



Universitas Negeri Surabaya
Faculty of Postgraduate School,
Vocational Education Doctoral Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
VOCATIONAL EDUCATION ASSESSMENT AND EVALUATION STUDY	8300102231	Compulsory Study Program Subjects	T=2	P=0	ECTS=5.04	2	July 17, 2024
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
			Dr. Ratna Suhartini, M.Si.	

Learning model	Case Studies
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Program Learning Outcomes (PLO)	PLO study program which is charged to the course																																																																																																					
	Program Objectives (PO)																																																																																																					
	PO - 1	Able to plan assessments & evaluations to develop vocational education/evaluate projects related to vocational education																																																																																																				
	PO - 2	Able to develop vocational education instruments, especially valid and reliable dissertation instruments																																																																																																				
	PO - 3	Able to evaluate programs related to vocational education																																																																																																				
	PO - 4	Able to be honest, objective, thorough and responsible in carrying out assessments & evaluations of vocational education/projects related to vocational education																																																																																																				
	PLO-PO Matrix																																																																																																					
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PO Matrix at the end of each learning stage (Sub-PO)																																																																																																						
	<table border="1" style="margin: auto;"> <thead> <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> </thead> <tbody> <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> </tbody> </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	This course discusses the theory and practice of quantitative research, scientific research steps starting from problem identification/formulation, theoretical and empirical studies, determining variables, design and methods, data collection techniques, analysis and drawing conclusions.
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References	Main :

1. Crocker, L., & Algina, J. 2008. Introduction to classical and modern test theory . Mason, Ohio: Cengage Learning.
2. Shrock, Sharon A, & Coscarelli, William, C, C. 2008. Criterion referenced test development: Technical and legal guidelines for corporate training . New York: Addison Wesley Publishing Company, Inc.
3. Anderson, Lorin W & Krathwohl, David R. (2010). A taxonomy for teaching, assessing: Revision of Bloom's taxonomy of education objectives. New York: Addison Wesley, Longman, Inc.
4. Linn, Robert L & Norman E Gronlund. 1995b. Measurement and assessment in teaching, 6 Th Edition. New York: MacMillan Publishing Company
5. Shrock, Sharon A, & Coscarelli, William, C, C. 2008. Criterion referenced test development: Technical and legal guidelines for corporate training. New York: Addison Wesley Publishing Company, Inc.

Supporters:

Supporting lecturer
 Prof. Dr. Marniati, S.E., M.M.
 Prof. Dr. Ekohariadi, M.Pd.
 Dr. Mochamad Cholik, M.Pd.
 Prof. Dr. Suparji, S.Pd., M.Pd.
 Dr. Yeni Anistiyasari, S.Pd., M.Kom.

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	Cognitive test construction		Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practical Assessment, Practical / Performance, Test	Presentation, question and answer, discussion, assignment 100 minutes	Presentation, question and answer, discussion, assignment 100 minutes	Material: Measurement, assessment, evaluation, assessment and rules and procedures for developing matching test items, limited essays, free essays, and multiple choice References: <i>Crocker, L., & Algina, J. 2008. Introduction to classical and modern test theory. Mason, Ohio: Cengage Learning.</i>	0%
2						Material: Measurement, assessment, evaluation, assessment and rules and procedures for developing matching test items, limited essays, free essays and multiple choice. Reference:	0%
3							0%
4							0%
5							0%
6							0%
7							0%

8							0%
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10							0%
11							0%
12							0%
13							0%
14							0%
15							0%
16							0%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

Notes

- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- Forms of assessment:** test and non-test.
- 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.
- 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.
- Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- 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%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.