



**Universitas Negeri Surabaya**  
**Faculty of Economics and Business**  
**Bachelor of Commerce Education Study Program**

Document Code

**SEMESTER LEARNING PLAN**

<b>Courses</b>	<b>CODE</b>	<b>Course Family</b>	<b>Credit Weight</b>	<b>SEMESTER</b>	<b>Compilation Date</b>																																	
<b>Assessment and Learning Outcomes Process</b>	8721103003		T=3 P=0 ECTS=4.77	4	July 19, 2024																																	
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>	<b>Study Program Coordinator</b>																																		
	.....		.....	Dr. Tri Sudarwanto, S.Pd., MSM.																																		
<b>Learning model</b>	<b>Project Based Learning</b>																																					
<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program that is charged to the course</b>																																					
	<b>Program Objectives (PO)</b>																																					
	<b>PLO-PO Matrix</b>																																					
		<table border="1" style="margin: auto;"> <tr> <td style="width: 10%; text-align: center;">P.O</td> <td colspan="15"></td> </tr> </table>					P.O																															
P.O																																						
	<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																																					
	<table border="1" style="margin: auto;"> <tr> <td rowspan="2" style="width: 10%; text-align: center;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 5%; text-align: center;">1</td> <td style="width: 5%; text-align: center;">2</td> <td style="width: 5%; text-align: center;">3</td> <td style="width: 5%; text-align: center;">4</td> <td style="width: 5%; text-align: center;">5</td> <td style="width: 5%; text-align: center;">6</td> <td style="width: 5%; text-align: center;">7</td> <td style="width: 5%; text-align: center;">8</td> <td style="width: 5%; text-align: center;">9</td> <td style="width: 5%; text-align: center;">10</td> <td style="width: 5%; text-align: center;">11</td> <td style="width: 5%; text-align: center;">12</td> <td style="width: 5%; text-align: center;">13</td> <td style="width: 5%; text-align: center;">14</td> <td style="width: 5%; text-align: center;">15</td> <td style="width: 5%; text-align: center;">16</td> </tr> </table>					P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
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	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																						
<b>Short Course Description</b>	Study and understanding of the role of assessment in education and learning. various kinds of assessments according to the applicable curriculum, preparation of various types of good questions along with assessment rubrics. The basic concepts of authentic, alternative and classroom-based assessment and the applicable curriculum include workshops on developing assessment instruments. along with analysis of the question items both manually using the Excel program and using question item software. References for assessment and learning completion, presented theoretically. workshops and practical/empirical. Lectures are carried out using a system of case study analysis, presentations and discussions, and reflections. The final product of this lecture is a portfolio of assessment tasks and learning outcomes processes.																																					
<b>References</b>	<b>Main :</b>																																					
	<ol style="list-style-type: none"> <li>1. Dr. Abdul Ghofur, dkk, Pola Induk Pengembangan Sistem Penilaian, 2003.</li> <li>2. Dr. Suharsimi Arikunto, Dasar 13 Dasar Evaluasi Pendidikan, 1991.</li> <li>3. Dr. Suke Silverius, Evaluasi Hasil Belajar dan Umpan Balik, 1991.</li> <li>4. Drs. Slameto, Evaluasi Pendidikan, 1988.</li> <li>5. Pusat Kurikulum Balitbang Depdiknas, Kurikulum Berbasis Kompetensi, 2002.</li> <li>6. Dr. Oemar Hamalik, Teknik Pengukuran Dan Evaluasi Pendidikan, 1989.</li> </ol>																																					
	<b>Supporters:</b>																																					
<b>Supporting lecturer</b>	Dr. Tri Sudarwanto, S.Pd., MSM. Dr. Finisica Dwijayati Patrikha, S.Pd., M.Pd. Renny Dwijayanti, S.Pd., M.Pd. Veni Rafida, S.Pd., M.Pd.																																					
