

	Universitas Negeri Surabaya Fakultas Ilmu Sosial dan Ilmu Politik Program Studi S1 Pendidikan Sejarah						Kode Dokumen																																																																																																				
RENCANA PEMBELAJARAN SEMESTER																																																																																																											
MATA KULIAH (MK)	KODE	Rumpun MK	BOBOT (sks)			SEMESTER	Tgl Penyusunan																																																																																																				
PLP-Asesmen Pembelajaran	1000002055		T=2	P=0	ECTS=3.18	6	9 Juli 2025																																																																																																				
OTORISASI	Pengembang RPS		Koordinator RMK			Koordinator Program Studi																																																																																																					
	TIM MBKM		TIM MBKM			Prof. Dr. Wisnu, M.Hum.																																																																																																					
Model Pembelajaran	Project Based Learning																																																																																																										
Capaian Pembelajaran (CP)	CPL-PRODI yang dibebankan pada MK																																																																																																										
	CPL-1	Mampu menunjukkan nilai-nilai agama, kebangsaan dan budaya nasional, serta etika akademik dalam melaksanakan tugasnya																																																																																																									
	CPL-2	Menunjukkan karakter tangguh, kolaboratif, adaptif, inovatif, inklusif, belajar sepanjang hayat, dan berjiwa kewirausahaan																																																																																																									
	Capaian Pembelajaran Mata Kuliah (CPMK)																																																																																																										
	CPMK - 1	Understanding Assessment Types (C2)																																																																																																									
	CPMK - 2	Developing and Organizing Assessment Tools (A4)																																																																																																									
	CPMK - 3	Implementing Fair Assessment Practices (C3)																																																																																																									
	CPMK - 4	Analyzing Assessment Data (C4); Evaluating the process of learning (C5)																																																																																																									
	Matrik CPL - CPMK																																																																																																										
		<table><tr><td>CPMK</td><td>CPL-1</td><td>CPL-2</td></tr><tr><td>CPMK-1</td><td>✓</td><td></td></tr><tr><td>CPMK-2</td><td></td><td>✓</td></tr><tr><td>CPMK-3</td><td></td><td>✓</td></tr><tr><td>CPMK-4</td><td></td><td>✓</td></tr></table>						CPMK	CPL-1	CPL-2	CPMK-1	✓		CPMK-2		✓	CPMK-3		✓	CPMK-4		✓																																																																																					
CPMK	CPL-1	CPL-2																																																																																																									
CPMK-1	✓																																																																																																										
CPMK-2		✓																																																																																																									
CPMK-3		✓																																																																																																									
CPMK-4		✓																																																																																																									
Matrik CPMK pada Kemampuan akhir tiap tahapan belajar (Sub-CPMK)																																																																																																											
	<table><tr><td rowspan="2">CPMK</td><td colspan="16">Minggu Ke</td></tr><tr><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><tr><td>CPMK-1</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>CPMK-2</td><td></td><td></td><td></td><td></td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>CPMK-3</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td></td><td></td><td></td><td></td></tr><tr><td>CPMK-4</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr></table>						CPMK	Minggu Ke																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	CPMK-1	✓	✓	✓	✓													CPMK-2					✓	✓	✓	✓									CPMK-3									✓	✓	✓	✓					CPMK-4													✓	✓	✓	✓
CPMK	Minggu Ke																																																																																																										
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																																																																																											
CPMK-1	✓	✓	✓	✓																																																																																																							
CPMK-2					✓	✓	✓	✓																																																																																																			
CPMK-3									✓	✓	✓	✓																																																																																															
CPMK-4													✓	✓	✓	✓																																																																																											
