	Universitas Negeri Surabaya Faculty of Postgraduate School, Master of Technology and Vocational Education Study Program	Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Technology & Vocational Education Assessment	8310102059	Compulsory Study Program Subjects	**T=2**	**P=0**	**ECTS=4.48**	1	September 1, 2023

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
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Learning model	**Project Based Learning**

Program Learning Outcomes (PLO)

PLO study program that is charged to the course	
PLO-4	Develop yourself continuously and collaborate.
PLO-7	Have extensive knowledge in the fields of general knowledge, social and humanities
PLO-8	Able to communicate in Indonesian and English well orally and in writing
PLO-10	Able to plan, implement and evaluate innovative learning programs that are effective and efficient in Masters of Vocational Technology Education that are relevant to global industrial developments.
PLO-12	Have comprehensive knowledge so that you can solve complex problems typical of vocational technology education master's programs and follow the rules of scientific writing
Program Objectives (PO)	
PO - 1	Students are able to analyze differences in evaluation, measurement and assessment, assessment systems (PAN and PAP), develop assessment instruments in the form of tests and non-tests, and conduct surveys and process the results to draw conclusions
PO - 2	Plan, implement, and analyze assessment results
PO - 3	Follow up analysis results and report results
PO - 4	Planning, implementing and reporting evaluation results
PO - 5	Analyzing the classroom assessment paradigm in the learning process at vocational school, assessment by educators, assessment by education units, assessment by the government based on the Minister of Education and Culture, and making assessments in vocational school learning modules (Kulmer)

PLO-PO Matrix

P.O	PLO-4	PLO-7	PLO-8	PLO-10	PLO-12
PO-1		✔	✔		
PO-2	✔		✔	✔	
PO-3	✔		✔	✔	✔
PO-4			✔	✔	✔
PO-5	✔	✔	✔	✔	✔

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																
PO-4																
PO-5																

Short Course Description	This course equips students' abilities regarding the concepts of evaluation, measurement, and assessment or assessment in vocational technology education (PTK), assessment systems (PAN and PAP), alternative assessments (online), constructing and developing various forms of assessment, exploring various sources of information online-offline, analyzing, evaluating and concluding which is realized in the form of a paper and presented
References	**Main :**
	1. 1. Griffin, Patricand EstherCare. 2015. Assessment and Teaching of 21stCentury Skills.New Y ork: Springer 2. 2. Anderson,Lorin W. 2008.Classroom Assessment Enhancing the Quality of Teacher Decision Making.London:\Lawrence Erlbaum Associates 3. 3. Brookhart, Susan M. 2013. How to Create and Use Rubrics for Formative Assessment and Grading. USA: ASCD 4. 4. Endang Mulyatiningsih. 2018. Asesmen pembelajaran kejuruan bidang pariwisata & tata boga. Edisi pertama. UNY Press 5. 5. Jaap Scheerens, Cees Glas, Sally M.Thomas, 2005. Educational evaluation, assessment, and monitoring. A systemic approach. Published by: Swets & Zeitlinger Publisher, Lisse Abingdon Exton (Pa) Tokyo
	Supporters:
	1. 1. Rahmi Ramadhani, dkk. 2020. Teori & Praktik. Platform asesmen untuk pembelajaran daring. Yayasan Kita Menulis. 2. 2. Tim Penyusun, 2021. Panduan pembelajaran dan asesmen. Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi.
Supporting lecturer	Dr. Tri Rijanto, M.Pd., M.T. Prof. Dr. Joko, M.Pd., M.T. Prof. Dr. Suparji, S.Pd., M.Pd. Dr. Lutfiyah Hidayati, S.Pd., 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	1.1. Explain the meaning of assessment, measurement and evaluation 2.2. Explain the principles of assessment in the classroom assessment paradigm	1.1. Explain the meaning of assessment, evaluation, measurement and evaluation. 2.2. Explain the principles, functions, uses and types of assessment	**Criteria:** 1.1. Accuracy in explaining the meaning of assessment, assessment, measurement and evaluation, maximum score 20 2.2. Accuracy in explaining assessment principles in the class assessment paradigm, max score 10 **Form of Assessment** : Participatory Activities		Presentations, searching for sources of information, discussions, and assignments to make papers and PPTs 2 x 50 minutes	**Material:** Definition of assessment, evaluation, measurement and evaluation. **References:** *1. Griffin, Patricand EstherCare. 2015. Assessment and Teaching of 21stCentury Skills. New Y ork: Springer* **Material:** assessment principles in the classroom assessment paradigm **References:** *5. Jaap Scheerens, Cees Glas, Sally M. Thomas, 2005. Educational evaluation, assessment, and monitoring. A systemic approach. Published by: Swets & Zeitlinger Publisher, Lisse Abingdon Exton (Pa) Tokyo*	6%

