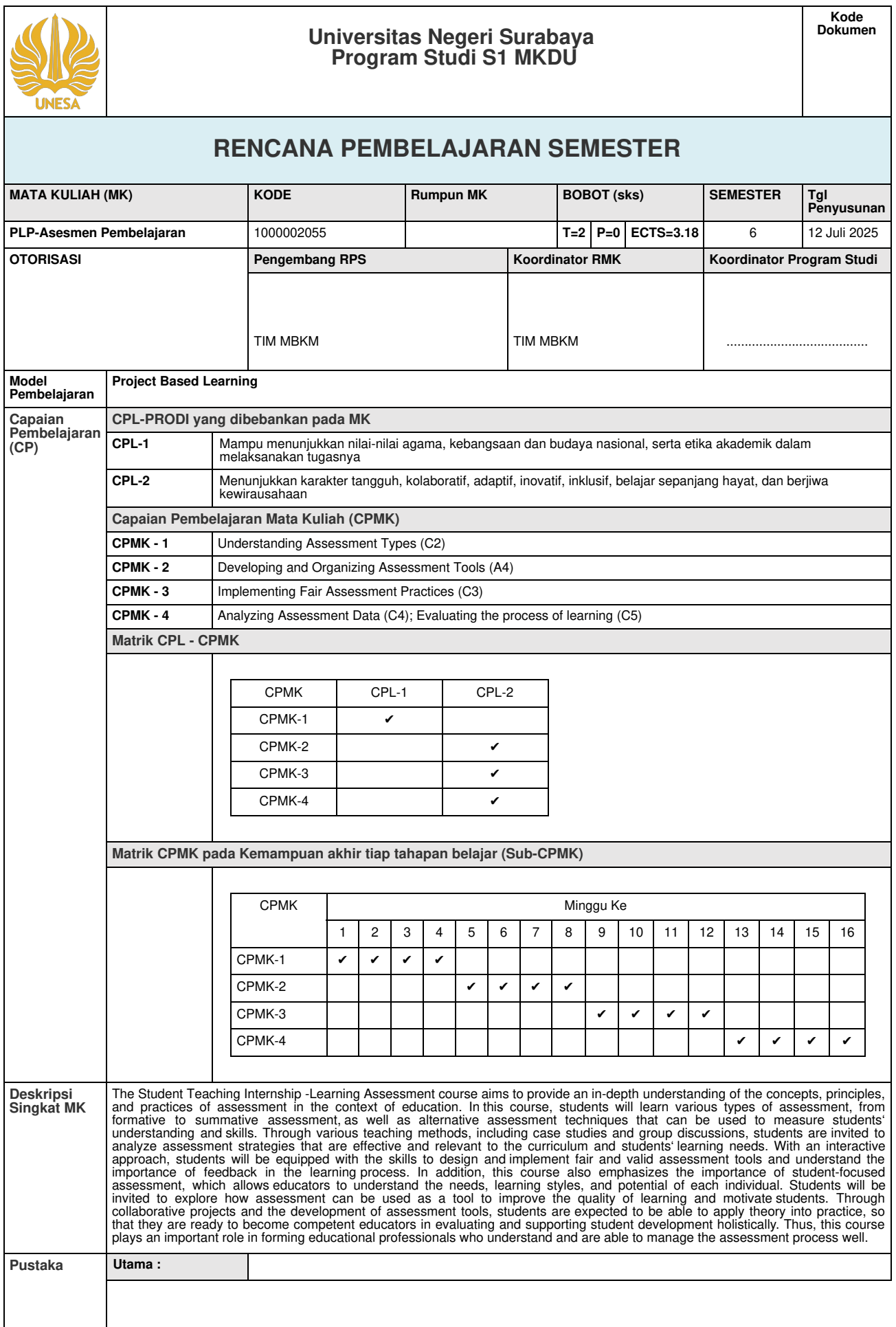




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Pendukung :							
- Scholar - SINTA							
Dosen Pengampu							
Mg Ke-	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)	Penilaian		Bantuan Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [Estimasi Waktu]		Materi Pembelajaran [Pustaka]	Bobot Penilaian (%)
		Indikator	Kriteria & Bentuk	Luring (offline)	Daring (online)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Students are able to describe the meaning of assessment, principles, characteristics, various techniques and the role of assessment.	Students have comprehensive competencies regarding learning assessment.	Kriteria: Students clearly explain their knowledge Bentuk Penilaian : Aktifitas Partisipatif, Penilaian Hasil Project / Penilaian Produk	Lectures, discussions, and Q&A 2 X 50	Lectures, discussions, and Q&A 2 X 50	Materi: Learning assessment Pustaka: Davis, T. M., & Brown, S. L. (2021). Learning Assessment Practices in Student Teaching Internships: From Theory to Implementation. Journal of Teacher Education, 72(4), 276-289.	3%

