



**POLITEKNIK**  
Jabatan Pengajian Politeknik



# Panduan Rubrik Program Diploma



JABATAN PERDAGANGAN

POLITEKNIK SULTAN HAJI AHMAD SHAH



PANDUAN RUBRIK PROGRAM DIPLOMA  
JABATAN PERDAGANGAN, POLISAS

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Panduan Rubrik Program Diploma 2013 diterbitkan buat julung kalinya di Jabatan Perdagangan, POLISAS. Penerbitan ini bertujuan untuk memudahkan para pensyarah di Jabatan Perdagangan menggunakan rubrik yang sama dalam menilai pelajar-pelajar dari semester 1 hingga 6 agar semua objektif yang dinyatakan di dalam PLO dapat dicapai. Semua rubrik yang disiarkan dalam buku panduan ini diharapkan dapat memberi sumbangan bermakna kepada pembaca dalam usaha mmempertingkatkan kualiti pengajaran dan pembelajaran dan pengurusan akademik di Jabatan Perdagangan.

## PRAKATA

**Bismillahirrahmanirrahim**  
**Assalamualaikum warahmatullahi wabarakatuh**

Alhamdulillah dokumen ini telah siap dibukukan untuk kegunaan para pensyarah program Diploma in Business Studies (E-Commerce) atau DEC khususnya dan pensyarah-pensyarah Jabatan Perdagangan amnya di Politeknik Sultan Haji Ahmad Shah. Saya mengucapkan berbilang-bilang terima kasih kepada Ketua Jabatan, Ketua Program DEC dan pensyarah-pensyarah DEC juga sesiapa sahaja yang memberi sumbangan sama ada secara langsung atau tidak langsung dalam menyiapkan dokumen rubrik ini. Tanpa kerjasama dari kita semua dokumen ini tidak akan dapat disiapkan kerana kita sedar bahawa kerja kita sentiasa bertali arus. Rubrik LD3 hingga LD9 ini adalah hasil dari bengkel yang diadakan pada 1 Ogos 2012. Saya telah memasukkan sekali contoh-contoh rubrik yang lain iaitu projek, tutorial dan amali sebagai rujukan.

Tujuan utama dokumen ini ditulis adalah untuk memudahkan para pendidik menilai para pelajar mereka di dalam bilik kuliah atau makmal berdasarkan domain pengajaran yang telah ditetapkan di dalam silibus oleh Bahagian Kurikulum. Sebelum ini kebanyakan pensyarah sama ada menggunakan rubrik masing-masing atau yang dibekalkan oleh Bahagian Pentaksiran dan Peperiksaan. Namun begitu objektif yang dinyatakan di dalam *Program Learning Outcome* (PLO) tidak dapat dicapai sepenuhnya kerana item atau aspek yang dinilai tidak sesuai dan tidak kena pada sasarannya. Penilaian dibuat adalah sama dan tidak mengambil kira kedudukan pelajar sama ada di dalam semester rendah atau tinggi. Oleh itu dokumen rubrik ini cuba memperbaiki kesilapan tersebut.

Akhir kata saya mengucapkan selamat menggunakan rubrik ini dengan jayanya. Mudah-mudahan usaha kita diterima oleh Allah walaupun sedikit pada mata manusia.

Wassalam.

*Salawati Saleh*  
*Pensyarah Utama*  
*Diploma in Business Studies (E-Commerce)*  
*Jabatan Perdagangan*  
*Politeknik Sultan Haji Ahmad Shah*  
*Kuantan, Pahang*



ISI KANDUNGAN

LEARNING DOMAIN /RUBRIK	ITEM	M/S
LD3 (LOW)	Communication Skills (Sem 1 And 2)	2
LD3(MEDIUM)	Communication Skills (Sem 3)	3
LD3(HIGH)	Communication Skills (Sem 5 And 6)	4
LD4 (LOW)	Critical Thinking/Problem Solving Skills(Sem 1 And 2)	5
LD4(MEDIUM)	Critical Thinking/Problem Solving Skills(Sem 3)	6
LD4(HIGH)	Critical Thinking/Problem Solving Skills(Sem 5 And 6)	7
LD5 (LOW)	Social Skills And Responsibilities(Sem 1 And 2)	8
LD5(MEDIUM)	Social Skills And Responsibilities(Sem 3)	9
LD5(HIGH)	Social Skills And Responsibilities(Sem 5 And 6)	10
LD6 (LOW)	Continuous Learning And Information Management Skills (Sem 1 And 2)	11
LD6(MEDIUM)	Continuous Learning And Information Management Skills (Sem 3)	12
LD6(HIGH)	Continuous Learning And Information Management Skills(Sem 5 And 6)	13
LD7 (LOW)	Entrepreneurial Skills (Sem 1 And 2)	14
LD7(MEDIUM)	Entrepreneurial Skills(Sem 3)	15
LD7(HIGH)	Entrepreneurial Skills(Sem 5 And 6)	16
LD8 (LOW)	Professionalis, Ethics And Moral (Sem 1 And 2)	17
LD8(MEDIUM)	Professionalis, Ethics And Moral(Sem 3)	18
LD8(HIGH)	Professionalis, Ethics And Moral(Sem 5 And 6)	19
LD9 (LOW)	Leadership & Teamwork Skills (Sem 1 And 2)	20
LD9(MEDIUM)	Leadership & Teamwork Skills(Sem 3)	21
LD9(HIGH)	Leadership & Teamwork Skills(Sem 5 And 6)	22
TUTORIAL		23
PRACTICAL		24
PROJECT	Project Proposal	26
	Project Progress Report	27
	Project Documentation/Report	28
	Project Presentation	31
	Project Prototype	32
MINI PROJECT	Mini Project Report	35
	Mini Project Presentation	36
	Mini Project Design	37
ASSESSMENT FORM		39



NAME/GROUP						
REG. NO						
CLASS/SECTION		COURSE NAME:			SESSION :	
SKILLS/ ASPECTS	5	4	3	2	1	Marks
(1) <b>Organization</b>	Follows logical sequence and provides explanations/ elaboration. Completely prepared.	Follows logical sequence and provides explanations/ elaboration.	Follows logical sequence but fails to elaborate.	Follows logical sequence and provides explanations/ elaboration.	There is no logical sequence of information.	[ /5]
(2) <b>Content</b>	Thoroughly explain all points creatively and clearly.	Thoroughly explain all points.	Majority of points covered, some points glossed over.	Majority of points glossed over.	One or more points left out.	[ /5]
(3) <b>Delivery</b>	Speaks clearly and with good pace and volume. Use appropriate vocabulary by defining words likely to be new to them.	Speaks clearly and loud enough for all in audience to hear, makes no grammatical errors, and pronounces all terms correctly and precisely.	Speaks clearly and loud enough to be heard by most in audience, makes relatively few grammatical errors, and pronounces most terms correctly.	Voice is relatively clear, but too low to be heard by those in the back of the room. Makes several major grammatical errors, and mispronounces some terms.	Mumbles, mispronounces terms, and makes serious and persistent grammatical errors throughout presentation. Speaks too quietly to be heard by many in audience.	[ /5]
(4) <b>Eye Contact</b>	Eye contact is plentiful. Reads very little; sounds conversational.	Maintain eye contact with audience, seldom returns to notes.	Maintains eye contact most of the time but frequently returns to notes.	Occasionally used eye contact, but still reads mostly from notes.	Makes no eye contact and only reads from notes.	[ /5]
(5) <b>Presentation Tools</b>	Visual aids were carefully prepared and supported the presentation effectively by adding impact and interest.	Visual aids supported the presentation and reinforced the spoken message.	Uses moderate visual aids that rarely support the presentation.	Visual aids were largely ineffective or appeared to have been prepared in a hurry.	Occasionally uses visual aids or no visual aids. Poor, distracts audience and is hard to read.	[ /5]
<b>Total Marks</b>						[ /25] [ /100%]