Deskripsi Singkat MK	The Student Teaching Internship -Learning Assessment course aims to provide an in-depth understanding of the concepts, principles, and practices of assessment in the context of education. In this course, students will learn various types of assessment, from formative to summative assessment, as well as alternative assessment techniques that can be used to measure students' understanding and skills. Through various teaching methods, including case studies and group discussions, students are invited to analyze assessment strategies that are effective and relevant to the curriculum and students' learning needs. With an interactive approach, students will be equipped with the skills to design and implement fair and valid assessment tools and understand the importance of feedback in the learning process. In addition, this course also emphasizes the importance of student-focused assessment, which allows educators to understand the needs, learning styles, and potential of each individual. Students will be invited to explore how assessment can be used as a tool to improve the quality of learning and motivate students. Through collaborative projects and the development of assessment tools, students are expected to be able to apply theory into practice, so that they are ready to become competent educators in evaluating and supporting student development holistically. Thus, this course plays an important role in forming educational professionals who understand and are able to manage the assessment process well.																																																																																																										
Pustaka	Utama :																																																																																																										

- Heritage, M., & Harrison, C. (2021). The Power of Assessment for Learning: Twenty Years of Research and Practice in UK and US Classrooms. SAGE Publications. - Carless, D. (2020). Learning-oriented Assessment: A Framework for Higher Education. Routledge. - Brown, G. T. L. (2022). Assessment Literacy for Educators in a Hurry. Corwin. - Brookhart, S. M. (2021). Formative Assessment Strategies for Every Classroom: An ASCD Action Tool. ASCD. - Eberly, J. (2023). Assessment and Learning: State of the Field and Key Research Directions. Springer. - Harrison, C. & Lee, H. (2020). Assessment for Learning Across Classrooms and Borders. Routledge. - Popham, W. J. (2022). Classroom Assessment: What Teachers Need to Know. Pearson. - Andrade, H., Huff, K., & Brooke, G. (2021). Handbook of Formative Assessment in the Disciplines. Routledge. - Stiggins, R. J. (2020). Revolutionize Assessment: Empower Students with Assessment for Learning. Corwin. - McMillan, J. H. (2023). Classroom Assessment: Principles and Practice for Effective Standards-based Instruction. Pearson - 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. - Parker, H. L., & Wilson, R. C. (2022). Effective Learning Assessment Strategies in Student Teaching Internships. Journal of Educational Research, 63(2), 145-158. - Smith, K. P., & Roberts, M. A. (2020). The Role of Learning Assessment in Student Teaching: Shaping Future Educators. Teaching and Teacher Education, 92, 102-114. - Jackson, L. E., & Turner, C. S. (2021). Integrating Learning Assessment into Student Teaching Programs: Approaches and Best Practices. Journal of Curriculum and Instruction, 38(5), 214- 227. - Miller, G. P., & Wilson, T. K. (2022). Assessing Student Learning during Internships: Challenges and Strategies. Journal of Teaching and Learning, 45(6), 87-101. - Griffith, J. T., & Clark, D. R. (2021). Learning Assessment in Student Teaching: Bridging Practice and Pedagogy. Journal of Teacher Preparation, 28(3), 155-167. - Reynolds, M. S., & Walker, S. P. (2022). The Importance of Effective Assessment in Student Teaching Internships. International Journal of Educational Research, 39(1), 234-245. - 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. - Doolittle, P. E., & Green, J. D. (2020). Innovative Approaches to Learning Assessment During Student Teaching Internships. Journal of Educational Leadership, 41(3), 210-223. - Simmons, C. H., & Nelson, R. M. (2022). Learning Assessment Techniques in Teacher Education: Lessons Learned from Student Teaching. Teaching and Teacher Education, 95, 184- 195. - Kim, S. J., & Jones, T. P. (2021). Learning Assessment and Reflective Practice in Student Teaching Internships. Journal of Teacher Education and Development, 19(4), 108-121. - Foster, L. E., & Green, T. S. (2021). Assessing Student Learning during Teacher Internships: A Practical Framework. Journal of Teaching and Pedagogical Studies, 28(7), 130-142. - Brown, S. F., & Lee, K. J. (2020). The Role of Formative and Summative Assessments in Student Teaching Internships. Journal of Education for Teaching, 46(2), 157-169. - Griffith, R. A., & Anderson, P. H. (2022). Student Teaching Internships and Their Impact on Learning Assessment Practices. Journal of Curriculum Development, 34(8), 200-213. - Bennett, T. F., & Parker, A. M. (2021). Enhancing Assessment Literacy through Student Teaching Internships. International Journal of Assessment in Education, 20(5), 314-326.							
Pendukung :							
- Scholar - SINTA							
Dosen Pengampu		Corry Liana, S.Pd., M.Pd.					
Mg Ke-	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)	Penilaian		Bantuk 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 Partisipasif, 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> Journal of Teacher Education, 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.