



**Universitas Negeri Surabaya
Faculty of Engineering,
Cosmetology Education Undergraduate Study Program**

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date																																																	
Evaluation of Learning and Learning	8321302004		T=2 P=0 ECTS=3.18	3	July 17, 2024																																																	
AUTHORIZATION	SP Developer		Course Cluster Coordinator		Study Program Coordinator																																																	
		Nia Kusstianti, S.Pd., M.Pd.																																																	
Learning model	Case Studies																																																					
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																					
	Program Objectives (PO)																																																					
	PLO-PO Matrix																																																					
		<table border="1" style="margin: auto;"> <tr><td style="width: 100px; height: 30px;">P.O</td></tr> </table>					P.O																																															
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	<table border="1" style="margin: auto;"> <tr><td colspan="16" style="text-align: center;">PO Matrix at the end of each learning stage (Sub-PO)</td></tr> <tr> <td style="width: 50px; height: 30px;">P.O</td> <td colspan="15" style="text-align: center;">Week</td> </tr> <tr> <td></td> <td style="width: 20px;">1</td> <td style="width: 20px;">2</td> <td style="width: 20px;">3</td> <td style="width: 20px;">4</td> <td style="width: 20px;">5</td> <td style="width: 20px;">6</td> <td style="width: 20px;">7</td> <td style="width: 20px;">8</td> <td style="width: 20px;">9</td> <td style="width: 20px;">10</td> <td style="width: 20px;">11</td> <td style="width: 20px;">12</td> <td style="width: 20px;">13</td> <td style="width: 20px;">14</td> <td style="width: 20px;">15</td> <td style="width: 20px;">16</td> </tr> </table>					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
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P.O	Week																																																					
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																																						
Short Course Description	Review and provide an understanding of the role of assessment in the education and learning process in accordance with the curriculum applicable in schools, the basic concept of authentic assessment, various forms of authentic assessment and techniques, alternative and class-based assessment, assessment instrument development workshops, and instrument trials assessment, analysis of instrument test result data, as well as assessment result data. Learning is carried out by applying a constructivist approach. The learning activity ends with an exercise in making a specific assessment rubric by each student in group discussion and reflection activities. This learning is carried out online using Google Meet media, the link of which will be shared during the learning process in the class group WA.																																																					
References	Main :																																																					
	1. Daryanto. 2014. Evaluasi Pendidikan. Jakarta: Rineka Cipta. Nitko, Anthony J. 1983 . Educational, Test and Measurement . London Hcourt. Sudijono, Anas. 2015. Pengantar Evaluasi Pendidikan. Jakarta: Rajawali Pers Raja Grafindo Persada. Suharsimi Arikunto. 2018. Dasar-dasar Evaluasi Pendidikan Edisi ke3. Jakarta : Bumi Aksara. Ratnawulan, Elis; dan Rusdiana, 2015. Evaluasi Pembelajaran. Bandung: Pustaka Setia. Ananda, dkk. 2015. Evaluasi Pembelajaran. Bandung: Cipta Pustaka Media Kemendikbud. 2018. Panduan Penilaian Hasil Belajar dan Pengembangan Karakter Pada Sekolah Menengah Kejuruan. Kemendikbud:Jakarta																																																					
	Supporters:																																																					
Supporting lecturer	Dra. Dewi Lutfiati, M.Kes. Biyani Yesi Wilujeng, S.Pd., M.Pd.																																																					
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	Carry out a study contract. Students understand the concept of evaluation in learning.	<ol style="list-style-type: none"> 1.Explains the description of learning and learning evaluation courses 2.Explain the rules and tasks of learning and learning evaluation courses 3.Explain the importance of learning and learning evaluation 4.Explain the meaning of measurement, assessment and evaluation 5.Explain the characteristics of evaluation 6.explain the evaluation requirements 7.Explain the purpose and function of evaluation in learning 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.The assessment criteria are carried out by looking at aspects: 2.1. Participation: carried out by observing student activities (weight 2) 3.2. UTS: carried out with an assessment during the middle of the semester (weight 2) 4.3. UAS: carried out every semester to measure all indicators (weight 3) 5.4. Task: carried out on each indicator (weight 3) 6.Student Final Grade: 7.Participation Score (2) x Lever Score (3) x UTS Score (2) x UAS Score (3) divided by 10. 	Presentation, group discussion and reflection 2 X 50			0%
2	Students understand the subject and targets of evaluation	<ul style="list-style-type: none"> · Explain the subject of evaluation · Explain the objectives of evaluation · Explain the relationship between objectives, activities, curriculum and evaluation 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.1. Participation: carried out by observing student activities (weight 2) 2.2. UTS: carried out with an assessment during the middle of the semester (weight 2) 3.3. UAS: carried out every semester to measure all indicators (weight 3) 4.4. Task: carried out on each indicator (weight 3) 5.Student Final Grade: 6.Participation Score (2) x Lever Score (3) x UTS Score (2) x UAS Score (3) divided by 10. 	Model: Cooperative Method: Discussion, assignment 2 X 50			0%