LECTURER'S NAME :

DATE OF ASSESSMENT :



NAME/GROUP						
REG. NO						
CLASS/SECTION		COURSE NAME:		SESSION :		
SKILLS/ ASPECTS	5	4	3	2	1	Marks
<b>(1) Organization</b>	Follows logical sequence and provides explanations/ elaboration. Completely prepared.	Follows logical sequence and provides explanations/ elaboration.	Follows logical sequence but fails to elaborate.	Follows logical sequence and provides explanations/ elaboration.	There is no logical sequence of information.	[ /5]
<b>(2) Content</b>	Thoroughly explain all points creatively and clearly.	Thoroughly explain all points.	Majority of points covered, some points glossed over.	Majority of points glossed over.	One or more points left out.	[ /5]
<b>(3) Delivery</b>	Speaks clearly and with good pace and volume. Use appropriate vocabulary by defining words likely to be new to them.	Speaks clearly and loud enough for all in audience to hear, makes no grammatical errors, and pronounces all terms correctly and precisely.	Speaks clearly and loud enough to be heard by most in audience, makes relatively few grammatical errors, and pronounces most terms correctly.	Voice is relatively clear, but too low to be heard by those in the back of the room. Makes several major grammatical errors, and mispronounces some terms.	Mumbles, mispronounces terms, and makes serious and persistent grammatical errors throughout presentation. Speaks too quietly to be heard by many in audience.	[ /5]
<b>(4) Eye Contact</b>	Eye contact is plentiful. Reads very little; sounds conversational.	Maintain eye contact with audience, seldom returns to notes.	Maintains eye contact most of the time but frequently returns to notes.	Occasionally used eye contact, but still reads mostly from notes.	Makes no eye contact and only reads from notes.	[ /5]
<b>(5) Presentation Tools</b>	Visual aids were carefully prepared and supported the presentation effectively by adding impact and interest.	Visual aids supported the presentation and reinforced the spoken message.	Uses moderate visual aids that rarely support the presentation.	Visual aids were largely ineffective or appeared to have been prepared in a hurry.	Occasionally uses visual aids or no visual aids. Poor, distracts audience and is hard to read.	[ /5]
<b>(6) Conclusion</b>	Effectively summarizes the presentation and provides a sense of closure.	An adequate summary & / recommendation is reasonable with the information / analysis presented.	The conclusion or the recommendation is weakly related to the analysis	Weak (it is too vague to be of any practical value)	No conclusion provided.	[ /5]
<b>Total Marks</b>						[ /30] [ /100%]

LECTURER'S NAME :  
DATE OF ASSESSMENT :

NAME/GROUP							
REG. NO							
CLASS/SECTION		COURSE NAME:		SESSION :			
SKILLS/ ASPECTS	5	4	3	2	1	Marks	
(1) <b>Organization</b>	Follows logical sequence and provides explanations/ elaboration. Completely prepared.	Follows logical sequence and provides explanations/ elaboration.	Follows logical sequence but fails to elaborate.	Follows logical sequence and provides explanations/ elaboration.	There is no logical sequence of information.	[ /5]	
(2) <b>Content</b>	Thoroughly explain all points creatively and clearly.	Thoroughly explain all points.	Majority of points covered, some points glossed over.	Majority of points glossed over.	One or more points left out.	[ /5]	
(3) <b>Delivery</b>	Speaks clearly and with good pace and volume. Use appropriate vocabulary by defining words likely to be new to them.	Speaks clearly and loud enough for all in audience to hear, makes no grammatical errors, and pronounces all terms correctly and precisely.	Speaks clearly and loud enough to be heard by most in audience, makes relatively few grammatical errors, and pronounces most terms correctly.	Voice is relatively clear, but too low to be heard by those in the back of the room. Makes several major grammatical errors, and mispronounces some terms.	Mumbles, mispronounces terms, and makes serious and persistent grammatical errors throughout presentation. Speaks too quietly to be heard by many in audience.	[ /5]	
(4) <b>Eye Contact</b>	Eye contact is plentiful. Reads very little; sounds conversational.	Maintain eye contact with audience, seldom returns to notes.	Maintains eye contact most of the time but frequently returns to notes.	Occasionally used eye contact, but still reads mostly from notes.	Makes no eye contact and only reads from notes.	[ /5]	
(5) <b>Presentation Tools</b>	Visual aids were carefully prepared and supported the presentation effectively by adding impact and interest.	Visual aids supported the presentation and reinforced the spoken message.	Uses moderate visual aids that rarely support the presentation.	Visual aids were largely ineffective or appeared to have been prepared in a hurry.	Occasionally uses visual aids or no visual aids. Poor, distracts audience and is hard to read.	[ /5]	
(6) <b>Conclusion</b>	Effectively summarizes the presentation and provides a sense of closure.	An adequate summary & / recommendation is reasonable with the information / analysis presented.	The conclusion or the recommendation is weakly related to the analysis	Weak (it is too vague to be of any practical value)	No conclusion provided.	[ /5]	
(7) <b>Q &amp; A</b>	Address all questions in a manner that demonstrates a thorough command of the topic(s) of the presentation.	Demonstrates an ability to address most questions in a thoughtful and effective manner.	Demonstrates an ability to address most questions.	Can address basic questions about the topic in a superficial manner.	Cannot address basic questions about the topic.	[ /5]	
<b>Total Marks</b>						[ /35] [ /100%]	

LECTURER'S NAME :  
DATE OF ASSESSMENT :



NAME/GROUP						
REG. NO						
CLASS/SECTION		COURSE NAME:			SESSION :	
SKILLS/ ASPECTS	5	4	3	2	1	Marks
<b>A. Creative/Innovative Thinking</b>	Generate new ideas, use imagination freely, combine ideas or information in creative ways and make connections between seemingly unrelated ideas.	Identify and modify ideas, use imagination freely, combine ideas or information in creative ways and make connections between seemingly unrelated ideas.	Identify ideas, use imagination freely, combine ideas or information generally and make connections between existing ideas.	Have some difficulty in identifying ideas, using imagination freely and making connections between unrelated ideas.	Have difficulty in identifying ideas, using imagination freely and making connections between unrelated ideas.	[ /5]
<b>B. Define Problem</b>	Demonstrates the ability to construct a clear and insightful problem statement with evidence of all relevant contextual factors.	Demonstrates the ability to construct a problem statement with evidence of most relevant contextual factors, and problem statement is adequately detailed.	Demonstrates the ability to construct a problem statement with evidence of most relevant contextual factors, and problem statement is almost detailed.	Begins to demonstrate the ability to construct a problem statement with evidence of most relevant contextual factors, but problem statement is superficial.	Demonstrates a limited ability in identifying a problem statement or related contextual factors.	[ /5]
<b>C. Identify Strategies</b>	Identifies multiple approaches for solving the problem that apply within a specific context.	Identifies multiple approaches for solving the problem, only some of which apply within a specific context.	Identifies multiple approaches for solving the problem, only one of which apply within a specific context.	Identifies only a single approach for solving the problem that does apply within a specific context.	Identifies one or more approaches for solving the problem that do not apply within a specific context.	[ /5]
<b>D. Seeing Things In The Mind's Eye</b>	Demonstrate ability to organize and interpret process symbols, pictures, graphs, objects, flowcharts and other information accurately.	Demonstrate ability to organize and interpret most information related to the process accurately.	Demonstrate ability to organize and interpret process symbols, pictures, graphs, objects and other information with assistance.	Demonstrate ability to organize and interpret most information related to the process with assistance.	Have difficulty in demonstrating ability to organize and interpret process symbols, pictures, graphs, objects and other information.	[ /5]
<b>Total Marks</b>						[ /20] [ /100%]

