

Short Course Description	Students understand the concept of class-based assessment, can develop various tools for measuring learning outcomes, are skilled at planning, implementing, processing and reporting evaluations of learning processes and outcomes.						
References	Main :						
	<ol style="list-style-type: none"> 1. Cece Rakhmat dan Didi suherdi. 1999. Evaluasi Pengajaran. Jakarta: Dirjen Dikti 2. Saifudin Azwar. 2003. Reabilitas dan validitas. Yogyakarta: Pustaka Pelajar 3. Departemen Pendidikan Nasional. 2003. Pengembangan Kurikulum dan system penilaian. Jakarta: Dikmenu 4. Nasional Research Council. 2000. The Assesment oh science meets the science of assessment. Washington, D 						
Supporters:							
	<ol style="list-style-type: none"> 1. Hariyati. 2019. Pelaksanaan Sistem Penjaminan Mutu Pendidikan Sekolah sebagai Upaya Peningkatan Mutu Siswa melalui Implementasi SPMI di Kota Magetan Jawa Timur (PKM Pascasarjana Unesa Dana PNBP 2019) 2. Hariyati. 2021. Pelatihan Penyusunan Perencanaan Pelaksanaan Evaluasi Pengendalian dan Peningkatan Mutu Sekolah di Kabupaten Nganjuk (PKM Penugasan Pascasarjana Unesa Dana PNBP 2021) 3. Hariyati. 2021. Pengembangan Rencana Strategis Pascasarjana untuk Mendukung Unesa Menuju World Class University (Penelitian Penugasan Kebijakan Strategis Universitas Dana PNBP 2021) 4. Surjanti J., Sakti N.C. 2019. Penguatan Kompetensi Guru dalam Menyusun Rencana Pelaksanaan Pembelajaran Ekonomi Berbasis Alam (PKM Dana UKT FE 2019) 						
Supporting lecturer	Dr. Luqman Hakim, S.Pd., S.E., M.SA. Dr. Tri Sudarwanto, S.Pd., MSM.						
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	Understand the concept of class-based assessment. Types of evaluation and evaluation methods	<ol style="list-style-type: none"> 1.Explain the meaning of test, measurement, assessment, evaluation and assessment. 2.Explain the objectives, functions, basis, characteristics, principles and types of assessment 3.Explain the meaning of diagnostic, formative and summative placement evaluation 4.Explain the meaning of written tests and performance assessment 5.Explain the characteristics of written tests and performance assessments 	<p>Criteria: non-test: Understand the concept of class-based assessment. Types of evaluation and evaluation methods</p> <p>Forms of Assessment : Participatory Activities, Practical Assessment, Practical / Performance</p>	Discussion Lectures, questions and answers, 3x50 assignments	Discussion Lectures, questions and answers, 3x50 assignments	<p>Material: Understanding the concept of class-based assessment. Types of evaluation and evaluation methods.</p> <p>Reference: <i>National Research Council. 2000. The Assessment oh science meets the science of assessment. Washington, D</i></p>	3%

2	Understand the concept of class-based assessment. Types of evaluation and evaluation methods	<ol style="list-style-type: none"> 1.Explain the meaning of test, measurement, assessment, evaluation and assessment. 2.Explain the objectives, functions, basis, characteristics, principles and types of assessment 3.Explain the meaning of diagnostic, formative and summative placement evaluation 4.Explain the meaning of written tests and performance assessment 5.Explain the characteristics of written tests and performance assessments 	<p>Criteria: non-test: Understand the concept of class-based assessment. Types of evaluation and evaluation methods</p> <p>Forms of Assessment : Participatory Activities, Portfolio Assessment, Practical Assessment, Practical / Performance</p>	Discussion Lectures, questions and answers, 3x50 assignments	Discussion Lectures, questions and answers, 3x50 assignments	<p>Material: Understanding the concept of class-based assessment. Types of evaluation and evaluation methods.</p> <p>Reference: <i>National Research Council. 2000. The Assessment of science meets the science of assessment. Washington, D</i></p>	3%
3	Understand the concept of class-based assessment. Types of evaluation and evaluation methods	<ol style="list-style-type: none"> 1.Explain the meaning of test, measurement, assessment, evaluation and assessment. 2.Explain the objectives, functions, basis, characteristics, principles and types of assessment 3.Explain the meaning of diagnostic, formative and summative placement evaluation 4.Explain the meaning of written tests and performance assessment 5.Explain the characteristics of written tests and performance assessments 	<p>Criteria: non-test: Understand the concept of class-based assessment. Types of evaluation and evaluation methods</p> <p>Forms of Assessment : Participatory Activities, Portfolio Assessment, Practical Assessment</p>	Discussion Lectures, questions and answers, 3x50 assignments	Discussion Lectures, questions and answers, 3x50 assignments	<p>Material: Understanding the concept of class-based assessment. Types of evaluation and evaluation methods.</p> <p>Reference: <i>National Research Council. 2000. The Assessment of science meets the science of assessment. Washington, D</i></p>	3%
4	Understand the types of evaluation tools	Explain evaluation tools: tests (written, oral, action), non-tests and portfolios	<p>Criteria: non test: Understand the types of evaluation tools</p> <p>Forms of Assessment : Participatory Activities, Portfolio Assessment, Practical Assessment, Practical / Performance</p>	Discussion lectures, questions and answers, assignments	Discussion Lectures, questions and answers, 3X50 assignments	<p>Material: Understanding types of evaluation tools</p> <p>Library: <i>National Research Council. 2000. The Assessment of science meets the science of assessment. Washington, D</i></p>	3%

