	Universitas Negeri Surabaya **Faculty of Social and Legal Sciences,** **Pancasila and Citizenship Education Undergraduate Study Program**	**Document Code**

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Assessment of Learning Processes and Outcomes	8720504106		**T=4**	**P=0**	**ECTS=6.36**	0	July 18, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	.....	.....	Maya Mustika Kartika Sari, S.Sos., M.IP.

Learning model	**Project Based Learning**
Program Learning Outcomes (PLO)	**PLO study program which is charged to the course**
	Program Objectives (PO)
	PLO-PO Matrix

	P.O

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

Short Course Description	Study and understanding of the role of assessment in education and learning, various types of assessment according to the applicable curriculum, preparation of various types of good questions along with assessment rubrics. The basic concepts of authentic, alternative and class-based assessment and the applicable curriculum include workshops on developing assessment instruments, along with analysis of test items both manually using the Excel program and using test item software. References for assessment and learning completeness, presented theoretically, discussions, and project assignments
References	**Main :**

1. Lorin W. Anderson dan David R. Krathwohl. 2001. A Taxonomy for Learning, Teaching, and Assessing. A Revision of Bloom's Taxonomy of Educational Objectives. New York: Longman.
2. Zaenal Arifin. 2013. Evaluasi Pembelajaran . Bandung: Remaja Rosdakarya Offset.
3. Suharsimi Arikunto. 2014. Dasar-Dasar Evaluasi Pendidikan. Jakarta: Bumi Aksara.
4. Saifuddin Azwar. 2012. Reliabilitas dan Validitas . Yogyakarta: Pustaka Pelajar.
5. David W. Johnson dan Roger T. Johnson. 2002. Meaningful Assessment. A Manageable and Cooperative Process. Boston: Allyn & Bacon.
6. Purwanto. 2014. Evaluasi Hasil Belajar . Jakarta: Pustaka Pelajar
7. Tanwey Gerson Ratumanan dan Theresia Laurens. 2011. Penilaian Hasil Belajar pada Tingkat Satuan Pendidikan. Surabaya: Unesa University Press.
8. Slameto. 2014. Evaluasi Pendidikan. Jakarta: Bina Aksara.
9. Nana Sudjana. 2014. Penilaian Hasil Proses Belajar Mengajar . Bandung: remaja Rosdakarya.
10. Sarwiji Suwandi. 2011. Model-Model Asesmen dalam Pembelajaran . Yogyakarta: Yuma Pustaka.
11. Permendikbud nomor 23 tahun 2016 tentang standar penilaian
12. Permendikbud nomor 24 tahun 2016 tentang KI dan KD

Supporters:	
Supporting lecturer	Drs. I Made Suwanda, M.Si. Dr. Oksiana Jatiningsih, M.Si.

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	Tuition contract Distinguishes the concepts of assessment and grading	Explain the meaning of assessment Explain the meaning of assessment	**Criteria:** attachment	explain. 2 X 50			0%
2	Tuition contract Distinguishes the concepts of assessment and grading	Explain the principles of assessment and assessment	**Criteria:** attachment	explains, task 2 X 50			0%
3	Tuition contract Distinguishes the concepts of assessment and grading	Explain the principles of assessment and assessment	**Criteria:** attachment	explains, task 2 X 50			0%
4	Distinguish between assessment and appraisal objects	Identify types and levels in the domains in the assessment	**Criteria:** attachment	Scientific, pair to share, presentation and discussion 2 X 50			0%
5	Distinguish between assessment and appraisal objects	Identify types and levels in the domains in the assessment	**Criteria:** attachment	Scientific, pair to share, presentation and discussion 2 X 50			0%
6	Choose the appropriate assessment technique according to the assessment object	Describe the types of bills in the assessment	**Criteria:** attachment	Scientific, explaining, group assignment 2 X 50			0%
7	Choose the appropriate assessment technique according to the assessment object	Describe the types of bills in the assessment	**Criteria:** attachment	Scientific, explaining, group assignment 2 X 50			0%
8	UTS	evaluation and assessment materials	**Criteria:** attachment	2 X 50 test			0%
9	Plan and develop appropriate assessment techniques according to the test assessment object	Differentiate the types of questions Compose various types of questions	**Criteria:** attachment	Scientific, presentation, group assignment 2 X 50			0%
10	Plan and develop appropriate assessment techniques according to the test assessment object	Differentiate the types of questions Compose various types of questions	**Criteria:** attachment	Scientific, presentation, group assignment 2 X 50			0%
11	Determine the appropriate assessment technique according to the non-test assessment object	Distinguish between types of non-test assessment instruments. Compile examples of non-test assessments	**Criteria:** attachment	Scientific, explaining, group assignment 2 X 50			0%

12	Determine the appropriate assessment technique according to the non-test assessment object	Distinguish between types of non-test assessment instruments. Compile examples of non-test assessments	**Criteria:** attachment	Scientific, explaining, group assignment 2 X 50			0%
13	Determine the appropriate assessment technique according to the non-test assessment object	Distinguish between types of non-test assessment instruments. Compile examples of non-test assessments	**Criteria:** attachment	Scientific, explaining, group assignment 2 X 50			0%
14	Distinguish between the concepts of PAK and PAN assessment approaches	Distinguish between the concepts of PAP and PAN. Can analyze and report assessment results	**Criteria:** attachment	Scientific, explaining, group assignment 2 X 50			0%
15	UTS	UTS	**Criteria:** attachment	UTS 2 X 50			0%
16	Choose the right type of assessment in classroom assessment activities	Describe the principles of authentic assessment. Distinguishing types of authentic assessment techniques Determining and selecting the right authentic assessment instruments	**Criteria:** attachment	Explaining, assignment 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** 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.