2	Students are able to describe the meaning of assessment, principles, characteristics, various techniques and the role of assessment.	Students have comprehensive competencies regarding learning assessment.	Kriteria: Students clearly explain their knowledge Bentuk Penilaian : Aktifitas Partisipatif, Penilaian Hasil Project / Penilaian Produk	Lectures, discussions, and Q&A 2 X 50	Lectures, discussions, and Q&A 2 X 50	Materi: Learning assessment Pustaka: Davis, T. M., & Brown, S. L. (2021). <i>Learning Assessment Practices in Student Teaching Internships: From Theory to Implementation. Journal of Teacher Education, 72(4), 276-289.</i>	3%
3	Students are able to describe the meaning of assessment, principles, characteristics, various techniques and the role of assessment.	Students have comprehensive competencies regarding learning assessment.	Kriteria: Students clearly explain their knowledge Bentuk Penilaian : Aktifitas Partisipatif, Penilaian Hasil Project / Penilaian Produk	Lectures, discussions, and Q&A 2 X 50	Lectures, discussions, and Q&A 2 X 50	Materi: Learning assessment Pustaka: Davis, T. M., & Brown, S. L. (2021). <i>Learning Assessment Practices in Student Teaching Internships: From Theory to Implementation. Journal of Teacher Education, 72(4), 276-289.</i>	3%
4	Students are able to describe the meaning of assessment, principles, characteristics, various techniques and the role of assessment.	Students have comprehensive competencies regarding learning assessment.	Kriteria: Students clearly explain their knowledge Bentuk Penilaian : Aktifitas Partisipatif, Penilaian Hasil Project / Penilaian Produk	Lectures, discussions, and Q&A 2 X 50	Lectures, discussions, and Q&A 2 X 50	Materi: Learning assessment Pustaka: Davis, T. M., & Brown, S. L. (2021). <i>Learning Assessment Practices in Student Teaching Internships: From Theory to Implementation. Journal of Teacher Education, 72(4), 276-289.</i>	3%
5	Students are able to plan tests. Test planning: a. Test planning aspects b. Writing a question grid	Students can plan tests that are in accordance with the learning theme.	Kriteria: tests that are arranged according to the discussion of the material. Bentuk Penilaian : Aktifitas Partisipatif, Penilaian Hasil Project / Penilaian Produk	Lectures, discussions, and Q&A 2 X 50	Lectures, discussions, and Q&A 2 X 50	Materi: Assessment aspects Pustaka: Harrison, C. & Lee, H. (2020). <i>Assessment for Learning Across Classrooms and Borders. Routledge.</i>	3%

6	Students are able to plan tests. Test planning: a. Test planning aspects b. Writing a question grid	Students can plan tests that are in accordance with the learning theme.	Kriteria: tests that are arranged according to the discussion of the material. Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk	Lectures, discussions, and Q&A 2 X 50	Lectures, discussions, and Q&A 2 X 50	Materi: Assessment aspects Pustaka: Harrison, C. & Lee, H. (2020). <i>Assessment for Learning Across Classrooms and Borders</i> . Routledge.	3%
7	Students are able to plan tests. Test planning: a. Test planning aspects b. Writing a question grid	Students can plan tests that are in accordance with the learning theme.	Kriteria: tests that are arranged according to the discussion of the material. Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk	Lectures, discussions, and Q&A 2 X 50	Lectures, discussions, and Q&A 2 X 50	Materi: Assessment aspects Pustaka: Harrison, C. & Lee, H. (2020). <i>Assessment for Learning Across Classrooms and Borders</i> . Routledge.	4%
8	UTS	UTS	Kriteria: UTS Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk	UTS 2 X 50	UTS 2 X 50	Materi: Measurement of learning success Pustaka: Popham, W. J. (2022). <i>Classroom Assessment: What Teachers Need to Know</i> . Pearson.	20%
9	Students are able to describe the meaning of tests, measurements, test uses and test ethics.	Accuracy and suitability of students in describing the meaning of tests, measurements, test uses and test ethics.	Kriteria: Accuracy and suitability of students in describing the meaning of tests, measurements, test uses and test ethics. Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk	Demonstration 2 X 50	Demonstration 2 X 50	Materi: Measurement of learning success Pustaka: Andrade, H., Huff, K., & Brooke, G. (2021). <i>Handbook of Formative Assessment in the Disciplines</i> . Routledge.	4%
10	Students are able to analyze questions.	Students critically analyze the questions. Analysis of Question Item a. The need for analysis of question item b. Characteristics of question items: Level of difficulty, differential power, functionality of the trickster c. Characteristics of test devices: Reliability and validity	Kriteria: Accuracy and suitability of students in analyzing questions. Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk	Lectures, discussions, and Q&A 2 X 50	Lectures, discussions, and Q&A 2 X 50	Materi: Assessment Standards Pustaka: Davis, T. M., & Brown, S. L. (2021). <i>Learning Assessment Practices in Student Teaching Internships: From Theory to Implementation</i> . <i>Journal of Teacher Education</i> , 72(4), 276-289.	4%