<b>Week-</b>	<b>Final abilities of each learning stage (Sub-PO)</b>	<b>Evaluation</b>		<b>Help Learning, Learning methods, Student Assignments, [ Estimated time]</b>		<b>Learning materials [ References ]</b>	<b>Assessment Weight (%)</b>																															
		<b>Indicator</b>	<b>Criteria &amp; Form</b>	<b>Offline ( offline )</b>	<b>Online ( online )</b>																																	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)																															

1	Able to understand the concept and meaning of assessment, evaluation and evaluation of learning outcomes	<ol style="list-style-type: none"> <li>1.Explain the meaning of assessment, evaluation and assessment of learning outcomes</li> <li>2.Explain the purpose of the assessment</li> <li>3.Explain the function of assessment in learning</li> <li>4.Able to explain assessment classifications</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Contains an assessment rubric, for example:</li> <li>2.question number 1 has a weight of 10 if.....</li> <li>3.question number 2 has a weight of 5 if.....</li> <li>4.etc</li> <li>5.The assessment criteria are carried out by looking at aspects:</li> <li>6.1. Participation: carried out by observing student activities (weight 2)</li> <li>7.2. UTS: carried out with an assessment during the middle of the semester (weight 2)</li> <li>8.3. UAS: carried out every semester to measure all indicators (weight 3)</li> <li>9.4. Task: carried out on each indicator (weight 3)</li> <li>10.Student Final Grade:</li> <li>11.Participation Score (2) x Lever Score (3) x UTS Score (2) x UAS Score (3) divided by 10.</li> </ol>	Presentation, discussion and reflection 3 X 50		0%
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2	Able to understand assessment techniques	<ol style="list-style-type: none"> <li>1.Explain the basic principles of assessment</li> <li>2.Explain the characteristics of the assessment</li> <li>3.Explains the cognitive, affective and psychomotor domains as objects for assessing learning outcomes</li> <li>4.Explains techniques in evaluating learning outcomes</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Contains an assessment rubric, for example:</li> <li>2.question number 1 has a weight of 10 if.....</li> <li>3.question number 2 has a weight of 5 if.....</li> <li>4.etc</li> <li>5.The assessment criteria are carried out by looking at aspects:</li> <li>6.1. Participation: carried out by observing student activities (weight 2)</li> <li>7.2. UTS: carried out with an assessment during the middle of the semester (weight 2)</li> <li>8.3. UAS: carried out every semester to measure all indicators (weight 3)</li> <li>9.4. Task: carried out on each indicator (weight 3)</li> <li>10.Student Final Grade:</li> <li>11.Participation Score (2) x Lever Score (3) x UTS Score (2) x UAS Score (3) divided by 10.</li> </ol>	Presentation, discussion and reflection 3 X 50			0%
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3	Able to understand assessment techniques	<ol style="list-style-type: none"> <li>1.Explain the basic principles of assessment</li> <li>2.Explain the characteristics of the assessment</li> <li>3.Explains the cognitive, affective and psychomotor domains as objects for assessing learning outcomes</li> <li>4.Explains techniques in evaluating learning outcomes</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Contains an assessment rubric, for example:</li> <li>2.question number 1 has a weight of 10 if.....</li> <li>3.question number 2 has a weight of 5 if.....</li> <li>4.etc</li> <li>5.The assessment criteria are carried out by looking at aspects:</li> <li>6.1. Participation: carried out by observing student activities (weight 2)</li> <li>7.2. UTS: carried out with an assessment during the middle of the semester (weight 2)</li> <li>8.3. UAS: carried out every semester to measure all indicators (weight 3)</li> <li>9.4. Task: carried out on each indicator (weight 3)</li> <li>10.Student Final Grade:</li> <li>11.Participation Score (2) x Lever Score (3) x UTS Score (2) x UAS Score (3) divided by 10.</li> </ol>	Presentation, discussion and reflection 3 X 50		0%
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4	Students are able to understand tests and non-tests as evaluation of learning outcomes	<ol style="list-style-type: none"> <li>1.Explain the meaning of the test</li> <li>2.Explain the function of the test</li> <li>3.Explain observations</li> <li>4.Explaining the interview</li> <li>5.Explaining the questionnaire</li> <li>6.Explain document checking</li> <li>7.Explain portfolio assessment</li> <li>8.Product assessment</li> <li>9.Attitude assessment</li> <li>10.Skills assessment</li> <li>11.Project assessment</li> <li>12.Self-assessment</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Contains an assessment rubric, for example:</li> <li>2.question number 1 has a weight of 10 if.....</li> <li>3.question number 2 has a weight of 5 if.....</li> <li>4.etc</li> <li>5.The assessment criteria are carried out by looking at aspects:</li> <li>6.1. Participation: carried out by observing student activities (weight 2)</li> <li>7.2. UTS: carried out with an assessment during the middle of the semester (weight 2)</li> <li>8.3. UAS: carried out every semester to measure all indicators (weight 3)</li> <li>9.4. Task: carried out on each indicator (weight 3)</li> <li>10.Student Final Grade:</li> <li>11.Participation Score (2) x Lever Score (3) x UTS Score (2) x UAS Score (3) divided by 10.</li> </ol>	Discussions, assignments, exercises, searching for library sources and other references 3 X 50		0%