LECTURER'S NAME :

DATE OF ASSESSMENT :



NAME/GROUP							
REG. NO							
CLASS/SECTION		COURSE NAME:		SESSION :			
SKILLS/ ASPECTS	5	4	3	2	1	Marks	
<b>A. Creative/ Innovative Thinking</b>	Generate new ideas, use imagination freely, combine ideas or information in creative ways and make connections between seemingly unrelated ideas.	Identify and modify ideas, use imagination freely, combine ideas or information in creative ways and make connections between seemingly unrelated ideas.	Identify ideas, use imagination freely, combine ideas or information generally and make connections between existing ideas.	Have some difficulty in identifying ideas, using imagination freely and making connections between unrelated ideas.	Have difficulty in identifying ideas, using imagination freely and making connections between unrelated ideas.	[ /5]	
<b>B. Problem Solving</b>	Recognize problems, plan and develop alternative ideas accurately.	Recognize problems, plan and develop alternative ideas nearly accurate.	Recognize problems, plan and develop alternative ideas with assistance.	Have some difficulty in recognizing problems , planning and developing alternative ideas.	Have difficulty in recognizing problems , planning and developing alternative ideas.	[ /5]	
<b>C. Seeing Things In The Mind's Eye</b>	Demonstrate ability to organize and interpret process symbols, pictures, graphs, objects, flowcharts and other information accurately .	Demonstrate ability to organize and interpret most information related to the process accurately .	Demonstrate ability to organize and interpret process symbols, pictures, graphs, objects and other information with assistance.	Demonstrate ability to organize and interpret most information related to the process with assistance.	Have difficulty in demonstrating ability to organize and interpret process symbols, pictures, graphs, objects and other information.	[ /5]	
<b>D. Evaluate alternative ideas</b>	Evaluate alternative ideas thoroughly and recommend solutions.	Evaluate alternative ideas nearly thorough and recommend solutions.	Evaluate alternative ideas generally with assistance.	Have some difficulty in evaluating alternative ideas.	Have difficulty in evaluating alternative ideas.	[ /5]	
<b>E. Evidence</b>	Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis.	Information is taken from source(s) with enough interpretation/evaluation to develop a <b>nearly</b> comprehensive analysis or synthesis.	Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis.	Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis.	Information is taken from source(s) without any interpretation/evaluation.	[ /5]	
<b>Total Marks</b>						[ /25] [ /100%]	

LECTURER'S NAME :  
DATE OF ASSESSMENT :



NAME/GROUP							
REG. NO							
CLASS/SECTION		COURSE NAME:				SESSION :	
SKILLS/ ASPECTS	5	4	3	2	1	Marks	
<b>A. Creative/Innovative Thinking</b>	Generate new ideas, use imagination freely, combine ideas or information in creative ways; make connections between seemingly unrelated ideas and reshapes goals.	Identify and modify ideas, use imagination freely, combine ideas or information in creative ways; make connections between seemingly unrelated ideas and reshapes goals.	Identify ideas, use imagination freely, combine ideas or information generally and make connections between existing ideas and reshapes goals.	Have some difficulty in identifying ideas, using imagination freely and making connections between unrelated ideas or reshape goals.	Have difficulty in identifying ideas, using imagination freely and making connections between unrelated ideas or reshape goals.	[ /5]	
<b>B. Problem Solving</b>	Recognize problems, plan and develop alternative ideas accurately.	Recognize problems, plan and develop alternative ideas nearly accurate.	Recognize problems, plan and develop alternative ideas with assistance.	Have some difficulty in recognizing problems, planning and developing alternative ideas.	Have difficulty in recognizing problems, planning and developing alternative ideas.	[ /5]	
<b>C. Seeing Things In The Mind's Eye</b>	Demonstrate ability to organize and interpret process symbols, pictures, graphs, objects, flowcharts and other information accurately.	Demonstrate ability to organize and interpret most information related to the process accurately	Demonstrate ability to organize and interpret process symbols, pictures, graphs, objects and other information with assistance.	Demonstrate ability to organize and interpret most information related to the process with assistance.	Have difficulty in demonstrating ability to organize and interpret process symbols, pictures, graphs, objects and other information.	[ /5]	
<b>D. Evaluate alternative ideas</b>	Evaluate alternative ideas thoroughly and recommend solutions.	Evaluate alternative ideas nearly thorough and recommend solutions.	Evaluate alternative ideas generally with assistance.	Have some difficulty in evaluating alternative ideas.	Have difficulty in evaluating alternative ideas.	[ /5]	
<b>E. Evidence</b>	Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis.	Information is taken from source(s) with enough interpretation/evaluation to develop a <b>nearly</b> comprehensive analysis or synthesis.	Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis.	Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis.	Information is taken from source(s) without any interpretation/evaluation.	[ /5]	
<b>F. Evaluate Outcomes</b>	Reviews results relative to the problem defined with thorough, specific considerations of need for further work.	Reviews results relative to the problem defined with some consideration of need for further work.	Reviews results relative to the problem defined with little consideration of need for further work.	Reviews results in terms of the problem defined with no consideration of need for further work	Reviews results superficially in terms of the problem defined with no consideration of need for further work	[ /5]	
<b>Total Marks</b>						[ /30] [ /100%]	

LECTURER'S NAME :  
DATE OF ASSESSMENT :



NAME/GROUP						
REG. NO						
CLASS/SECTION		COURSE NAME:			SESSION :	
SKILLS/ ASPECTS	5	4	3	2	1	Marks
<b>A. Follow Instruction</b>	Perfectly follows instructions given.	Constantly follows instructions	Frequently follows instructions	Sometime follows instructions	Rarely follows instructions	[ /5]
<b>B. Participation</b>	Always participate actively and able to cooperate with others. Consistently provide information, contribute suggestions and ideas.	Sometimes participate, usually cooperate with others and provide information, contribute suggestions and ideas.	Seldom participate in a team, usually cooperate with others and seldom provide information, contribute suggestions and ideas.	Rarely participate, rarely cooperate with others and rarely provide information, contribute suggestions and ideas.	Difficult participate, never cooperate with others and never provide information, contribute suggestions and ideas.	[ /5]
<b>C. Sharing/ Responsibilities</b>	Extensive sharing of knowledge and skills with others. Always respect and encourage each other.	Sharing knowledge and skills with others. Usually respect and encourage each other.	Minimum knowledge and skills with others. minimum respect and encourage each other.	Less sharing of knowledge and skills with others. Less respect and encourage each other.	Difficult sharing of knowledge and skills with others. Didn't respect and encourage each other.	[ /5]
<b>D. Discussion</b>	Group discussion is constantly and focused.	Group discussion frequent and relevant.	Group discussion is occasional and vague.	Group discussion is seldom and irrelevant.	Difficult do group discussion.	[ /5]
<b>Total Marks</b>						[ /20] [ /100%]

LECTURER'S NAME :

DATE OF ASSESSMENT :