3	Students understand learning evaluation from the perspective of the vocational school curriculum	<ul style="list-style-type: none"> · Explain the meaning of Vocational Secondary Education assessment · Explain the principles of assessment · Explain the scope of assessment in Vocational Schools · Explain the legal basis for assessment in Vocational Schools · Explain the mechanisms and procedures for assessment in Vocational Schools · Explain the types of authentic assessment used in Vocational Schools 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.1. Participation: carried out by observing student activities (weight 2) 2.2. UTS: carried out with an assessment during the middle of the semester (weight 2) 3.3. UAS: carried out every semester to measure all indicators (weight 3) 4.4. Task: carried out on each indicator (weight 3) 5. Student Final Grade: 6. Participation Score (2) x Lever Score (3) x UTS Score (2) x UAS Score (3) divided by 10. 	<p>Model: Cooperative Method: Discussion, assignment 2 X 50</p>			0%
4	Students understand test evaluation techniques	<ul style="list-style-type: none"> - Explain the principles of evaluation - explain the meaning of the test - explain the requirements of the test - explain the characteristics of the test - explain the forms of the test - explain how to carry out the test 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.1. Participation: carried out by observing student activities (weight 2) 2.2. UTS: carried out with an assessment during the middle of the semester (weight 2) 3.3. UAS: carried out every semester to measure all indicators (weight 3) 4.4. Task: carried out on each indicator (weight 3) 5. Student Final Grade: 6. Participation Score (2) x Lever Score (3) x UTS Score (2) x UAS Score (3) divided by 10. 	<p>Presentation, discussion and reflection 2 X 50</p>			0%

5	Students understand Non-Test techniques	<ul style="list-style-type: none"> - Explaining the meaning of non-test - Explaining interview evaluation tools - Explaining questionnaires - Explaining attitude scales - Explaining questionnaire techniques - Explaining portfolio assessment techniques - Explaining product assessment techniques - Explaining attitude assessment techniques - Skills assessment - Project assessment - Self-assessment 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.1. Participation: carried out by observing student activities (weight 2) 2.2. UTS: carried out with an assessment during the middle of the semester (weight 2) 3.3. UAS: carried out every semester to measure all indicators (weight 3) 4.4. Task: carried out on each indicator (weight 3) 5. Student Final Grade: 6. Participation Score (2) x Lever Score (3) x UTS Score (2) x UAS Score (3) divided by 10 	Discussion presentations, assignments and practice questions 2 X 50			0%
6	Understanding the realm of learning outcomes according to Bloom's Taxonomy	<ul style="list-style-type: none"> - Explaining the verbs for changing behavior in the Cognitive domain in learning - Explaining the verbs for changing behavior in the affective domain in learning - Explaining the verbs for changing behavior in the psychomotor domain in learning 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.1. Participation: carried out by observing student activities (weight 2) 2.2. UTS: carried out with an assessment during the middle of the semester (weight 2) 3.3. UAS: carried out every semester to measure all indicators (weight 3) 4.4. Task: carried out on each indicator (weight 3) 5. Student Final Grade: 6. Participation Score (2) x Lever Score (3) x UTS Score (2) x UAS Score (3) divided by 10. 	Discussion, assignments and exercises 2 X 50			0%