5	Understand and be able to develop tests. Understand and be able to develop non-test evaluation tools	<ol style="list-style-type: none"> 1.Explain the types of tests and test development procedures 2.Developing test measuring tools 3.Explain the types of non-tests and non-test development procedures 4.Developing non-test measuring tools 	<p>Criteria: non-test: Understand and be able to develop tests, Understand and be able to develop non-test evaluation tools</p> <p>Forms of Assessment : Participatory Activities, Portfolio Assessment, Practical Assessment, Practical / Performance</p>	Discussion Lectures, questions and answers, 3X50 assignments	Discussion Lectures, questions and answers, 3X50 assignments	<p>Material: Understanding and being able to develop tests, Understanding and being able to develop non-test evaluation tools.</p> <p>Library: <i>National Research Council. 2000. The Assessment oh science meets the science of assessment. Washington, D</i></p>	3%
6	Understand and be able to develop tests. Understand and be able to develop non-test evaluation tools	<ol style="list-style-type: none"> 1.Explain the types of tests and test development procedures 2.Developing test measuring tools 3.Explain the types of non-tests and non-test development procedures 4.Developing non-test measuring tools 	<p>Criteria: non-test: Understand and be able to develop tests, Understand and be able to develop non-test evaluation tools</p> <p>Forms of Assessment : Participatory Activities, Portfolio Assessment, Practical Assessment, Practical / Performance</p>	Discussion Lectures, questions and answers, 3X50 assignments	Discussion Lectures, questions and answers, 3X50 assignments	<p>Material: Understanding and being able to develop tests, Understanding and being able to develop non-test evaluation tools.</p> <p>Library: <i>National Research Council. 2000. The Assessment oh science meets the science of assessment. Washington, D</i></p>	3%
7	Understand the basic concepts of portfolios and be able to design evaluation tools in the form of portfolios	<ol style="list-style-type: none"> 1.Explain the basic concepts and characteristics of portfolios 2.Understand the assessment stages, use portfolios and design portfolios 	<p>Criteria: non test: Understand the basic concept of portfolio and be able to design an evaluation tool in the form of a portfolio</p> <p>Forms of Assessment : Participatory Activities, Portfolio Assessment, Practical Assessment, Practical / Performance</p>	Discussion Lectures, questions and answers, 3X50 assignments	Discussion Lectures, questions and answers, 3X50 assignments	<p>Material: Understand the basic concept of portfolio and be able to design an evaluation tool in the form of a portfolio</p> <p>Reader: <i>Hariyati. 2019. Implementation of the School Education Quality Assurance System as an Effort to Improve Student Quality through the Implementation of SPMI in Magetan City, East Java (PKM Postgraduate Unesa Dana PNBP 2019)</i></p>	3%
8	UTS	UTS	<p>Criteria: UTS</p> <p>Form of Assessment : Test</p>	UTS 3X50	UTS 3X50	<p>Material: -</p> <p>Library:</p>	20%

9	Understand the concept of class-based assessment and types of evaluation and evaluation methods. Able to administer learning evaluation	<p>1.Explain: The meaning of test, measurement, assessment, evaluation and assessment. Purpose, function, basis, characteristics, principles and types of assessment</p> <p>Definition of diagnostic, formative and summative placement evaluation</p> <p>Definition of written tests and performance assessment</p> <p>Characteristics of written tests and performance assessment</p> <p>2.Carrying out and scoring: Written test, oral test, portfolio, non-test</p>	<p>Criteria: non-test: Understand the concept of class-based assessment and types of evaluation and evaluation methods. Able to administer learning evaluation</p> <p>Forms of Assessment : Participatory Activities, Portfolio Assessment, Practice / Performance</p>	Discussion Lectures, questions and answers, 3x50 assignments	Discussion Lectures, questions and answers, 3x50 assignments	<p>Material: Understand the concept of class-based assessment and types of evaluation and evaluation methods. Be able to administer learning evaluations.</p> <p>Reader: <i>Hariyati. 2021. Training on Preparing Plans for Implementation of Evaluation Control and Improving School Quality in Nganjuk Regency (PKM Unesa Postgraduate Assignment Dana PNBP 2021)</i></p>	7%
10	Understand the concept of class-based assessment and types of evaluation and evaluation methods. Able to administer learning evaluation	<p>1.Explain: The meaning of test, measurement, assessment, evaluation and assessment. Purpose, function, basis, characteristics, principles and types of assessment</p> <p>Definition of diagnostic, formative and summative placement evaluation</p> <p>Definition of written tests and performance assessment</p> <p>Characteristics of written tests and performance assessment</p> <p>2.Carrying out and scoring: Written test, oral test, portfolio, non-test</p>	<p>Criteria: non-test: Understand the concept of class-based assessment and types of evaluation and evaluation methods. Able to administer learning evaluation</p> <p>Forms of Assessment : Participatory Activities, Portfolio Assessment, Practice / Performance</p>	Discussion Lectures, questions and answers, 3x50 assignments	Discussion Lectures, questions and answers, 3x50 assignments	<p>Material: Understand the concept of class-based assessment and types of evaluation and evaluation methods. Be able to administer learning evaluations.</p> <p>Reader: <i>Hariyati. 2021. Training on Preparing Plans for Implementation of Evaluation Control and Improving School Quality in Nganjuk Regency (PKM Unesa Postgraduate Assignment Dana PNBP 2021)</i></p>	3%

