


SEMESTER LEARNING PLAN

 UNESA Universitas Negeri Surabaya	STATE UNIVERSITY OF SURABAYA FACULTY OF EDUCATION DEPARTMENT OF EDUCATIONAL CURRICULUM AND TECHNOLOGY STUDY PROGRAM OF EDUCATIONAL TECHNOLOGY	Docu- ment Code			
SEMESTER LEARNING PLAN					
COURSES (MK)	CODE	MK family	WEIGHT (credits)	SEMESTER	Compilation Date
Learning Assessment	8620304218	Evaluation	T=2 P=2	6	07 May 2022
AUTHORIZATION	RPS Developer	RMK Coordinator		Head of Study Program	
		-		Dr. Andi Kristanto, M.Pd.	
Learning Outcomes (CP)	CPL-PRODI charged to MK				
	CPL-S8	Able to demonstrate a scientific, critical and innovative attitude in scientific learning of educational technology in a professional and responsible manner.			
	CPL-P2	Applying educational technology knowledge as a Learning Technology Developer, Education and Training Analyst, and Multimedia/Animation/Broadcast Teacher.			
	CPL-KK3	Solve problems based on the case study method or project-based group learning in the field of Education technology, by prioritizing digital literacy.			
	CPL-KU5	Able to utilize technology and information in solving problems in the field of educational technology and inclusive education based on digital technology and local wisdom.			
	Course Learning Outcomes (CPMK)				
	CPMK-S8	Able to demonstrate scientific, critical and innovative attitude in Learning Assessment Courses in a professional manner and have sensitivity and responsibility. Have the ability to collaborate effectively in learning. Actively involved in learning activities and responsible for expressing opinions, answering questions, giving suggestions and criticism.			
CPMK-P2	Able to explain: <ol style="list-style-type: none"> a. Valuation concept b. KKM concept c. The concept of the PAN and PAP method of assessment guidelines d. Various types of tests and how they are prepared e. Test development procedure f. Non-test development procedure g. The concept of item analysis (difficulty level, discriminating power, deceptive power, validation, and item reliability) 				

CPMK-KK3	<p>Solve problems based on project-based learning methods.</p> <p>Students are able to:</p> <ol style="list-style-type: none"> a. Develop objective test items b. Testing out objective test items to school c. Counting and analyzing the difficulty of the items d. Calculating and analyzing the differentiating power of the questions e. Calculating and analyzing the distracting power of the questions f. Calculate and analyze the validation and reliability of the items g. Interpret objective test results
CPMK-KU5	<p>Improving the quality of learning based on theoretical concepts of innovative, planned assessment using technology information and communication to develop students' creativity.</p>

MK Brief Description	This course discusses the concept of classroom-based assessment, being able to develop various measuring tools for learning outcomes, being skilled at planning, implementing, processing, and reporting on the evaluation of learning processes and outcomes. Lectures are carried out by means of blended learning. Assessment is done by way of questions and answers in writing.
Study Materials: Learning Materials	<ol style="list-style-type: none"> 1. Basic Concepts of Learning Assessment 2. KKM and Steps to Determine KKM 3. PAP and PAN Reference Assessment Concept 4. Various Types of Tests and How They Are Arranged 5. Test Development Procedure 6. Non-Test Development Procedure 7. Item Analysis (Difficulty Level, Distinctive Power, Deceptive Power, Validation, and Item Reliability) 8. Creating Objective Test Items 9. Testing Objective Test Items To School 10. Counting and Analyzing the Difficulty of Items 11. Calculating and Analyzing the Differential Power of Items 12. Calculating and Analyzing Distraction Power of Questions 13. Calculating and Analyzing Validation and Reliability of Items 14. Interpreting Objective Test Results
References	Main :
	1. Abd. Mukhid. 2010. Learning Evaluation. Pamekasan: Stain Pamekasan Press.
	Supporters:
	<ol style="list-style-type: none"> 2. Ratnawulan, E. & Rusdiana H, A. 2015. Evaluation of Learning. Bandung: CV Pustaka Setia 3. Jihad, A. & Haris, A. 2013. Learning Evaluation. Yogyakarta: Multi Pressindo 4. Arifin, Zaenal. 2010. Learning Evaluation. Bandung: PT Teen Rosdakarya 5. Amirono & Daryanto. 2016. Evaluation & Assessment of Curriculum Learning. 2013. Yogyakarta: Gava Media Publisher. 6. Arifin, Z. 2013. Instructional Evaluation, Principles-Techniques-Procedures. Bandung: PT Teen Rosdakarya 7. Rusijono, et al. 2020. Learning Assessment Handout. Surabaya: Education Technology FIP Unesa
Supporting lecturer	
Requirements course	-