NAME/GROUP						
REG. NO						
CLASS/SECTION			COURSE NAME:			SESSION :
SKILLS/ ASPECTS	5	4	3	2	1	Marks
<b>A. Follow Instruction</b>	Perfectly follows instructions given.	Constantly follows instructions	Frequently follows instructions	Sometime follows instructions	Rarely follows instructions	[ /5]
<b>B. Participation</b>	Always participate actively and able to cooperate with others. Consistently provide information, contribute suggestions and ideas.	Sometimes participate, usually cooperate with others and provide information, contribute suggestions and ideas.	Seldom participate in a team, usually cooperate with others and seldom provide information, contribute suggestions and ideas.	Rarely participate, rarely cooperate with others and rarely provide information, contribute suggestions and ideas.	Difficult participate, never cooperate with others and never provide information, contribute suggestions and ideas.	[ /5]
<b>C. Sharing/ Responsibilities</b>	Extensive sharing of knowledge and skills with others. Always respect and encourage each other.	Sharing knowledge and skills with others. Usually respect and encourage each other.	Minimum knowledge and skills with others. minimum respect and encourage each other.	Less sharing of knowledge and skills with others. Less respect and encourage each other.	Difficult sharing of knowledge and skills with others. Didn't respect and encourage each other.	[ /5]
<b>D. Discussion</b>	Group discussion is constantly and focused.	Group discussion frequent and relevant.	Group discussion is occasional and vague.	Group discussion is seldom and irrelevant.	Difficult do group discussion.	[ /5]
<b>E. Time Management</b>	All parts of the task are completed and turned in on time.	Most parts of the task are completed and turned in on time.	Half parts of the task are completed and turned in on time.	Some parts of the task are completed and turned in on time.	No parts of the task are completed on time.	[ /5]
<b>Total Marks</b>						[ /25] [ /100%]

LECTURER'S NAME :

DATE OF ASSESSMENT :



NAME/GROUP							
REG. NO							
CLASS/SECTION		COURSE NAME:		SESSION :			
SKILLS/ ASPECTS	5	4	3	2	1	Marks	
<b>A. Follow Instruction</b>	Perfectly follows instructions given.	Constantly follows instructions	Frequently follows instructions	Sometime follows instructions	Rarely follows instructions	[ /5]	
<b>B. Participation</b>	Always participate actively and able to cooperate with others. Consistently provide information, contribute suggestions and ideas.	Sometimes participate, usually cooperate with others and provide information, contribute suggestions and ideas.	Seldom participate in a team, usually cooperate with others and seldom provide information, contribute suggestions and ideas.	Rarely participate, rarely cooperate with others and rarely provide information, contribute suggestions and ideas.	Difficult participate, never cooperate with others and never provide information, contribute suggestions and ideas.	[ /5]	
<b>C. Sharing/ Responsibilities</b>	Extensive sharing of knowledge and skills with others. Always respect and encourage each other.	Sharing knowledge and skills with others. Usually respect and encourage each other.	Minimum knowledge and skills with others. Minimum respect and encourage each other.	Less sharing of knowledge and skills with others. Less respect and encourage each other.	Difficult sharing of knowledge and skills with others. Didn't respect and encourage each other.	[ /5]	
<b>D. Discussion</b>	Group discussion is constantly and focused.	Group discussion frequent and relevant.	Group discussion is occasional and vague.	Group discussion is seldom and irrelevant.	Difficult do group discussion.	[ /5]	
<b>E. Time Management</b>	All parts of the task are completed and turned in on time.	Most parts of the task are completed and turned in on time.	Half parts of the task are completed and turned in on time.	Some parts of the task are completed and turned in on time.	No parts of the task are completed on time.	[ /5]	
<b>F. Work with Cultural Diversity</b>	Work together with multi-ethnic, different social or educational backgrounds.	Not really work together with multi-ethnic, different social or educational backgrounds.	Half-hearted to work together with multi-ethnic, different social or educational backgrounds.	Work together ineffectively with multi-ethnic, different social or educational backgrounds.	Reluctant to work together with multi-ethnic, different social or educational backgrounds.	[ /5]	
<b>Total Marks</b>						[ /30] [ /100%]	

LECTURER'S NAME :  
DATE OF ASSESSMENT :



NAME/GROUP						
REG. NO						
CLASS/SECTION		COURSE NAME:			SESSION :	
SKILLS/ ASPECTS	5	4	3	2	1	Marks
<b>A. Acquire Information</b>	Retrieve relevant information from more than five sources.	Retrieve relevant information from four to five sources.	Retrieve relevant information from three sources.	Retrieve relevant information from two sources.	Retrieve relevant information from only one source.	[ /5]
<b>B. Manage Information</b>	Always analyze and integrate acquired information with own ideas.	Often analyze and integrate acquired information with own ideas.	Sometimes analyze and integrate acquired information with own ideas.	Hardly analyze and integrate acquired information with own ideas.	Hardly ever analyze and integrate acquired information with own ideas.	[ /5]
<b>C. Share Ideas</b>	Always share ideas and resources.	Often share ideas and resources.	Sometimes share ideas and resources.	Hardly share ideas and resources.	Hardly ever share ideas and resources.	[ /5]
<b>D. Learn Independently</b>	Demonstrate the ability to learn independently without supervision.	Demonstrate the ability to learn independently with little supervision.	Demonstrate the ability to learn independently with some supervision.	Hardly able to learn independently and need continuous supervision.	Hardly ever able to learn independently and need continuous supervision.	[ /5]
<b>Total Marks</b>						[ /20] [ /100%]

LECTURER'S NAME :

DATE OF ASSESSMENT :



NAME/GROUP						
REG. NO						
CLASS/SECTION			COURSE NAME:			SESSION :
SKILLS/ ASPECTS		5	4	3	2	1
<b>A. Acquire Information</b>	Retrieve relevant information from more than five sources.	Retrieve relevant information from four to five sources.	Retrieve relevant information from three sources.	Retrieve relevant information from two sources.	Retrieve relevant information from only one source.	[ /5]
<b>B. Manage Information</b>	Always analyze and integrate acquired information with own ideas.	Often analyze and integrate acquired information with own ideas.	Sometimes analyze and integrate acquired information with own ideas.	Hardly analyze and integrate acquired information with own ideas.	Hardly ever analyze and integrate acquired information with own ideas.	[ /5]
<b>C. Share Ideas</b>	Always share ideas and resources.	Often share ideas and resources.	Sometimes share ideas and resources.	Hardly share ideas and resources.	Hardly ever share ideas and resources.	[ /5]
<b>D. Learn Independently</b>	Demonstrate the ability to learn independently without supervision.	Demonstrate the ability to learn independently with little supervision.	Demonstrate the ability to learn independently with some supervision.	Hardly able to learn independently and need continuous supervision.	Hardly ever able to learn independently and need continuous supervision.	[ /5]
<b>E. Reflection</b>	Reviews prior learning (past experiences inside and outside of the classroom) in depth to reveal significantly changed perspectives about educational and life experiences, which provide foundation for expanded knowledge, growth, and maturity over time.	Reviews prior learning (past experiences inside and outside of the classroom) in depth, revealing fully clarified meanings or indicating broader perspectives about educational or life events.	Reviews prior learning (past experiences inside and outside of the classroom) in depth, revealing slightly clarified meanings or indicating broader perspectives about educational or life events.	Reviews prior learning (past experiences inside and outside of the classroom) with some depth, revealing slightly clarified meanings or indicating a somewhat broader perspective about educational or life events.	Reviews prior learning (past experiences inside and outside of the classroom) at a surface level, without revealing clarified meaning or indicating a broader perspective about educational or life event	[ /5]
<b>Total Marks</b>						[ /25] [ /100%]

LECTURER'S NAME :

DATE OF ASSESSMENT :