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5	Students are able to understand tests and non-tests as evaluation of learning outcomes	<ol style="list-style-type: none"> <li>1.Explain the meaning of the test</li> <li>2.Explain the function of the test</li> <li>3.Explain observations</li> <li>4.Explaining the interview</li> <li>5.Explaining the questionnaire</li> <li>6.Explain document checking</li> <li>7.Explain portfolio assessment</li> <li>8.Product assessment</li> <li>9.Attitude assessment</li> <li>10.Skills assessment</li> <li>11.Project assessment</li> <li>12.Self-assessment</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Contains an assessment rubric, for example:</li> <li>2.question number 1 has a weight of 10 if.....</li> <li>3.question number 2 has a weight of 5 if.....</li> <li>4.etc</li> <li>5.The assessment criteria are carried out by looking at aspects:</li> <li>6.1. Participation: carried out by observing student activities (weight 2)</li> <li>7.2. UTS: carried out with an assessment during the middle of the semester (weight 2)</li> <li>8.3. UAS: carried out every semester to measure all indicators (weight 3)</li> <li>9.4. Task: carried out on each indicator (weight 3)</li> <li>10.Student Final Grade:</li> <li>11.Participation Score (2) x Lever Score (3) x UTS Score (2) x UAS Score (3) divided by 10.</li> </ol>	Discussions, assignments, exercises, searching for library sources and other references 3 X 50			0%
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6	Able to understand the concept and meaning of assessment, evaluation and evaluation of learning outcomes	<ol style="list-style-type: none"> <li>1.Explain the meaning of assessment, evaluation and assessment of learning outcomes</li> <li>2.Explain the purpose of the assessment</li> <li>3.Explain the function of assessment in learning</li> <li>4.Able to explain assessment classifications</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Contains an assessment rubric, for example:</li> <li>2.question number 1 has a weight of 10 if.....</li> <li>3.question number 2 has a weight of 5 if.....</li> <li>4.etc</li> <li>5.The assessment criteria are carried out by looking at aspects:</li> <li>6.1. Participation: carried out by observing student activities (weight 2)</li> <li>7.2. UTS: carried out with an assessment during the middle of the semester (weight 2)</li> <li>8.3. UAS: carried out every semester to measure all indicators (weight 3)</li> <li>9.4. Task: carried out on each indicator (weight 3)</li> <li>10.Student Final Grade:</li> <li>11.Participation Score (2) x Lever Score (3) x UTS Score (2) x UAS Score (3) divided by 10.</li> </ol>	Presentation, discussion and reflection 3 X 50		0%
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7	Students are able to understand the techniques for preparing and implementing learning outcomes tests	<ol style="list-style-type: none"> <li>1.Explain the characteristics of a good test</li> <li>2.Explain the form of learning outcomes tests and their preparation</li> <li>3.Explain the techniques for implementing learning outcomes tests</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Contains an assessment rubric, for example:</li> <li>2.question number 1 has a weight of 10 if.....</li> <li>3.question number 2 has a weight of 5 if.....</li> <li>4.etc</li> <li>5.The assessment criteria are carried out by looking at aspects:</li> <li>6.1. Participation: carried out by observing student activities (weight 2)</li> <li>7.2. UTS: carried out with an assessment during the middle of the semester (weight 2)</li> <li>8.3. UAS: carried out every semester to measure all indicators (weight 3)</li> <li>9.4. Task: carried out on each indicator (weight 3)</li> <li>10.Student Final Grade:</li> <li>11.Participation Score (2) x Lever Score (3) x UTS Score (2) x UAS Score (3) divided by 10.</li> </ol>	Discussion, exercises and assignments 3 X 50		0%
8	UTS			3 X 50		0%