2	1.3. Analyze the assessment function regarding assessment standards. 2.4. Apply the use of assessment and types of assessment in the learning process	1.3. Analyze the assessment function regarding assessment standards. 2.4. Apply the use of assessment and types of assessment in the learning process	**Criteria:** 1.3. Accuracy of the results of the assessment function analysis in relation to assessment standards, maximum score 10 2.4. Accuracy in implementing assessments according to the type in the learning process, maximum score 10 **Form of Assessment** : Participatory Activities		Presentations, searching for sources of information, discussions, and assignments to make papers and PPTs 2 x 50 minutes	**Material:** assessment function regarding assessment standards. **References:** *1. Griffin, Patricand EstherCare. 2015. Assessment and Teaching of 21stCentury Skills. New Y ork: Springer* **Material:** use of assessment and types of assessment in the learning process **References:** *2. Anderson, Lorin W. 2008. Classroom Assessment Enhancing the Quality of Teacher Decision Making. London:\Lawrence Erlbaum Associates*	5%
3	Understand the classroom assessment paradigm, analyze assessments based on assessment standards/policies, and apply assessment in the learning process	1.1. Class assessment paradigm 2.2. Assessment by educators 3.3. Assessment by educational units 4.4. Assessment by the government based on law	**Criteria:** the accuracy of explaining the classroom assessment paradigm, assessment by educators, and assessment by educational units as well as assessment by the government based on law **Form of Assessment** : Participatory Activities		Presentations, exploring sources of information, discussions and project assignments summarizing or short papers on assessment paradigm material 2 x 50 minutes	**Material:** Class assessment paradigm, assessment by educators, and assessment by educational units as well as assessment by the government based on law. **References:** *2. Drafting Team, 2021. Learning and assessment guide. Ministry of Education, Culture, Research and Technology.*	4%
4	Plan, implement, and analyze assessment results	Portfolio assessment 2. Process assessment 3. Product assessment 4. Scientific assessment 5. Participatory	**Criteria:** 1. Portfolio assessment, max score 10 2. Process assessment, max score 10 3. Product assessment, max score 15 4. Scientific assessment, max score 15 5. Participatory, max score 50 **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment		Discussions, tracing sources of information, discussions, assignments to make papers and PPTs about portfolio assessment and process assessment, product assessment, scientific assessment. 2 x 50 minutes	**Material:** Portfolio assessment 2. Process assessment 3. Product assessment 4. Scientific assessment 5. Participatory **References:** *3. Brookhart, Susan M. 2013. How to Create and Use Rubrics for Formative Assessment and Grading. USA: ASCD* **Material:** Portfolio assessment 2. Process assessment 3. Product assessment 4. Scientific assessment 5. Participatory **Literature:** *1. Rahmi Ramadhani, et al. 2020. Theory & Practice. Assessment platform for online learning. We Write Foundation.*	3%

5	Plan, implement, and analyze assessment results	Portfolio assessment 2. Process assessment 3. Product assessment 4. Scientific assessment 5. Participatory	**Criteria:** 1. Portfolio assessment, max score 10 2. Process assessment, max score 10 3. Product assessment, max score 15 4. Scientific assessment, max score 15 5. Participatory, max score 50 **Form of Assessment** : Project Results Assessment / Product Assessment		Discussions, tracing sources of information, discussions, assignments to make papers and PPTs about portfolio assessment and process assessment, product assessment, scientific assessment. 2 x 50 minutes	**Material:** Portfolio assessment 2. Process assessment 3. Product assessment 4. Scientific assessment 5. Participatory **References:** *3. Brookhart, Susan M. 2013. How to Create and Use Rubrics for Formative Assessment and Grading. USA: ASCD* **Material:** Portfolio assessment 2. Process assessment 3. Product assessment 4. Scientific assessment 5. Participatory **Literature:** *1. Rahmi Ramadhani, et al. 2020. Theory & Practice. Assessment platform for online learning. We Write Foundation.*	3%
6	Plan, implement, and analyze assessment results	Portfolio assessment 2. Process assessment 3. Product assessment 4. Scientific assessment 5. Participatory	**Criteria:** 1. Portfolio assessment, max score 10 2. Process assessment, max score 10 3. Product assessment, max score 15 4. Scientific assessment, max score 15 5. Participatory, max score 50 **Form of Assessment** : Participatory Activities		Discussions, tracing sources of information, discussions, assignments to make papers and PPTs about portfolio assessment and process assessment, product assessment, scientific assessment. 2 x 50 minutes	**Material:** Portfolio assessment 2. Process assessment 3. Product assessment 4. Scientific assessment 5. Participatory **References:** *3. Brookhart, Susan M. 2013. How to Create and Use Rubrics for Formative Assessment and Grading. USA: ASCD* **Material:** Portfolio assessment 2. Process assessment 3. Product assessment 4. Scientific assessment 5. Participatory **Literature:** *1. Rahmi Ramadhani, et al. 2020. Theory & Practice. Assessment platform for online learning. We Write Foundation.*	3%

