD	1.Students can explain the meaning of portfolio assessment 2.Students can design assessments using portfolio assessment techniques 3.Students can apply portfolio assessment techniques in learning at PAUD	**Criteria:** Students are able to understand and apply portfolio assessment in learning at PAUD **Form of Assessment** : Portfolio Assessment	lectures, case studies, group discussions, simulations, and 2 X 50 problem-based learning	lectures, case studies, group discussions, simulations, and 2 X 50 problem-based learning	**Material:** Assessment in early childhood **Reference:** *Suminah, Enah., et al.. 2015. Guidelines for assessing learning in early childhood education. Jakarta: Ministry of Education and Culture, Director General of PAUD Dikmas*	5%

| 13 | Implementing portfolio assessment in learning at PAUD | 1. Students can explain the meaning of portfolio assessment
2. Students can design assessments using portfolio assessment techniques
3. Students can apply portfolio assessment techniques in learning at PAUD | **Criteria:** Students are able to understand and apply portfolio assessment in learning at PAUD

Form of Assessment : Participatory Activities | lectures, case studies, group discussions, simulations, and 2 X 50 problem-based learning | lectures, case studies, group discussions, simulations, and 2 X 50 problem-based learning | **Material:** Assessment in early childhood **Reference:** *Suminah, Enah., et al.. 2015. Guidelines for assessing learning in early childhood education. Jakarta: Ministry of Education and Culture, Director General of PAUD Dikmas*

Material: Assessment in early childhood **Reference:** *Zahro, IF (2015). Assessment in early childhood learning. Tunas Siliwangi: Journal of the STKIP Siliwangi Bandung PAUD Teacher Education Study Program, 1(1), 92-111.* | 5% |
| 14 | Applying assessments according to the 2013 PAUD curriculum | 1. Students can explain authentic assessment
2. Students can prepare assessments in early childhood learning (daily, weekly, monthly, semester assessments)
3. Students can prepare assessment reports in early childhood learning | **Criteria:** Students are able to understand and prepare assessment reports in early childhood

Form of Assessment : Participatory Activities | lectures, case studies, group discussions, simulations, and 2 X 50 problem-based learning | lectures, case studies, group discussions, simulations, and 2 X 50 problem-based learning | **Material:** Making assessment reports in early childhood **Reference:** *Akhsanti, MS (2014). Utilization of Learning Evaluation Results in Developing Early Childhood Learning Programs. YOUTH: Early Childhood Education Papers, 3(2).* | 10% |

| 15 | Applying assessments according to the 2013 PAUD curriculum | 1.Students can explain authentic assessment 2.Students can prepare assessments in early childhood learning (daily, weekly, monthly, semester assessments) 3.Students can prepare assessment reports in early childhood learning | **Criteria:** Students are able to understand and prepare assessment reports in early childhood **Form of Assessment** : Participatory Activities | lectures, case studies, group discussions, simulations, and 2 X 50 problem-based learning | lectures, case studies, group discussions, simulations, and 2 X 50 problem-based learning | **Material:** Making assessment reports in early childhood **Reference:** *Akhsanti, MS (2014). Utilization of Learning Evaluation Results in Developing Early Childhood Learning Programs. YOUTH: Early Childhood Education Papers, 3(2).* | 10% |
| 16 | Final exams | Students take the Final Semester Examination | **Criteria:** Students are able to do well in the Final Semester Examination **Form of Assessment** : Test | Summative Test 2 X 50 | Summative test 2 X 50 | | 15% |

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	50%
2.	Portfolio Assessment	20%
3.	Test	30%
		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.