9	Students are able to understand the validity of learning outcome test items	<ol style="list-style-type: none"> <li>1.Explains techniques for testing the validity of learning outcomes tests</li> <li>2.Explain test testing rationally</li> <li>3.Explains empirical test testing</li> <li>4.Explain test testing rationally</li> <li>5.Explain the meaning of learning outcome items</li> <li>6.Explains techniques for testing the validity of learning outcome test items</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Contains an assessment rubric, for example:</li> <li>2.question number 1 has a weight of 10 if.....</li> <li>3.question number 2 has a weight of 5 if.....</li> <li>4.etc</li> <li>5.The assessment criteria are carried out by looking at aspects:</li> <li>6.1. Participation: carried out by observing student activities (weight 2)</li> <li>7.2. UTS: carried out with an assessment during the middle of the semester (weight 2)</li> <li>8.3. UAS: carried out every semester to measure all indicators (weight 3)</li> <li>9.4. Task: carried out on each indicator (weight 3)</li> <li>10.Student Final Grade:</li> <li>11.Participation Score (2) x Lever Score (3) x UTS Score (2) x UAS Score (3) divided by 10.</li> </ol>	Validity of 3 X 50 test items			0%
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10	Students are able to understand the reliability test of learning outcomes tests	<ol style="list-style-type: none"> <li>1.Explains techniques for testing the reliability of essay learning tests</li> <li>2.Explains techniques for testing the reliability of objective learning tests</li> <li>3.Explains the technique for testing the reliability of learning outcomes tests using a single test-single trial approach</li> <li>4.Explain the technique for testing the reliability of learning outcomes tests using a test-test approach</li> <li>5.Explains techniques for testing the reliability of learning outcomes tests using alternative form approaches</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Contains an assessment rubric, for example:</li> <li>2.question number 1 has a weight of 10 if.....</li> <li>3.question number 2 has a weight of 5 if.....</li> <li>4.etc</li> <li>5.The assessment criteria are carried out by looking at aspects:</li> <li>6.1. Participation: carried out by observing student activities (weight 2)</li> <li>7.2. UTS: carried out with an assessment during the middle of the semester (weight 2)</li> <li>8.3. UAS: carried out every semester to measure all indicators (weight 3)</li> <li>9.4. Task: carried out on each indicator (weight 3)</li> <li>10.Student Final Grade:</li> <li>11.Participation Score (2) x Lever Score (3) x UTS Score (2) x UAS Score (3) divided by 10.</li> </ol>	Reliability of the learning outcomes test 3 X 50			0%
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11	Able to explain examination, scoring and processing of learning results tests on enrichment questions and remedial questions	<ol style="list-style-type: none"> <li>1.Explain the technique for checking learning outcomes test results</li> <li>2.Explain examination techniques in order to assess oral test results.</li> <li>3.Explain inspection techniques in order to assess manufacturing test results</li> <li>4.explains the scoring on the essay test</li> <li>5.explains scoring on objective tests</li> <li>6.explains processing techniques and changing (converting) learning outcomes test scores into values.</li> <li>7.explain the difference between scores and grades</li> <li>8.explains the processing and conversion of raw scores from learning outcomes tests into standard scores</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Contains an assessment rubric, for example:</li> <li>2.question number 1 has a weight of 10 if.....</li> <li>3.question number 2 has a weight of 5 if.....</li> <li>4.etc</li> <li>5.The assessment criteria are carried out by looking at aspects:</li> <li>6.1. Participation: carried out by observing activities (weight 2)</li> <li>7.2. UTS: carried out with an assessment during the middle of the semester (weight 2)</li> <li>8.3. UAS: carried out every semester to measure all indicators (weight 3)</li> <li>9.4. Task: carried out on each indicator (weight 3)</li> <li>10.Student Final Grade:</li> <li>11.Participation Score (2) x Lever Score (3) x UTS Score (2) x UAS Score (3) divided by 10.</li> </ol>	Principles of Scoring and Processing the 3 X 50 Learning Results Test			0%
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12	Able to explain examination, scoring and processing of learning results tests on enrichment questions and remedial questions	<ol style="list-style-type: none"> <li>1.Explain the technique for checking learning outcomes test results</li> <li>2.Explain examination techniques in order to assess oral test results.</li> <li>3.Explain inspection techniques in order to assess manufacturing test results</li> <li>4.explains the scoring on the essay test</li> <li>5.explains scoring on objective tests</li> <li>6.explains processing techniques and changing (converting) learning outcomes test scores into values.</li> <li>7.explain the difference between scores and grades</li> <li>8.explains the processing and conversion of raw scores from learning outcomes tests into standard scores</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Contains an assessment rubric, for example:</li> <li>2.question number 1 has a weight of 10 if.....</li> <li>3.question number 2 has a weight of 5 if.....</li> <li>4.etc</li> <li>5.The assessment criteria are carried out by looking at aspects:</li> <li>6.1. Participation: carried out by observing student activities (weight 2)</li> <li>7.2. UTS: carried out with an assessment during the middle of the semester (weight 2)</li> <li>8.3. UAS: carried out every semester to measure all indicators (weight 3)</li> <li>9.4. Task: carried out on each indicator (weight 3)</li> <li>10.Student Final Grade:</li> <li>11.Participation Score (2) x Lever Score (3) x UTS Score (2) x UAS Score (3) divided by 10.</li> </ol>	Principles of Scoring and Processing the 3 X 50 Learning Results Test			0%