7	Understand the specification table in preparing learning outcomes tests	<ul style="list-style-type: none"> - Explain the meaning of a specification table - Explain the function of a specification table - Explain how to create a specification table - Create a specification table for a test in a subject 	Criteria: 1.1. Participation: carried out by observing student activities (weight 2) 2.2. UTS: carried out with an assessment during the middle of the semester (weight 2) 3.3. UAS: carried out every semester to measure all indicators (weight 3) 4.4. Task: carried out on each indicator (weight 3) 5. Student Final Grade: 6. Participation Score (2) x Lever Score (3) x UTS Score (2) x UAS Score (3) divided by 10.	Discussion, assignments and exercises 2 X 50		0%
8	UTS	Appropriate for meetings 1 to 7	Criteria: 1.1. Participation: carried out by observing student activities (weight 2) 2.2. UTS: carried out with an assessment during the middle of the semester (weight 2) 3.3. UAS: carried out every semester to measure all indicators (weight 3) 4.4. Task: carried out on each indicator (weight 3) 5. Student Final Grade: 6. Participation Score (2) x Lever Score (3) x UTS Score (2) x UAS Score (3) divided by 10.	Knowledge assessment 2 X 50		0%

9	Understanding the validity of learning outcomes tests	<ul style="list-style-type: none"> - Explain the meaning of validity - Explain the types of validity - Explain testing the validity of tests rationally - Explain testing the validity of tests empirically - Determine the validity of examples of learning outcomes tests 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.1. Participation: carried out by observing student activities (weight 2) 2.2. UTS: carried out with an assessment during the middle of the semester (weight 2) 3.3. UAS: carried out every semester to measure all indicators (weight 3) 4.4. Task: carried out on each indicator (weight 3) 5. Student Final Grade: 6. Participation Score (2) x Lever Score (3) x UTS Score (2) x UAS Score (3) divided by 10. 	Discussion, exercises and assignments 2 X 50			0%
10	Understanding the reliability of learning outcomes measuring instruments	<ul style="list-style-type: none"> - Explain the meaning of reliability - Explain the steps to measure test reliability - Explain how to calculate reliability for examples of learning outcomes tests 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.1. Participation: carried out by observing student activities (weight 2) 2.2. UTS: carried out with an assessment during the middle of the semester (weight 2) 3.3. UAS: carried out every semester to measure all indicators (weight 3) 4.4. Task: carried out on each indicator (weight 3) 5. Student Final Grade: 6. Participation Score (2) x Lever Score (3) x UTS Score (2) x UAS Score (3) divided by 10. 	Discussion, assignments and exercises 2 X 50			0%