7	Plan, implement, and analyze assessment results	Portfolio assessment 2. Process assessment 3. Product assessment 4. Scientific assessment 5. Participatory	**Criteria:** 1. Portfolio assessment, max score 10 2. Process assessment, max score 10 3. Product assessment, max score 15 4. Scientific assessment, max score 15 5. Participatory, max score 50 **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	Discussions, tracing sources of information, discussions, assignments to make papers and PPTs about portfolio assessment and process assessment, product assessment, scientific assessment. 2 x 50 minutes		**Material:** Portfolio assessment 2. Process assessment 3. Product assessment 4. Scientific assessment 5. Participatory **References:** *3. Brookhart, Susan M. 2013. How to Create and Use Rubrics for Formative Assessment and Grading. USA: ASCD* **Material:** Portfolio assessment 2. Process assessment 3. Product assessment 4. Scientific assessment 5. Participatory **Literature:** *1. Rahmi Ramadhani, et al. 2020. Theory & Practice. Assessment platform for online learning. We Write Foundation.*	5%
8	MIDTERM EXAM	Understand week 1-7 material	**Criteria:** according to the portfolio assessment rubric **Form of Assessment** : Portfolio Assessment		Participatory Activities, Tests	**Material:** Portfolio, process, product and scientific assessment rubrics and their application in the classroom **References:** *3. Brookhart, Susan M. 2013. How to Create and Use Rubrics for Formative Assessment and Grading. USA: ASCD*	15%
9	Follow up analysis results and report results	Reporting analysis results	**Criteria:** 1. Accuracy of the report, max score 25 2. Accuracy of the paper, max score 25 3. Participative, min score 50 **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment		Discussion, tracing sources of information, discussions, presenting analysis results reports, and writing assessment mechanism papers for vocational school students 2 x 50 minutes	**Material:** learning assessment **References:** *3. Brookhart, Susan M. 2013. How to Create and Use Rubrics for Formative Assessment and Grading. USA: ASCD*	5%
10	Planning, implementing and reporting evaluation results	1. Written test (true and false, fill-in-the-blank, matching, multiple choice, essay) 2. Oral test 3. Performance test	**Criteria:** 1. Accuracy for written tests, max score 20 2. Accuracy for oral tests, max score 15 3. Accuracy for performance tests, max score 15 **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment		Lecturer presentations, exploring sources of information, discussions, and assignments to make papers about techniques for developing scoring evaluations for vocational school students in the cognitive domain and present 2 x 50 minutes	**Material:** Learning assessment practices **References:** *1. Rahmi Ramadhani, et al. 2020. Theory & Practice. Assessment platform for online learning. We Write Foundation.*	5%