Mg to-	The final ability of each learning stage (Sub-CPMK)	Evaluation		Forms of Learning, Learning Methods, Student Assignments, [Estimated time]		Learning materials [References]	Rating Weight (%)
		Indicator	Criteria & Form	Offline Learning	Online Learning (online)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Students can explain the basic concepts of learning assessment correctly	<ol style="list-style-type: none"> Students can explain the meaning, purpose, function, basis, characteristics, and principles of learning assessment Students can draw conclusions from material that has been studied 	<ul style="list-style-type: none"> - Very well - Well - Enough - Not enough - Less once - Test - Activity - Observation 		<ul style="list-style-type: none"> - Lecture - Discussion - Question and answer - Assignment 	1, 2, 3, 4	2%
2	Students can explain KKM and the steps to determine KKM correctly	<ol style="list-style-type: none"> Students can explain the definition, objectives and concepts of KKM Students can explain and arrange the steps to determine KKM Students can draw conclusions from material that has been studied 	<ul style="list-style-type: none"> - Very well - Well - Enough - Not enough - Less once - Test - Activity - Observation 		<ul style="list-style-type: none"> - Lecture - Discussion - Question and answer - Assignment 	1, 2, 3, 4	2%

3	Students can explain the concept of PAP and PAN reference assessments correctly	<ol style="list-style-type: none"> Students can explain the concepts of PAP and PAN Students can distinguish between PAP and PAN 	<ul style="list-style-type: none"> Very well Well Enough Not enough Less once Test Activity Observation 		<ul style="list-style-type: none"> Lecture Discussion Question and answer Assignment 	1, 2, 3, 4	2%
4	Students can explain the various types of tests and how to prepare them correctly	<ol style="list-style-type: none"> Students can explain the various types of tests and how they are prepared Students can distinguish between various types of tests Students can identify the strengths and weaknesses of each type of test 	<ul style="list-style-type: none"> Very well Well Enough Not enough Less once Test Activity Observation 		<ul style="list-style-type: none"> Lecture Discussion Question and answer Assignment 	5, 6, 7	4%
5	Students can explain the test development procedure correctly	<ol style="list-style-type: none"> Students can explain test development procedures Students can explain how to develop test instruments 	<ul style="list-style-type: none"> Very well Well Enough Not enough Less once Test Activity Observation 		<ul style="list-style-type: none"> Lecture Discussion Question and answer Assignment 	5, 6, 7	4%

6	Students can explain the procedure for developing non-test correctly	<ol style="list-style-type: none"> Students can explain non-test development procedures Students can explain how to develop non-test instruments 	<ul style="list-style-type: none"> - Very well - Well - Enough - Not enough - Less once - Test - Activity Observation 		<ul style="list-style-type: none"> - Lecture - Discussion - Question and answer - Assignment 	5, 6, 7	4%	
7	Students can explain item analysis (difficulty level, discriminating power, deceptive power, validation, and item reliability) correctly	<ol style="list-style-type: none"> Students can explain the concept of item analysis (difficulty level, discriminating power, deceptive power, validation, and item reliability) 	<ul style="list-style-type: none"> - Very well - Well - Enough - Not enough - Less once - Test - Activity Observation 		<ul style="list-style-type: none"> - Lecture - Discussion - Question and answer - Assignment 	5, 6, 7	4%	
8	UTS							20%
9	Students can arrange objective test items correctly	<ol style="list-style-type: none"> Students can arrange objective test items (at least 20 items with 5 multiple choices) 	<ul style="list-style-type: none"> - Very well - Well - Enough - Not enough - Less once - Test - Activity Observation 		<ul style="list-style-type: none"> - PJBL - Assignment - Question and answer 	5, 6, 7	4%	
10	Students can test objective test items to school correctly	<ol style="list-style-type: none"> Students can test objective test items to school (minimum 30 test takers) 	<ul style="list-style-type: none"> - Very well - Well - Enough - Not enough - Less once - Test - Activity Observati 		<ul style="list-style-type: none"> - PJBL - Assignment - Question and answer 	5, 6, 7	4%	