11	Understand basic concepts and be able to analyze question items	<ol style="list-style-type: none"> 1.Explain the basic concepts of validity, rehabilitation, and item analysis. 2.Conduct validity analysis, rehabilitation and item analysis 	<p>Criteria: non-test: Understand basic concepts and be able to analyze question items</p> <p>Forms of Assessment : Participatory Activities, Practical Assessment, Practical / Performance</p>	Discussion Lectures, questions and answers, 3X50 assignments	Discussion Lectures, questions and answers, 3X50 assignments	<p>Material: Understand basic concepts and be able to analyze question items. Library: <i>National Research Council. 2000. The Assessment of science meets the science of assessment. Washington, D</i></p>	3%
12	Understand basic concepts and be able to analyze question items	<ol style="list-style-type: none"> 1.Explain the basic concepts of validity, rehabilitation, and item analysis. 2.Conduct validity analysis, rehabilitation and item analysis 	<p>Criteria: non-test: Understand basic concepts and be able to analyze question items</p> <p>Forms of Assessment : Participatory Activities, Practical Assessment, Practical / Performance</p>	Discussion Lectures, questions and answers, 3X50 assignments	Discussion Lectures, questions and answers, 3X50 assignments	<p>Material: Understand basic concepts and be able to analyze question items. Library: <i>National Research Council. 2000. The Assessment of science meets the science of assessment. Washington, D</i></p>	3%
13	Understand basic concepts and be able to analyze question items	<ol style="list-style-type: none"> 1.Explain the basic concepts of validity, rehabilitation, and item analysis. 2.Conduct validity analysis, rehabilitation and item analysis 	<p>Criteria: non-test: Understand basic concepts and be able to analyze question items</p> <p>Forms of Assessment : Participatory Activities, Practical Assessment, Practical / Performance</p>	Discussion Lectures, questions and answers, 3X50 assignments	Discussion Lectures, questions and answers, 3X50 assignments	<p>Material: Understand basic concepts and be able to analyze question items. Library: <i>National Research Council. 2000. The Assessment of science meets the science of assessment. Washington, D</i></p>	3%
14	Understand the learning evaluation processing process. Understand the learning evaluation reporting process	<ol style="list-style-type: none"> 1.Able to explain and carry out learning evaluation processes individually and in groups 2.Explain the learning evaluation reporting process 3.Create learning evaluation reports 	<p>Criteria: non-test: Understand the learning evaluation processing process. Understand the learning evaluation reporting process</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment</p>	Discussion Lectures, questions and answers, 3X50 assignments	Discussion Lectures, questions and answers, 3X50 assignments	<p>Material: Understanding the learning evaluation processing process Understanding the learning evaluation reporting process Library: <i>Hariyati. 2021. Training on Preparing Plans for Implementation of Evaluation Control and Improving School Quality in Nganjuk Regency (PKM Unesa Postgraduate Assignment Dana PNBPN 2021)</i></p>	7%

15	Understand the learning evaluation processing process. Understand the learning evaluation reporting process	1. Able to explain and carry out learning evaluation processes individually and in groups 2. Explain the learning evaluation reporting process 3. Create learning evaluation reports	Criteria: non-test: Understand the learning evaluation processing process. Understand the learning evaluation reporting process Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practical Assessment	Discussion Lectures, questions and answers, 3X50 assignments	Discussion Lectures, questions and answers, 3X50 assignments	Material: Understanding the learning evaluation processing process Understanding the learning evaluation reporting process Library: <i>Hariyati. 2021. Training on Preparing Plans for Implementation of Evaluation Control and Improving Quality in Nganjuk Regency (PKM Unesa Postgraduate Assignment Dana PNBP 2021)</i>	3%
16	UAS	UAS	Criteria: UAS Form of Assessment : Participatory Activities, Tests	UAS 3X50	UAS	Material: - Library:	30%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	30.16%
2.	Project Results Assessment / Product Assessment	3.08%
3.	Portfolio Assessment	11.16%
4.	Practical Assessment	9.5%
5.	Practice / Performance	11.08%
6.	Test	35%
		99.98%

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.