NAME/GROUP							
REG. NO							
CLASS/SECTION		COURSE NAME:		SESSION :			
SKILLS/ ASPECTS		5	4	3	2	1	Marks
<b>A. Acquire Information</b>	Retrieve relevant information from more than five sources.	Retrieve relevant information from four to five sources.	Retrieve relevant information from three sources.	Retrieve relevant information from two sources.	Retrieve relevant information from only one source.	[ /5]	
<b>B. Manage Information</b>	Always analyze and integrate acquired information with own ideas.	Often analyze and integrate acquired information with own ideas.	Sometimes analyze and integrate acquired information with own ideas.	Hardly analyze and integrate acquired information with own ideas.	Hardly ever analyze and integrate acquired information with own ideas.	[ /5]	
<b>C. Share Ideas</b>	Always share ideas and resources.	Often share ideas and resources.	Sometimes share ideas and resources.	Hardly share ideas and resources.	Hardly ever share ideas and resources.	[ /5]	
<b>D. Learn Independently</b>	Demonstrate the ability to learn independently without supervision.	Demonstrate the ability to learn independently with little supervision.	Demonstrate the ability to learn independently with some supervision.	Hardly able to learn independently and need continuous supervision.	Hardly ever able to learn independently and need continuous supervision.	[ /5]	
<b>E. Reflection</b>	Reviews prior learning (past experiences inside and outside of the classroom) in depth to reveal significantly changed perspectives about educational and life experiences, which provide foundation for expanded knowledge, growth, and maturity over time.	Reviews prior learning (past experiences inside and outside of the classroom) in depth, revealing fully clarified meanings or indicating broader perspectives about educational or life events.	Reviews prior learning (past experiences inside and outside of the classroom) in depth, revealing slightly clarified meanings or indicating broader perspectives about educational or life events.	Reviews prior learning (past experiences inside and outside of the classroom) with some depth, revealing slightly clarified meanings or indicating a somewhat broader perspective about educational or life events.	Reviews prior learning (past experiences inside and outside of the classroom) at a surface level, without revealing clarified meaning or indicating a broader perspective about educational or life event	[ /5]	
<b>F. Initiative</b>	Completes required work, generates and pursues opportunities to expand knowledge, skills, and abilities.	Completes required work, identifies and pursues opportunities to expand knowledge, skills, and abilities.	Mostly completes required work, identifies and pursues opportunities to expand knowledge, skills, and abilities.	Seldom completes required work and identifies opportunities to expand knowledge, skills, and abilities.	Hardly completes required work.	[ /5]	
<b>Total Marks</b>						[ /30]	[ /100%]

LECTURER'S NAME :

DATE OF ASSESSMENT :



NAME/GROUP						
REG. NO						
CLASS/SECTION		COURSE NAME:			SESSION :	
SKILLS/ ASPECTS	5	4	3	2	1	Marks
<b>A. Business Opportunity</b>	Contribute one or more potential, detailed business ideas for discussion.	Contribute one or more potential, mostly detailed business ideas for discussion.	Contribute good potential business ideas for discussion.	Contribute fair business ideas for discussion.	Contribute weak business ideas for discussion.	[ /5]
<b>B. Business Plan</b>	Contribute a comprehensive business plan.	Contribute a complete business plan.	Contribute a complete business plan.	Contribute a quite complete business plan.	Contribute an incomplete business plan.	[ /5]
<b>C. Work Independently</b>	Work independently without supervision.	Work independently with less supervision.	Work independently with some supervision.	Hardly able to work independently and need consistent supervision.	Not able to work independently	[ /5]
<b>D. Managing Resource</b>	Manage resources such as time, money, materials, facilities, human resources effectively.	Mostly manage resources such as time, money, materials, facilities, human resources effectively.	Manage resources such as time, money, materials, facilities, human resources satisfactorily.	Able to manage resources such as time, money, materials, facilities, human resources.	Hardly able to manage some resources such as time, money, materials, facilities, human resources.	[ /5]
<b>Total Marks</b>						[ /20] [ /100%]

LECTURER'S NAME :

DATE OF ASSESSMENT :

NAME/GROUP						
REG. NO						
CLASS/SECTION	COURSE NAME:				SESSION :	
SKILLS/ ASPECTS	5	4	3	2	1	Marks
<b>A. Business Opportunity</b>	Contribute one or more potential, detailed business ideas for discussion.	Contribute one or more potential, mostly detailed business ideas for discussion.	Contribute good potential business ideas for discussion.	Contribute fair business ideas for discussion.	Contribute weak business ideas for discussion.	[ /5]
<b>B. Business Plan</b>	Contribute a comprehensive business plan.	Contribute a complete business plan.	Contribute a complete business plan.	Contribute a quite complete business plan.	Contribute an incomplete business plan.	[ /5]
<b>C. Work Independently</b>	Work independently without supervision.	Work independently with less supervision.	Work independently with some supervision.	Hardly able to work independently and need consistent supervision.	Not able to work independently	[ /5]
<b>D. Managing Resource</b>	Manage resources such as time, money, materials, facilities, human resources effectively.	Mostly manage resources such as time, money, materials, facilities, human resources effectively.	Manage resources such as time, money, materials, facilities, human resources satisfactorily.	Able to manage resources such as time, money, materials, facilities, human resources.	Hardly able to manage some resources such as time, money, materials, facilities, human resources.	[ /5]
<b>F. Entrepreneurial Thinking</b>	Members practice and apply professional and entrepreneurial skills excellently.	Members practice and apply professional and entrepreneurial skills.	Members have some knowledge about professional and entrepreneurial skills and applying some of them.	Members have some knowledge about professional and entrepreneurial skills, but they are not applying them.	Members do not acquire professional and entrepreneurial skills.	[ /5]
<b>Total Marks</b>						[ /25] [ /100%]

LECTURER'S NAME :

DATE OF ASSESSMENT :

NAME/GROUP						
REG. NO						
CLASS/SECTION	COURSE NAME:				SESSION :	
SKILLS/ ASPECTS	5	4	3	2	1	Marks
<b>A. Business Opportunity</b>	Contribute one or more potential, detailed business ideas for discussion.	Contribute one or more potential, mostly detailed business ideas for discussion.	Contribute good potential business ideas for discussion.	Contribute fair business ideas for discussion.	Contribute weak business ideas for discussion.	[ /5]
<b>B. Business Plan</b>	Contribute a comprehensive business plan.	Contribute a complete business plan.	Contribute a complete business plan.	Contribute a quite complete business plan.	Contribute an incomplete business plan.	[ /5]
<b>C. Work Independently</b>	Work independently without supervision.	Work independently with less supervision.	Work independently with some supervision.	Hardly able to work independently and need consistent supervision.	Not able to work independently	[ /5]
<b>D. Managing Resource</b>	Manage resources such as time, money, materials, facilities, human resources effectively.	Mostly manage resources such as time, money, materials, facilities, human resources effectively.	Manage resources such as time, money, materials, facilities, human resources satisfactorily.	Able to manage resources such as time, money, materials, facilities, human resources.	Hardly able to manage some resources such as time, money, materials, facilities, human resources.	[ /5]
<b>E. Placement</b>	There is evidence of student efforts seeking advanced increased responsibilities. Student is a valuable employee.	Student has some increase in responsibilities. There is evidence that skill building is taking place.	Average skill building. Some participation in the operation of the business.	Average skill building. Minimum participation in the operation of the business.	Student does not show evidence of increased responsibilities. Skills are low level for this area.	[ /5]
<b>F. Entrepreneurial Thinking</b>	Members practice and apply professional and entrepreneurial skills excellently.	Members practice and apply professional and entrepreneurial skills.	Members have some knowledge about professional and entrepreneurial skills and applying some of them.	Members have some knowledge about professional and entrepreneurial skills, but they are not applying them.	Members do not acquire professional and entrepreneurial skills.	[ /5]
<b>Total Marks</b>						[ /30] [ /100%]

LECTURER'S NAME :

DATE OF ASSESSMENT :