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13	Able to explain the analysis techniques for learning outcome test items	<ol style="list-style-type: none"> <li>1.explains the item difficulty degree technique</li> <li>2.explains the discriminative power analysis technique</li> <li>3.explains distractor function analysis techniques</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Contains an assessment rubric, for example:</li> <li>2.question number 1 has a weight of 10 if.....</li> <li>3.question number 2 has a weight of 5 if.....</li> <li>4.etc</li> <li>5.The assessment criteria are carried out by looking at aspects:</li> <li>6.1. Participation: carried out by observing student activities (weight 2)</li> <li>7.2. UTS: carried out with an assessment during the middle of the semester (weight 2)</li> <li>8.3. UAS: carried out every semester to measure all indicators (weight 3)</li> <li>9.4. Task: carried out on each indicator (weight 3)</li> <li>10.Student Final Grade:</li> <li>11.Participation Score (2) x Lever Score (3) x UTS Score (2) x UAS Score (3) divided by 10.</li> </ol>	Discussion, practice and reflection 3 X 50			0%
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14	Able to explain techniques for determining final grades, KKM, and loading learning achievement profiles	<ol style="list-style-type: none"> <li>1.explain the meaning of final value</li> <li>2.explain the final value function</li> <li>3.explains the factors that need to be considered in determining the final grade</li> <li>4.explains the technique for arranging the ranking.</li> <li>5.Explain the meaning of Rankin. Types and procedures for preparing Rankin</li> <li>6.Explains techniques for creating learning achievement profiles</li> <li>7.Explain the meaning of learning achievement profile</li> <li>8.Explain the forms of learning achievement profiles</li> <li>9.Explain the use of a learning achievement profile</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Contains an assessment rubric, for example:</li> <li>2.question number 1 has a weight of 10 if.....</li> <li>3.question number 2 has a weight of 5 if.....</li> <li>4.etc</li> <li>5.The assessment criteria are carried out by looking at aspects:</li> <li>6.1. Participation: carried out by observing student activities (weight 2)</li> <li>7.2. UTS: carried out with an assessment during the middle of the semester (weight 2)</li> <li>8.3. UAS: carried out every semester to measure all indicators (weight 3)</li> <li>9.4. Task: carried out on each indicator (weight 3)</li> <li>10.Student Final Grade:</li> <li>11.Participation Score (2) x Lever Score (3) x UTS Score (2) x UAS Score (3) divided by 10.</li> </ol>	Create a concept map regarding the overall assessment 3 X 50			0%
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15	Able to explain techniques for determining final grades, KKM, and loading learning achievement profiles	<ol style="list-style-type: none"> <li>1.explain the meaning of final value</li> <li>2.explain the final value function</li> <li>3.explains the factors that need to be considered in determining the final grade</li> <li>4.explains the technique for arranging the ranking.</li> <li>5.Explain the meaning of Rankin. Types and procedures for preparing Rankin</li> <li>6.Explains techniques for creating learning achievement profiles</li> <li>7.Explain the meaning of learning achievement profile</li> <li>8.Explain the forms of learning achievement profiles</li> <li>9.Explain the use of a learning achievement profile</li> </ol>	<b>Criteria:</b> <ol style="list-style-type: none"> <li>1.Contains an assessment rubric, for example:</li> <li>2.question number 1 has a weight of 10 if.....</li> <li>3.question number 2 has a weight of 5 if.....</li> <li>4.etc</li> <li>5.The assessment criteria are carried out by looking at aspects:</li> <li>6.1. Participation: carried out by observing student activities (weight 2)</li> <li>7.2. UTS: carried out with an assessment during the middle of the semester (weight 2)</li> <li>8.3. UAS: carried out every semester to measure all indicators (weight 3)</li> <li>9.4. Task: carried out on each indicator (weight 3)</li> <li>10.Student Final Grade:</li> <li>11.Participation Score (2) x Lever Score (3) x UTS Score (2) x UAS Score (3) divided by 10.</li> </ol>	Create a concept map regarding the overall assessment 3 X 50			0%
16	UAS			3 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.