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## Universitas Negeri Surabaya Faculty of Education, Bachelor of Primary School Teacher Education Study Program

Document Code

UNES	Ā	Bachelor of Primary School Teacher Education Study Program																
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Courses	Courses		cc	CODE Cou			ourse	e Family		Cred	Credit Weight		SEN	MESTER	Co	mpilation te		
Educatio	n Ev	aluation	86	8620603018						T=3	P=0	ECT	S=4.77		4	Jul	ly 18, 2024	
AUTHOR	RIZAT	ION	SP	Develo	per					Course Cluster Coordinator				dy Prog ordinato				
															Put	ri Rachn N	nadya 1.Pd.	anti, S.Pd.,
Learning model	J	Project Based	Learning															
Program Learning		PLO study program which is charged to the course																
Outcom		Program Obj	ectives (I	PO)														
(PLO)		PLO-PO Matrix																
			P.O															
		PO Matrix at the end of each learning stage (Sub-PO)																
			P.O	P.O				1			Week	Week						
				1	2	3 4	4 5	6	7	8	9	10	11	12	13	14	15	16
Short Course Descript	tion	Students unde are skilled at pl	l rstand the anning, im	concep plement	t of ting,	class-b proces	ased a	ssessi nd repo	ment, orting	can d evalua	evelop ations o	vario of leari	us too ning pi	ls for mocesse	neasu es and	ring lear l outcom	ning es.	outcomes,
Referen	ces	Main :																
		<ol> <li>Cece Rakhmat dan Didi suherdi.1999. Evaluasi Pengajaran. Jakarta: Dirjen Dikti,</li> <li>Saifudin Azwar. 2003. Reabilitas dan validitas . Yogyakarta: Pustaka Pelajar</li> <li>Departemen Pendidikan Nasional. 2003. Pengembangan Kurikulum dan system penilaian. Jakarta: Dikmenu</li> <li>Nasional Research Council. 2000. The Assesment oh science meets the science of assessment . Washington, D.C.: Nastional Academy press.</li> </ol>																
		Supporters:																
Support lecturer		Drs. Supriyono	, M.M.															
Week-	eac stag			Evaluation				Help Learning, Learning methods, Student Assignments, [ Estimated time]			ma	earning aterials [ erences	١٨.	ssessment /eight (%)				
	(Sub-PO)		Indic	ator	(	Criteria	a & For	m		ine ( ine )	C	nline	( onli	ne)	1			

			I		<u> </u>	
1	Understand the concept of class-based assessment. Types of evaluation and evaluation methods	Explain: The meaning of tests, measurements, assessments, evaluations and assessments. Purpose, function, basis, characteristics, principles and types of assessment Definition of diagnostic, formative and summative placement evaluation Definition of written tests and performance assessment Characteristics of written tests and performance assessment essessment	Criteria: according to the answer key	Lecture Discussion Questions and Answers Assignment 9 X 50		0%
2	Understand the concept of class-based assessment. Types of evaluation and evaluation methods	Explain: The meaning of tests, measurements, assessments, evaluations and assessments. Purpose, function, basis, characteristics, principles and types of assessment Definition of diagnostic, formative and summative placement evaluation Definition of written tests and performance assessment Characteristics of written tests and performance assessment characteristics of written tests and performance assessment	Criteria: according to the answer key	Lecture Discussion Questions and Answers Assignment 9 X 50		0%
3	Understand the concept of class-based assessment. Types of evaluation and evaluation methods	Explain: The meaning of tests, measurements, assessments, evaluations and assessments. Purpose, function, basis, characteristics, principles and types of assessment Definition of diagnostic, formative and summative placement evaluation Definition of written tests and performance assessment Characteristics of written tests and performance assessment eassessment	Criteria: according to the answer key	Lecture Discussion Questions and Answers Assignment 9 X 50		0%
4	Understand the types of evaluation tools	Explain evaluation tools: tests (written, oral, action), non- tests and portfolios	Criteria: according to the answer key	Lecture Discussion Questions and Answers Assignment 3 X 50		0%