			on				
11	Students can calculate and analyze the difficulty of the items correctly	1. Students can calculate and analyze the level of difficulty of the items	<ul style="list-style-type: none"> - Very well - Well - Enough - Not enough - Less once - Test - Activity Observation 		<ul style="list-style-type: none"> - PJBL - Assignment - Question and answer 	5, 6, 7	4%
12	Students can calculate and analyze the differentiating power of items correctly	1. Students are able to calculate and analyze the discriminatory power of items	<ul style="list-style-type: none"> - Very well - Well - Enough - Not enough - Less once - Test - Activity Observation 		<ul style="list-style-type: none"> - PJBL - Assignment - Question and answer 	5, 6, 7	4%

13	Students are able to calculate and analyze the distracting power of items correctly	1. Students can calculate and analyze the distracting power of questions	<ul style="list-style-type: none"> - Very well - Well - Enough - Not enough - Less once <ul style="list-style-type: none"> - Test - Activity Observation 		<ul style="list-style-type: none"> - PJBL - Assignment - Question and answer 	5, 6, 7	4%	
14	Students can calculate and analyze the validation and reliability of items correctly	1. Students can calculate and analyze the validation and reliability of items	<ul style="list-style-type: none"> - Very well - Well - Enough - Not enough - Less once <ul style="list-style-type: none"> - Test - Activity Observation 		<ul style="list-style-type: none"> - PJBL - Assignment - Question and answer 	5, 6, 7	4%	
15	Students can interpret objective test results correctly	<p>1. Students can interpret objective test results</p> <p>2. Students can report the results of item analysis on objective tests that have been tested</p>	<ul style="list-style-type: none"> - Very well - Well - Enough - Not enough - Less once <ul style="list-style-type: none"> - Test - Activity Observation 		<ul style="list-style-type: none"> - PJBL - Assignment - Question and answer 	5, 6, 7	4%	
16	UAS							30%

Notes:

1. **Learning Outcomes of Graduates of Study Program (CPL-PRODI)** is the ability possessed by every graduate of the study program which is the internalization of attitudes, mastery of knowledge and skills in accordance with the level of study program obtained through the learning process.
2. **CPL charged to the course** are some of the learning outcomes of study program graduates (CPL-PRODI) which are used for the

formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.

3. **CP Course (CPMK)** is the ability that is described specifically from the CPL that is charged to the course, and is specific to the study material or learning material for the course.
4. **Sub-CP Course (Sub-CPMK)** is the ability that is described specifically from the CPMK that can be measured or observed and is the final ability that is planned at each stage of learning, and is specific to the learning material of the course.
5. **Rating indicators** ability in the process and student learning outcomes is a specific and measurable statement that identifies the ability or performance of student learning outcomes accompanied by evidence.
6. **Rating Criteria** is a benchmark used as a measure or benchmark for learning achievement in an assessment based on predetermined indicators. Assessment criteria are guidelines for raters so that the assessment is consistent and unbiased. Criteria can be either quantitative or qualitative.
7. **Assessment technique:** test and non-test.
8. **Learning form:** 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 the study material that can be presented in the form of several main points and sub-topics.
11. **Rating weight** is the percentage of assessment of each achievement of the sub-CPMK which is proportional to the level of difficulty of achieving the sub-CPMK, and the total is 100%.
12. **PB**=Learning Process, **PT**=Structured Assignments, **KM**=Independent Activities.