11	Students are able to analyze questions.	Students critically analyze the questions. Analysis of Question Item a. The need for analysis of question item b. Characteristics of question items: Level of difficulty, differential power, functionality of the trickster c. Characteristics of test devices: Reliability and validity	Kriteria: Accuracy and suitability of students in analyzing questions. Bentuk Penilaian : Aktifitas Partisipatif, Penilaian Hasil Project / Penilaian Produk	Lectures, discussions, and Q&A 2 X 50	Lectures, discussions, and Q&A 2 X 50	Materi: Assessment Standards Pustaka: Davis, T. M., & Brown, S. L. (2021). <i>Learning Assessment Practices in Student Teaching Internships: From Theory to Implementation. Journal of Teacher Education, 72(4), 276-289.</i>	4%
12	Students are able to analyze questions.	Students critically analyze the questions. Analysis of Question Item a. The need for analysis of question item b. Characteristics of question items: Level of difficulty, differential power, functionality of the trickster c. Characteristics of test devices: Reliability and validity	Kriteria: Accuracy and suitability of students in analyzing questions. Bentuk Penilaian : Aktifitas Partisipatif, Penilaian Hasil Project / Penilaian Produk	Lectures, discussions, and Q&A 2 X 50	Lectures, discussions, and Q&A 2 X 50	Materi: Assessment Standards Pustaka: Davis, T. M., & Brown, S. L. (2021). <i>Learning Assessment Practices in Student Teaching Internships: From Theory to Implementation. Journal of Teacher Education, 72(4), 276-289.</i>	4%
13	Students are able to develop assessment instruments.	Students critically and analytically develop affective domain assessment instruments.	Kriteria: Accuracy and suitability of students to develop effective domain assessment instruments. Bentuk Penilaian : Aktifitas Partisipatif, Penilaian Hasil Project / Penilaian Produk	Lectures, discussions, and Q&A 2 X 50	Lectures, discussions, and Q&A 2 X 50	Materi: standar penilaian Pustaka: Permendikbud No. 66 Tahun 2013 tentang Standar Penilaian. Materi: Assessment Standards Pustaka: Jackson, L. E., & Turner, C. S. (2021). <i>Integrating Learning Assessment into Student Teaching Programs: Approaches and Best Practices. Journal of Curriculum and Instruction, 38(5), 214-227.</i>	4%

14	Students are able to process measurement data.	Students critically and analytically process measurement data.	Kriteria: Accuracy and suitability of students in processing measurement data. Bentuk Penilaian : Aktifitas Partisipatif, Penilaian Hasil Project / Penilaian Produk	Lectures, discussions, and Q&A 2 X 50	Lectures, discussions, and Q&A 2 X 50	Materi: Lesson Assessment Pustaka: <i>Davis, T. M., & Brown, S. L. (2021). Learning Assessment Practices in Student Teaching Internships: From Theory to Implementation. Journal of Teacher Education, 72(4), 276-289.</i>	4%
15	Students are able to process measurement data.	Students critically and analytically process measurement data.	Kriteria: Accuracy and suitability of students in processing measurement data. Bentuk Penilaian : Aktifitas Partisipatif, Penilaian Hasil Project / Penilaian Produk	Lectures, discussions, and Q&A 2 X 50	Lectures, discussions, and Q&A 2 X 50	Materi: Lesson Assessment Pustaka: <i>Davis, T. M., & Brown, S. L. (2021). Learning Assessment Practices in Student Teaching Internships: From Theory to Implementation. Journal of Teacher Education, 72(4), 276-289.</i>	4%
16	UAS	UAS	Kriteria: UAS Bentuk Penilaian : Aktifitas Partisipatif, Penilaian Hasil Project / Penilaian Produk	UAS 2 X 50	UAS 2 X 50	Materi: standar penilaian Pustaka: <i>Permendikbud No. 66 Tahun 2013 tentang Standar Penilaian.</i> Materi: All Materials Pustaka: <i>Parker, L. M., & Turner, J. T. (2021). Assessment for Learning: Evaluating Student Performance in Student Teaching Internships. Journal of Educational Policy, 29(2), 72-85.</i>	30%

Rekap Persentase Evaluasi : Project Based Learning

No	Evaluasi	Persentase
1.	Aktifitas Partisipatif	50%
2.	Penilaian Hasil Project / Penilaian Produk	50%
		100%

Catatan

1. **Capaian Pembelajaran Lulusan Prodi (CPL - Prodi)** adalah kemampuan yang dimiliki oleh setiap lulusan prodi yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodinya yang

- diperoleh melalui proses pembelajaran.
2. **CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-Prodi) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampilan umum, ketrampilan khusus dan pengetahuan.
 3. **CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
 4. **Sub-CPMK Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
 5. **Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
 6. **Kreteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kreteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kreteria dapat berupa kuantitatif ataupun kualitatif.
 7. **Bentuk penilaian:** tes dan non-tes.
 8. **Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
 9. **Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
 10. **Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
 11. **Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
 12. TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.