



Universitas Negeri Surabaya
Faculty of Education, Master of Education
PJJ Study Program, Educational Technology

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date																																		
LEARNING ASSESSMENT	8610902045		T=2 P=0 ECTS=4.48	3	July 19, 2024																																		
AUTHORIZATION	SP Developer		Course Cluster Coordinator		Study Program Coordinator																																		
		Hiranda Dimas Pradana, 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																																						
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td style="width: 50px; height: 20px;">P.O</td></tr> </table>					P.O																																
P.O																																							
	PO Matrix at the end of each learning stage (Sub-PO)																																						
	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 30px; height: 20px;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td></td> <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> </table>					P.O	Week																	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
P.O	Week																																						
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																							
Short Course Description																																							
References	Main :																																						
	Supporters:																																						
Supporting lecturer																																							
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 basic concepts of assessment	Can explain the meaning, objectives, functions, basis, characteristics and principles of assessment		Lectures, discussions, questions and answers, and giving individual assignments 1 (differentiate tests, measurements, assessments, & assessments) 2 X 50			0%																																

2	Understand the basic concepts of assessment	Can explain the meaning, objectives, functions, basis, characteristics and principles of assessment		Lectures, discussions, questions and answers, and giving individual assignments I (differentiate tests, measurements, assessments, & assessments) 2 X 50			0%
3	Understand the types of evaluation	Can explain the meaning of placement, diagnostic, formative and summative evaluation		Lectures, discussions, questions and answers, and giving assignments to group II (USS is a type of evaluation?) 2 X 50			0%
4	Understand assessment methods and evaluation tools	Can explain: a. Understanding written tests and performance assessment b. Characteristics of written tests and performance assessments c. Types of evaluation tools: tests (written, oral, action), non-tests, & portfolio.		Lectures, discussions, questions and answers, and giving assignments to group III (assessment methods, types and characteristics used by KTSP) 2 X 50			0%
5	Understand assessment methods and evaluation tools	Can explain: a. Understanding written tests and performance assessment b. Characteristics of written tests and performance assessments c. Types of evaluation tools: tests (written, oral, action), non-tests, & portfolio.		Lectures, discussions, questions and answers, and giving assignments to group III (assessment methods, types and characteristics used by KTSP) 2 X 50			0%
6	Understand and be able to develop tests	Can explain: a. Type of test b. Test development procedures c. Developing tests		Lectures, questions and answers, discussions. 2 X 50			0%
7	Understand and be able to develop tests	Can explain: a. Type of test b. Test development procedures c. Developing tests		Lectures, questions and answers, discussions. 2 X 50			0%
8	UTS			2 X 50			0%
9	Understand and be able to develop non-test evaluation tools	Can explain: a. Non-test type b. Non-test development procedures c. Developing non-test instruments		Lectures, discussions, questions and answers, and individual assignment IV (Developing measurement instruments) 2 X 50			0%
10	Understand and be able to develop non-test evaluation tools	Can explain: a. Non-test type b. Non-test development procedures c. Developing non-test instruments		Lectures, discussions, questions and answers, and individual assignment IV (Developing measurement instruments) 2 X 50			0%

11	Understand basic concepts and be able to analyze question items	a. Can explain the concepts of validity, reliability, level of difficulty, and differentiability of test items. b. Can analyze to look for validity, reliability, level of difficulty, and differentiability of question items.		Lectures, discussions, questions and answers, and assignments/exercises. Individual final assignment: Evaluation tool development report and its quality 2 X 50			0%
12	Understand basic concepts and be able to analyze question items	a. Can explain the concepts of validity, reliability, level of difficulty, and differentiability of test items. b. Can analyze to look for validity, reliability, level of difficulty, and differentiability of question items.		Lectures, discussions, questions and answers, and assignments/exercises. Individual final assignment: Evaluation tool development report and its quality 2 X 50			0%
13	Understand basic concepts and be able to analyze question items	a. Can explain the concepts of validity, reliability, level of difficulty, and differentiability of test items. b. Can analyze to look for validity, reliability, level of difficulty, and differentiability of question items.		Lectures, discussions, questions and answers, and assignments/exercises. Individual final assignment: Evaluation tool development report and its quality 2 X 50			0%
14	Understand the learning evaluation processing process	Able to explain and carry out individual and group learning evaluation processing.		Lectures, discussions, questions and answers, and assignments/exercises. 2 X 50			0%
15	Understand the learning evaluation processing process	Able to explain and carry out individual and group learning evaluation processing.		Lectures, discussions, questions and answers, and assignments/exercises. 2 X 50			0%
16	FINAL EXAMS			2 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** 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.