NAME/GROUP						
REG. NO						
CLASS/SECTION		COURSE NAME:			SESSION :	
SKILLS/ ASPECTS	5	4	3	2	1	Marks
<b>(1) Knowledge of the Profession</b>	Has knowledge and understand topic very well. Able to answers questions completely, with elaboration, includes ethical dimension.	Has knowledge and understand about the topic and can answer questions in good elaboration.	Has studied the topic and readily answers questions.	Seems uncomfortable with topic and can answer only basic questions.	Does not understand the topic and cannot answer questions correctly.	[ /5]
<b>(2) Organization Skill</b>	Implement organization completely and very well during completing the tasks.	Implement organization completely during completing the tasks.	Does implement organization in completing the tasks.	Rarely implement organization in completing the tasks.	Does not implement organization in completing the tasks.	[ /5]
<b>(3) Time Management</b>	Creates and lead action plan to ensure submit the tasks before deadlines. Always arrives to class on time.	Does an action plan to ensure submit the tasks on deadlines. Most of the time arrives to class on time.	Submit the tasks on time. Sometimes arrives to class on time.	Rarely meet deadlines in submit the tasks. Rarely arrives to class on time.	Submit the tasks after the deadlines. Always arrives late to class.	[ /5]
<b>(4) Self-Intensive</b>	Give an excellent effort and commitment to submit the tasks. Always participate in classroom discussion and activities.	Give a good effort and commitment to submit the tasks. Most of the time participates in classroom discussion and activities.	Give effort and commitment to submit the tasks. Sometimes participate in classroom discussion and activities.	Give a minimal commitment to submit the tasks. Rarely participate in classroom discussion and activities.	Does not give commitment to submit the tasks. Does not participate in classroom discussion and activities.	[ /5]
<b>(5) Self-Discipline</b>	Never interrupts classmate and lecturer when working in an activity. Always obey lecturer's order	Rarely interrupts classmate and lecturer when working in an activity. Most of the time obey lecturer's order	Sometimes interrupts classmate and lecturer when working in an activity. Sometimes obey lecturer's order	Most of the time interrupts classmate and lecturer when working in an activity. Rarely obey lecturer's order.	Always interrupts classmate and lecturer when working in an activity. Never to obey lecturer's order.	[ /5]
<b>Total Marks</b>						[ /25] [ /100%]

LECTURER'S NAME :

DATE OF ASSESSMENT :



NAME/GROUP						
REG. NO						
CLASS/SECTION		COURSE NAME:			SESSION :	
SKILLS/ ASPECTS	5	4	3	2	1	Marks
<b>(1) Knowledge of the Profession</b>	Has knowledge and understand topic very well. Able to answers questions completely, with elaboration, includes ethical dimension.	Has knowledge and understand about the topic and can answer questions in good elaboration.	Has studied the topic and readily answers questions.	Seems uncomfortable with topic and can answer only basic questions.	Does not understand the topic and cannot answer questions correctly.	[ /5]
<b>(2) Organization Skill</b>	Implement organization completely and very well during completing the tasks.	Implement organization completely during completing the tasks.	Does implement organization in completing the tasks.	Rarely implement organization in completing the tasks.	Does not implement organization in completing the tasks.	[ /5]
<b>(3) Time Management</b>	Creates and lead action plan to ensure submit the tasks before deadlines. Always arrives to class on time.	Does an action plan to ensure submit the tasks on deadlines. Most of the time arrives to class on time.	Submit the tasks on time. Sometimes arrives to class on time.	Rarely meet deadlines in submit the tasks. Rarely arrives to class on time.	Submit the tasks after the deadlines. Always arrives late to class.	[ /5]
<b>(4) Self-Intensive</b>	Give an excellent effort and commitment to submit the tasks. Always participate in classroom discussion and activities.	Give a good effort and commitment to submit the tasks. Most of the time participates in classroom discussion and activities.	Give effort and commitment to submit the tasks. Sometimes participate in classroom discussion and activities.	Give a minimal commitment to submit the tasks. Rarely participate in classroom discussion and activities.	Does not give commitment to submit the tasks. Does not participate in classroom discussion and activities.	[ /5]
<b>(5) Self-Discipline</b>	Never interrupts classmate and lecturer when working in an activity. Always obey lecturer's order	Rarely interrupts classmate and lecturer when working in an activity. Most of the time obey lecturer's order	Sometimes interrupts classmate and lecturer when working in an activity. Sometimes obey lecturer's order	Most of the time interrupts classmate and lecturer when working in an activity. Rarely obey lecturer's order.	Always interrupts classmate and lecturer when working in an activity. Never to obey lecturer's order.	[ /5]
<b>(6) Integrity</b>	Always honest in words and actions and encourage others to do the same.	Always honest in words and actions.	Sometimes honest in words and actions.	Rarely dishonest in words and actions.	Frequently dishonest in words and actions. Frequently disrespectful to classmate and lecturer.	[ /5]
<b>Total Marks</b>						[ /30] [ /100%]

LECTURER'S NAME :

DATE OF ASSESSMENT :



NAME/GROUP						
REG. NO						
CLASS/SECTION		COURSE NAME:			SESSION :	
SKILLS/ ASPECTS	5	4	3	2	1	Marks
<b>(1) Knowledge of the Profession</b>	Has knowledge and understand topic very well. Able to answers questions completely, with elaboration, includes ethical dimension.	Has knowledge and understand about the topic and can answer questions in good elaboration.	Has studied the topic and readily answers questions.	Seems uncomfortable with topic and can answer only basic questions.	Does not understand the topic and cannot answer questions correctly.	[ /5]
<b>(2) Organization Skill</b>	Implement organization completely and very well during completing the tasks.	Implement organization completely during completing the tasks.	Does implement organization in completing the tasks.	Rarely implement organization in completing the tasks.	Does not implement organization in completing the tasks.	[ /5]
<b>(3) Time Management</b>	Creates and lead action plan to ensure submit the tasks before deadlines. Always arrives to class on time.	Does an action plan to ensure submit the tasks on deadlines. Most of the time arrives to class on time.	Submit the tasks on time. Sometimes arrives to class on time.	Rarely meet deadlines in submit the tasks. Rarely arrives to class on time.	Submit the tasks after the deadlines. Always arrives late to class.	[ /5]
<b>(4) Self-Intensive</b>	Give an excellent effort and commitment to submit the tasks. Always participate in classroom discussion and activities.	Give a good effort and commitment to submit the tasks. Most of the time participates in classroom discussion and activities.	Give effort and commitment to submit the tasks. Sometimes participate in classroom discussion and activities.	Give a minimal commitment to submit the tasks. Rarely participate in classroom discussion and activities.	Does not give commitment to submit the tasks. Does not participate in classroom discussion and activities.	[ /5]
<b>(5) Self-Discipline</b>	Never interrupts classmate and lecturer when working in an activity. Always obey lecturer's order	Rarely interrupts classmate and lecturer when working in an activity. Most of the time obey lecturer's order	Sometimes interrupts classmate and lecturer when working in an activity. Sometimes obey lecturer's order	Most of the time interrupts classmate and lecturer when working in an activity. Rarely obey lecturer's order.	Always interrupts classmate and lecturer when working in an activity. Never to obey lecturer's order.	[ /5]
<b>(6) Integrity</b>	Always honest in words and actions and encourage others to do the same.	Always honest in words and actions.	Sometimes honest in words and actions.	Rarely dishonest in words and actions.	Frequently dishonest in words and actions. Frequently disrespectful to classmate and lecturer.	[ /5]