5	Understand and	Explaining the	Criteria:	Lecture		0%
	be able to develop tests Understand and be able to develop non-test evaluation tools	types of tests and test development procedures Developing test measuring instruments Explaining the types of nontests and nontest development procedures Developing non-test measuring instruments	according to the answer key	Discussion Questions and Answers Assignment 6 X 50		
6	Understand and be able to develop tests Understand and be able to develop non-test evaluation tools	Explaining the types of tests and test development procedures Developing test measuring instruments Explaining the types of nontests and nontest and nontest development procedures Developing non-test measuring instruments	Criteria: according to the answer key	Lecture Discussion Questions and Answers Assignment 6 X 50		0%
7	Understand the basic concepts of portfolios and be able to design evaluation tools in the form of portfolios	Explain the basic concepts and characteristics of portfolios. Understand the assessment stages, use portfolios and design portfolios	Criteria: in accordance with the answer key and rubric of the project assessment sheet to develop a portfolio instrument	Lecture Discussion Questions and Answers Assignment 3 X 50		0%
8	understand meeting material 1-7 (UTS)	understand meeting material 1-7	Criteria: according to the answer key	independent work 3 X 50		0%
9	Understand the concept of class-based assessment and types of evaluation and evaluation methods. Be able to administer learning evaluations	Explain: The meaning of tests, measurements, assessments, evaluations and assessments. Purpose, function, basis, characteristics, principles and types of assessment Definition of diagnostic, formative and summative placement evaluation Definition of written test and performance assessment Characteristics of written test and performance assessment carrying out and scoring: written test oral test action test portfolio nontest	Criteria: according to the answer key referring to the test used	Lecture Discussion Questions and Answers Assignment 6 X 50		0%

10	Understand the concept of class-based assessment and types of evaluation and	Explain: The meaning of tests, measurements, assessments, evaluations	Criteria: according to the answer key referring to the test used	Lecture Discussion Questions and Answers		0%
	evaluation methods. Be able to administer learning evaluations	and assessments. Purpose, function, basis, characteristics, principles and types of assessment Definition of diagnostic, formative and summative placement evaluation Definition of written test and performance assessment Characteristics of written test and performance assessment carrying out and scoring; written test oral test action test portfolio non- test		Assignment 6 X 50		
11	Understand basic concepts and be able to analyze question items	Explain the basic concepts of validity, rehabilitation, and item analysis. Carrying out validity analysis, rehabilitation and item analysis	Criteria: according to the answer key	Lecture Discussion Questions and Answers Assignment 9 X 50		0%
12	Understand basic concepts and be able to analyze question items	Explain the basic concepts of validity, rehabilitation, and analysis. Carrying out validity analysis, rehabilitation and item analysis	Criteria: according to the answer key	Lecture Discussion Questions and Answers Assignment 9 X 50		0%
13	Understand basic concepts and be able to analyze question items	Explain the basic concepts of validity, rehabilitation, and item analysis. Carrying out validity analysis, rehabilitation and item analysis	Criteria: according to the answer key	Lecture Discussion Questions and Answers Assignment 9 X 50		0%
14	Understand the learning evaluation processing process. Understand the learning evaluation reporting process	Able to explain and carry out individual and group learning evaluation processes. Explain the learning evaluation reporting process. Make learning evaluation reports	Criteria: according to the answer key	Lecture Discussion Questions and Answers Assignment 6 X 50		0%

15	Understand the learning evaluation processing process. Understand the learning evaluation reporting process	Able to explain and carry out individual and group learning evaluation processes. Explain the learning evaluation reporting process. Make learning evaluation reports	Criteria: according to the answer key	Lecture Discussion Questions and Answers Assignment 6 X 50		0%
16						0%

Evaluation Percentage Recap: Project Based Learning

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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.
- 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.
- 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.
- 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.
- 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.