11	Understand the process of preparing examination tests, giving scores and processing learning results tests	<ul style="list-style-type: none"> - Determining the form of an evaluation tool based on specific verbs in Bloom's Taxonomy for specific learning objectives - - Arranging objective form test items according to the TPK and good test requirements. - - Arrange essay test items according to the TPK and good test requirements. - - Explain the technique for examining learning outcomes test results - - Explain the examination technique in order to assess oral test results. - - Explains examination techniques in order to assess the results of production tests - - explains scoring on essay tests - - explains scoring on objective tests - - explains techniques for processing (converting) scores from learning outcomes tests into grades. - - explains the difference between scores and grades - - explains the processing of raw scores from learning outcomes tests into standard scores 	<p>Criteria:</p> <ul style="list-style-type: none"> 1.1. Participation: carried out by observing student activities (weight 2) 2.2. UTS: carried out with an assessment during the middle of the semester (weight 2) 3.3. UAS: carried out every semester to measure all indicators (weight 3) 4.4. Task: carried out on each indicator (weight 3) 5. Student Final Grade: 6. Participation Score (2) x Lever Score (3) x UTS Score (2) x UAS Score (3) divided by 10. 	Discussion, assignments and exercises 2 X 50		0%
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12	Understand the process of preparing examination tests, giving scores and processing learning results tests	<ul style="list-style-type: none"> - Determining the form of an evaluation tool based on specific verbs in Bloom's Taxonomy for specific learning objectives - Arranging objective form test items according to the TPK and good test requirements. - Arrange essay test items according to the TPK and good test requirements. - Explain the technique for examining learning outcomes test results - Explain the examination technique in order to assess oral test results. - Explains examination techniques in order to assess the results of production tests - explains scoring on essay tests - explains scoring on objective tests - explains techniques for processing (converting) scores from learning outcomes tests into grades. - explains the difference between scores and grades - explains the processing of raw scores from learning outcomes tests into standard scores 	<p>Criteria:</p> <ul style="list-style-type: none"> 1.1. Participation: carried out by observing student activities (weight 2) 2.2. UTS: carried out with an assessment during the middle of the semester (weight 2) 3.3. UAS: carried out every semester to measure all indicators (weight 3) 4.4. Task: carried out on each indicator (weight 3) 5. Student Final Grade: 6. Participation Score (2) x Lever Score (3) x UTS Score (2) x UAS Score (3) divided by 10. 	Discussion, assignments and exercises 2 X 50			0%
13	Understand test implementation	Carrying out teacher-made learning outcomes tests	<p>Criteria:</p> <ul style="list-style-type: none"> 1.1. Participation: carried out by observing student activities (weight 2) 2.2. UTS: carried out with an assessment during the middle of the semester (weight 2) 3.3. UAS: carried out every semester to measure all indicators (weight 3) 4.4. Task: carried out on each indicator (weight 3) 5. Student Final Grade: 6. Participation Score (2) x Lever Score (3) x UTS Score (2) x UAS Score (3) divided by 10. 	Discussion, assignments and exercises 2 X 50			0%

14	Understand the analysis techniques for learning outcome test items	- explain the analysis technique for the degree of difficulty of test items - explain the analysis technique for differentiating power - explain the analysis technique	Criteria: 1.1. Participation: carried out by observing student activities (weight 2) 2.2. UTS: carried out with an assessment during the middle of the semester (weight 2) 3.3. UAS: carried out every semester to measure all indicators (weight 3) 4.4. Task: carried out on each indicator (weight 3) 5. Student Final Grade: 6. Participation Score (2) x Lever Score (3) x UTS Score (2) x UAS Score (3) divided by 10.	Discussion, practice and reflection 2 X 50			0%
15	Able to explain techniques for determining final grades, KKM, ranking and loading learning achievement profiles and reporting	- explains the meaning of the final score - explains the function of the final score - explains the factors that need to be considered in determining the final score - explains the technique for arranging the ranking. - Explain the meaning of Rankin. Types and procedures for preparing Rankin	Criteria: 1.1. Participation: carried out by observing student activities (weight 2) 2.2. UTS: carried out with an assessment during the middle of the semester (weight 2) 3.3. UAS: carried out every semester to measure all indicators (weight 3) 4.4. Task: carried out on each indicator (weight 3) 5. Student Final Grade: 6. Participation Score (2) x Lever Score (3) x UTS Score (2) x UAS Score (3) divided by 10.	Create a concept map regarding the overall assessment 2 X 50			0%

16	UAS	As per meeting 9-15	Criteria: 1.1. Participation: carried out by observing student activities (weight 2) 2.2. UTS: carried out with an assessment during the middle of the semester (weight 2) 3.3. UAS: carried out every semester to measure all indicators (weight 3) 4.4. Task: carried out on each indicator (weight 3) 5. Student Final Grade: 6. Participation Score (2) x Lever Score (3) x UTS Score (2) x UAS Score (3) divided by 10.	Closebook test 2 X 50			0%
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Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
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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.
- 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.
- 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.
- Forms of assessment:** test and non-test.
- 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.
- Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- 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%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.