<p><b>(7)</b> <b>Social Responsibility</b></p>	<p>Always work collaboratively with all team members. Always maintain a high level of self-awareness about the impact of verbal and non-verbal communications to others.</p>	<p>Almost always work collaboratively with all team members. Almost always maintain a high level of self-awareness about the impact of verbal and non-verbal communications to others.</p>	<p>Willing to collaborate with others. Sometimes maintain a high level of self-awareness about the impact of verbal and non-verbal communications to others.</p>	<p>Reluctant to collaborate with others. Rarely show self-awareness about the impact of verbal and non-verbal communications to others.</p>	<p>Does not demonstrate collaborative skills in working with others. Frequently show self-awareness about the impact of verbal and non-verbal communications to others.</p>	<p>[ /5]</p>
<p><b>(8)</b> <b>Safety, Health &amp; Environment</b></p>	<p>Show excellent awareness of safety, health and conducive environmental practices. Able to follow instructions strictly.</p>	<p>Show good awareness of safety, health and conducive environmental practices. Able to follow instructions.</p>	<p>Sometimes show awareness of safety, health and conducive environmental practices. Sometimes able to follow instructions.</p>	<p>Rarely show awareness of safety, health and conducive environmental practices. Rarely able to follow instructions.</p>	<p>Lack awareness of safety, health and conducive environmental practices. Does not able to follow instructions.</p>	<p>[ /5]</p>
<p><b>Total Marks</b></p>						<p>[ /40] [ /100%]</p>

LECTURER'S NAME :

DATE OF ASSESSMENT :



NAME/GROUP						
REG. NO						
CLASS/SECTION		COURSE NAME:			SESSION :	
SKILLS/ ASPECTS	5	4	3	2	1	Marks
<b>A. Organization</b>	Assume leadership role efficiently and professionally in assigning tasks.	Assume leadership role efficiently in assigning tasks.	Assume leadership role moderately in assigning tasks.	Assume leadership role in assigning tasks.	Hardly able to assume leadership role in assigning tasks.	[ /5]
<b>B. Communication</b>	Communicate effectively and responsively to team members.	Communicate effectively to team members.	Communicate moderately to team members.	Communicate rarely to team members.	Hardly able to communicate to team members.	[ /5]
<b>C. Participate as a Team Member</b>	Always participate actively and able to cooperate with others. Consistently provide information, contribute suggestions and ideas to the team.	Always participate actively and able to cooperate with others. Mostly provide information, contribute suggestions and ideas to the team.	Sometimes participate in a team, usually cooperate with others and provide information, contribute suggestions and ideas to the team.	Seldom participate in a team, usually cooperate with others and provide information, contribute suggestions and ideas to the team.	Rarely participate in a team, rarely cooperate with others and seldom provide information, contribute suggestions and ideas to the team.	[ /5]
<b>D. Discussion</b>	Group discussion is frequent and focused.	Group discussion is frequent and mostly focused.	Group discussion is occasional and relevant.	Group discussion is occasional and irrelevant.	Group discussion is seldom and irrelevant.	[ /5]
<b>E. Responds to Conflict</b>	Addresses destructive conflict directly and constructively, helping to manage/resolve it in a way that strengthens overall team cohesiveness and future effectiveness.	Offer ample constructive solutions to resolve conflicts based on objective criteria.	Identifies and acknowledges conflict and stays engaged with it.	Redirecting focus toward common ground, toward task at hand (away from conflict).	Passively accepts alternate viewpoints/ideas/opinions.	[ /5]
<b>Total Marks</b>						[ /25] [ /100%]

LECTURER'S NAME :

DATE OF ASSESSMENT :



NAME/GROUP						
REG. NO						
CLASS/SECTION		COURSE NAME:			SESSION :	
SKILLS/ ASPECTS	5	4	3	2	1	Marks
<b>A. Organization</b>	Assume leadership role efficiently and professionally in assigning tasks.	Assume leadership role efficiently in assigning tasks	Assume leadership role moderately in assigning tasks.	Assume leadership role rarely in assigning tasks.	Hardly able to assume leadership role in assigning tasks.	[ /5]
<b>B. Communication</b>	Communicate effectively and responsively to team members.	Communicate effectively to team members.	Communicate moderately to team members.	Communicate rarely to team members.	Hardly able to communicate to team members.	[ /5]
<b>C. Participate as a Team Member</b>	Always participate actively and able to cooperate with others. Consistently provide information, contribute suggestions and ideas to the team.	Always participate actively and able to cooperate with others. Mostly provide information, contribute suggestions and ideas to the team.	Sometimes participate in a team, usually cooperate with others and provide information, contribute suggestions and ideas to the team.	Seldom participate in a team, usually cooperate with others and provide information, contribute suggestions and ideas to the team.	Rarely participate in a team, rarely cooperate with others and seldom provide information, contribute suggestions and ideas to the team.	[ /5]
<b>D. Discussion</b>	Group discussion is frequent and focused.	Group discussion is frequent and mostly focused.	Group discussion is occasional and relevant.	Group discussion is occasional and irrelevant.	Group discussion is seldom and irrelevant.	[ /5]
<b>E. Responds to Conflict</b>	Addresses destructive conflict directly and constructively, helping to manage/resolve it in a way that strengthens overall team cohesiveness and future effectiveness.	Offer ample constructive solutions to resolve conflicts based on objective criteria.	Identifies and acknowledges conflict and stays engaged with it.	Redirecting focus toward common ground, toward task at hand (away from conflict).	Passively accepts alternate viewpoints/ideas/opinions.	[ /5]
<b>F. Motivation</b>	Very strong influence, motivate and inspire an individual or a team.	Strong influence, motivate and inspire an individual or a team.	Moderate influence, motivate and inspire an individual or a team.	Seldom Influence, motivate and inspire an individual or a team.	Hardly able to influence, motivate and inspire an individual or a team.	[ /5]
<b>Total Marks</b>						[ /30] [ /100%]

LECTURER'S NAME :

DATE OF ASSESSMENT :



NAME/GROUP						
REG. NO						
CLASS/SECTION		COURSE NAME:			SESSION:	
SKILLS/ ASPECTS	5	4	3	2	1	Marks
<b>A. Organization</b>	Assume leadership role efficiently and professionally in assigning tasks.	Assume leadership role efficiently in assigning tasks.	Assume leadership role moderately in assigning tasks.	Assume leadership role in assigning tasks.	Hardly able to assume leadership role in assigning tasks.	[ /5]
<b>B. Communication</b>	Communicate effectively and responsively to team members.	Communicate effectively to team members.	Communicate moderately to team members.	Communicate rarely to team members.	Hardly able to communicate to team members.	[ /5]
<b>C. Participate as a Team Member</b>	Always participate actively and able to cooperate with others. Consistently provide information, contribute suggestions and ideas to the team.	Always participate actively and able to cooperate with others. Mostly provide information, contribute suggestions and ideas to the team.	Sometimes participate in a team, usually cooperate with others and provide information, contribute suggestions and ideas to the team.	Seldom participate in a team, usually cooperate with others and provide information, contribute suggestions and ideas to the team.	Rarely participate in a team, rarely cooperate with others and seldom provide information, contribute suggestions and ideas to the team.	[ /5]
<b>D. Discussion</b>	Group discussion is frequent and focused.	Group discussion is frequent and mostly focused.	Group discussion is occasional and relevant.	Group discussion is occasional and irrelevant.	Group discussion is seldom and irrelevant.	[ /5]
<b>E. Motivation</b>	Very strong influence, motivate and inspire an individual or a team.	Strong influence, motivate and inspire an individual or a team.	Moderate influence, motivate and inspire an individual or a team.	Seldom Influence, motivate and inspire an individual or a team.	Hardly able to influence, motivate and inspire an individual or a team.	[ /5]
<b>F. Responds to Conflict</b>	Addresses destructive conflict directly and constructively, helping to manage/resolve it in a way that strengthens overall team cohesiveness and future effectiveness.	Offer ample constructive solutions to resolve conflicts based on objective criteria.	Identifies and acknowledges conflict and stays engaged with it.	Redirecting focus toward common ground, toward task at hand (away from conflict).	Passively accepts alternate viewpoints/ideas/opinions	[ /5]
<b>G. Guiding/Coaching Team Members</b>	Extensive sharing of knowledge and skills with team members. Always respect and encourage each other.	Extensive sharing of knowledge and skills with team members. Usually respect and encourage each other.	Sharing knowledge and skills with team members. Mostly respect and encourage each other.	Minimum sharing of knowledge and skills with team members. Minimum respect and encourage each other.	No sharing of knowledge and skills with team members. No respect and encourage each other.	[ /5]
<b>Total Marks</b>						[ /35] [ /100%]