11	Planning, implementing and reporting evaluation results	1. Written test (true and false, fill-in-the-blank, matching, multiple choice, essay) 2. Oral test 3. Performance test	**Criteria:** 1. Accuracy for written tests, max score 20 2. Accuracy for oral tests, max score 15 3. Accuracy for performance tests, max score 15 **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment		Lecturer presentations, exploring sources of information, discussions, and assignments to make papers about techniques for developing scoring evaluations for vocational school students in the cognitive domain and present 2 x 50 minutes	**Material:** Learning assessment practices **References:** *1. Rahmi Ramadhani, et al. 2020. Theory & Practice. Assessment platform for online learning. We Write Foundation.*	5%
12	Planning, implementing and reporting evaluation results	1. Written test (true and false, fill-in-the-blank, matching, multiple choice, essay) 2. Oral test 3. Performance test	**Criteria:** 1. Accuracy for written tests, max score 20 2. Accuracy for oral tests, max score 15 3. Accuracy for performance tests, max score 15 **Form of Assessment** : Project Results Assessment / Product Assessment		Lecturer presentations, exploring sources of information, discussions, and assignments to make papers about techniques for developing scoring evaluations for vocational school students in the cognitive domain and present 2 x 50 minutes	**Material:** Learning assessment practices **References:** *1. Rahmi Ramadhani, et al. 2020. Theory & Practice. Assessment platform for online learning. We Write Foundation.*	6%
13	Analyzing the classroom assessment paradigm in the learning process at vocational school, assessment by educators, assessment by educational units, assessment by the government based on the Minister of Education and Culture, and making assessments in vocational school learning modules (Kurmer)	1. Analyzing the classroom assessment paradigm in the learning process at SMK 2. Analyzing the assessment paradigm by educators 3. Analyzing the assessment paradigm by educational units 4. Analyzing the assessment paradigm by the government based on the Minister of Education and Culture 5. Making assessments in the SMK learning module (Kurmer)	**Criteria:** 1. Accuracy of classroom assessment paradigm analysis, max score 10 2. Accuracy of assessment paradigm analysis by educators, max score 10 3. Accuracy of assessment paradigm analysis by educational units, max score 10 4. Accuracy of assessment paradigm analysis by the government, max score 10 5. The teacher's accuracy in making assessments in the vocational school learning module (Kurmer), max score 10 6. Participative, min score 50 **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment		Lecturer presentations, tracing sources of information, discussions, and assignments to make short papers, compiling a grid of question items and presenting the results. 2 x 50 minutes	**Material:** classroom assessment paradigm in the learning process at SMK **Pustaka:** *2. Drafting Team, 2021. Learning and assessment guide. Ministry of Education, Culture, Research and Technology.*	6%

14	Analyzing the classroom assessment paradigm in the learning process at vocational school, assessment by educators, assessment by educational units, assessment by the government based on the Minister of Education and Culture, and making assessments in vocational school learning modules (Kurmer)	1. Analyzing the classroom assessment paradigm in the learning process at SMK 2. Analyzing the assessment paradigm by educators 3. Analyzing the assessment paradigm by educational units 4. Analyzing the assessment paradigm by the government based on the Minister of Education and Culture 5. Making assessments in the SMK learning module (Kurmer)	**Criteria:** 1.1. Accuracy of class assessment paradigm analysis, max score 10 2.2. Accuracy of assessment paradigm analysis by educators, max score 10 3.3. Accuracy of assessment paradigm analysis by educational unit, max score 10 4.4. Accuracy of the government's assessment paradigm analysis, max score 10 5.5. The teacher's accuracy in making assessments in the SMK (Kurmer) learning module, maximum score 10 6.6. Participative, min score 50 **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	Lecturer presentations, tracing sources of information, discussions, and assignments to make short papers, compiling a grid of question items and presenting the results. 2 x 50 minutes		**Material:** classroom assessment paradigm in the learning process at SMK **Pustaka:** *2. Drafting Team, 2021. Learning and assessment guide. Ministry of Education, Culture, Research and Technology.*	5%
15	Analyzing the classroom assessment paradigm in the learning process at vocational school, assessment by educators, assessment by educational units, assessment by the government based on the Minister of Education and Culture, and making assessments in vocational school learning modules (Kurmer)	1. Analyzing the classroom assessment paradigm in the learning process at SMK 2. Analyzing the assessment paradigm by educators 3. Analyzing the assessment paradigm by educational units 4. Analyzing the assessment paradigm by the government based on the Minister of Education and Culture 5. Making assessments in the SMK learning module (Kurmer)	**Criteria:** 1. Accuracy of class assessment paradigm analysis, max score 10 **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment		Lecturer presentations, tracing sources of information, discussions, and assignments to make short papers, compiling a grid of question items and presenting the results. 2 x 50 minutes	**Material:** classroom assessment paradigm in the learning process at SMK **Pustaka:** *2. Drafting Team, 2021. Learning and assessment guide. Ministry of Education, Culture, Research and Technology.*	6%

16	FINAL EXAMS	development, implementation of assessments and reporting of results	**Criteria:** Compliance with the assessment rubric **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment	Presentation of proposals prepared by students		**Material:** preparation of rubrics and application of assessments **References:** *3. Brookhart, Susan M. 2013. How to Create and Use Rubrics for Formative Assessment and Grading. USA: ASCD* **Material:** preparation and application of learning assessment rubrics **References:** *2. Drafting Team, 2021. Learning and assessment guide. Ministry of Education, Culture, Research and Technology.*	17%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	42.84%
2.	Project Results Assessment / Product Assessment	33.84%
3.	Portfolio Assessment	22.34%
		99.02%

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.