Portfolio of Student CPL Achievement Assessment & Evaluation

Mg	CPL	CPMK(CLO)	Sub-CPMK(LLO)	Indicator	Question Form - Weight(%)*	Weight (% Sub-CPMK)	ScoreMhs (0-100)	((Score) X (Weight%*))	Achievement CPL at MK (%)
1	CPL-P	CPMK-P	Sub-CPMK1	<ol style="list-style-type: none"> Students can explain the meaning, purpose, function, basis, characteristics, and principles of learning assessment Students can draw conclusions from material that has been studied 	<ol style="list-style-type: none"> Explain the meaning, purpose, function, basis, characteristics, and principles of learning assessment! Give a conclusion from the material that has been studied in your opinion! 	2%	2%		
2	CPL-P	CPMK-P	Sub-CPMK2	<ol style="list-style-type: none"> Students can explain the definition, objectives and concepts of KKM Students can explain and arrange the steps to determine KKM Students can draw conclusions from material that has been studied 	<ol style="list-style-type: none"> Explain the definition, purpose, and concept of KKM! Explain and arrange the steps in determining the KKM! Give a conclusion from the material that has been studied in your opinion!! 	2%	2%		
3	CPL-P	CPMK-P	Sub-CPMK3	<ol style="list-style-type: none"> Students can explain the concepts of PAP and PAN Students can distinguish between PAP and PAN 	<ol style="list-style-type: none"> Explain the concept of PAP and PAN! Explain the difference between PAP and PAN! 	2%	2%		

4	CPL-P	CPMK-P	Sub-CPMK4	<ol style="list-style-type: none"> 1. Students can explain the various types of tests and how they are prepared 2. Students can distinguish between various types of tests 3. Students can identify the strengths and weaknesses of each type of test 	<ol style="list-style-type: none"> 1. Explain the various types of tests and how they are structured! 2. Explain the difference between the various types of tests! 3. Identify the advantages and disadvantages of each type of test! 	4%	4%			
5	CPL-P	CPMK-P	Sub-CPMK5	<ol style="list-style-type: none"> 1. Students can explain test development procedures 2. Students can explain how to develop test instruments 	<ol style="list-style-type: none"> 1. Explain the test development procedure! 2. Explain how to develop a test instrument! 	4%	4%			
6	CPL-P	CPMK-P	Sub-CPMK6	<ol style="list-style-type: none"> 1. Students can explain non-test development procedures 2. Students can explain how to develop non-test instruments 	<ol style="list-style-type: none"> 1. Explain the non-test development procedure! 2. Explain how to develop a non-test instrument! 	4%	4%			
7	CPL-P	CPMK-P	Sub-CPMK7	<ol style="list-style-type: none"> 1. Students can explain the concept of item analysis (difficulty level, discriminating power, deceptive power, validation, and item reliability) 	<ol style="list-style-type: none"> 1. Explain the concept of item analysis (difficulty, discriminating power, deceptive power, validation, and item reliability)! 	4%	4%			
8	Mid-Semester Evaluation (ETS)					20%	20%			

9	CPL-P	CPMK-P	Sub-CPMK8	1. Students can arrange objective test items (at least 20 items with 5 multiple choices)	1. Arrange objective test items (at least 20 questions with 5 multiple choices)!	4%	4%			
10	CPL-P	CPMK-P	Sub-CPMK9	1. Students can test objective test items to school (minimum 30 test takers)	1. Try out the objective test items that have been prepared to the school (minimum 30 test takers)!	4%	4%			
11	CPL-P	CPMK-P	Sub-CPMK10	1. Students can calculate and analyze the level of difficulty of the items	1. Calculate and analyze the level of difficulty of the items from the objective test that has been tested!	4%	4%			
12	CPL-P	CPMK-P	Sub-CPMK11	1. Students are able to calculate and analyze the discriminatory power of items	1. Calculate and analyze the differentiating power of the items from the objective test that has been tested!	4%	4%			
13	CPL-P	CPMK-P	Sub-CPMK12	1. Students can calculate and analyze the distracting power of questions	1. Calculate and analyze the deceptive power of the items from the objective test that has been tested!	4%	4%			
14	CPL-P	CPMK-P	Sub-CPMK13	1. Students can calculate and analyze the validation and reliability of items	1. Calculate and analyze the validation and reliability of the items from the objective tests that have been tested!	4%	4%			

15	CPL-P	CPMK-P	Sub-CPMK14	<ol style="list-style-type: none"> 1. Students can interpret objective test results 2. Students can report the results of item analysis on objective tests that have been tested 	<ol style="list-style-type: none"> 1. Combine and interpret objective test results into a report! 2. Make a report from the results of the item analysis on the objective test that has been tested! 	4%	4%			
16	End of Semester Evaluation (EAS)					30%	30%			
Total weight (%)						100	100			
Student's final grade ((Score)X (Weight%)				

Notes: CLO = Courses Learning Outcomes, LLC = Lesson Learning Outcomes