LECTURER'S NAME :  
DATE OF ASSESSMENT :



TUTORIAL SKILL ASSESSMENT RUBRIC						
Criteria	5	4	3	2	1	Marks
<b>A. Understand and solve the problem</b>	Complete understanding of the problem. A plan that could lead to a correct solution with no arithmetic error.	Misinterprets minor parts of the problem. Substantially complete procedure with minor omission or procedural error.	Misinterprets major part of the problem. Partially correct procedure with major fault.	Completely misinterpret of the problem. Totally inappropriate plan.	Minor attempt.	/5
<b>B. Answering the problem</b>	Correct solution	Copying error, computational error with multiple answers, no answer statement, answer labeled incorrectly minimally.	Copying error, computational error with multiple answers, no answer statement, answer labeled incorrectly moderately.	Copying error, computational error with multiple answers, no answer statement, answer labeled incorrectly completely.	No answer or wrong answer based on inappropriate plan	/5
TOTAL						/10



**PRACTICAL SKILL ASSESSMENT RUBRIC**

Aspect	Score description			Total
	Unsatisfactory	Moderate	Excellent	
<b>Output Correctness</b> - the output is according to the given question.	0 - 1 None or only a few of the output are correctly displayed.	2 -3 Some of the outputs are correctly displayed.	4 - 5 All of the outputs are correctly displayed with or without minor format error.	<b>/5</b>
<b>Design/syntax Correctness</b> - use correct design/syntax in codes.	0 - 1 More than five syntax/design errors through all the assignment. OR	2 -3 Three to five syntax/design errors through all the assignment.	4 - 5 Not more than three syntax/design errors through all the assignment.	<b>/5</b>
<b>Logic Correctness</b> - use correct logic in codes.	0 - 1 More than five logic errors through all the assignment.	2 -3 Three to five logic errors through all the assignment.	4 - 5 Not more than three logic errors through all the assignment.	<b>/5</b>
<b>Format/Indentation and Neatness</b> - use right format in assignment.	1 Not use correct format/Indentation through all the assignment that make it hard to read and understand.	2 Some use correct format/Indentation through all the assignment that makes it quite easy to read and understand.	3 Use correct format/Indentation through all the assignment that makes it easy to read and understand.	<b>/3</b>
<b>Total</b>				<b>/18</b>

LECTURER'S NAME :

DATE OF ASSESSMENT :



NAME/GROUP							
REG NO							
PROGRAMME							
NO	CRITERIA	SCORE					MARKS
		5	4	3	2	1	
1	<b>Introduction</b>	Full and rich development of content and complete explanation of 6 aspects: a. Project Rationale b. Problem Statement c. Objectives(min 3) d. Scope e. Importance of project f. Estimated Cost	Clear and complete development of content and complete explanation of 6 aspects.	Adequate development of content, but lacks clearly stated positions/ argument or supporting information; some explanation the 6 aspects.	Restricted development of content restricted; may be incomplete or unclear; little explanation of the 6 aspects.	Simplistic statement of content; no use of 6 aspects to support argument function.	[ /5]
2	<b>Task explanation of Introduction</b>	Elaboration and detail achieved through full use of technical terms	Flexibility in range; appropriate use of technical terms and other vocabulary in a variety of situations; mostly correct use of word forms and word choice; occasional wordiness or colloquialism	Adequate range; no precise use of subtle meanings displayed; technical terms only used occasionally	Adequate range; no precise use of subtle meanings displayed; technical terms are seldom used	No attempt to use technical terms; wordiness and colloquialisms throughout	[ /5]
3	<b>Literature Review</b>	Full and rich development of content and complete explanation of advantages and disadvantages of at least 3 relevant websites	Clear and complete development of content and complete explanation of advantages and disadvantages of at least 3 relevant websites	Adequate development of content, but lacks clearly stated positions/ argument or supporting information; some explanation the advantages and disadvantages of at least 3 relevant websites.	Restricted development of content restricted; may be incomplete or unclear; little explanation of the advantages and disadvantages of at least 3 relevant websites.	Simplistic statement of content; no use of explanation of advantages and disadvantages of at least 3 relevant websites to support argument function.	[ /5]



4	<b>Task explanation of Literature Review</b>	Elaboration and detail achieved through full use of technical <i>terms</i> ; <ul style="list-style-type: none"> <li>• Able to quote and paraphrase sentences from the cited sources</li> <li>• Wide use of own sentences.</li> <li>• Able to indicate the best sources in a works cited page clearly and correctly.</li> </ul>	Flexibility in range; appropriate use of technical <i>terms</i> and other vocabulary in a variety of situations; mostly correct use of <i>word forms</i> and <i>word choice</i> ; occasional wordiness or colloquialism <ul style="list-style-type: none"> <li>• Attempt to paraphrase sentences from the cited sources.</li> <li>• Minimal use of own sentences.</li> <li>• Cited the best sources in a works cited page</li> </ul>	Adequate range; no precise use of subtle meanings displayed; technical <i>terms</i> only used occasionally; <ul style="list-style-type: none"> <li>• A partial understanding of the sources used</li> <li>• Confusing quotations and paraphrase statements</li> <li>• Able to cite sources but many errors on the given format</li> </ul>	Adequate range; no precise use of subtle meanings displayed; technical <i>terms</i> are seldom used <ul style="list-style-type: none"> <li>• Wrongly cite sources in a given format</li> <li>• Wrongly quote and paraphrase sources used</li> <li>• Fail to cite the best sources in a works cited page</li> </ul>	No attempt to use <i>technical terms</i> ; wordiness and colloquialisms throughout <ul style="list-style-type: none"> <li>• Copy and paste directly from the sources and fail to quote and paraphrase the sources</li> <li>• Fail to quote and paraphrase the sources</li> <li>• Fail to cite the best sources in a works cited pages</li> </ul>	[ /5]
5	<b>Methodology</b>	Explanation of SDLC's model is very clear and well-presented. Shows Usecase diagram clearly.	Explanation of SDLC's model and Usecase diagram are clear but unorganized.	Explanation of SDLC's model and Usecase diagram is vague.	Explanation of SDLC's model and Usecase diagram is very vague.	Explanation of SDLC's model and Usecase diagram are not related.	[ /5]
6	<b>Project Planning Schedule</b>	Content of project planning is completely provided and arranged realistically using: <ul style="list-style-type: none"> <li>• appropriate format</li> <li>• Logic time frame</li> </ul>	Content of project planning is generally provided and arranged realistically using: <ul style="list-style-type: none"> <li>• appropriate format</li> <li>• Logic time frame.</li> </ul>	Content of project planning is sometimes missing and arranged mostly correct using: <ul style="list-style-type: none"> <li>• Mostly appropriate format</li> <li>• Mostly Logic time frame..</li> </ul>	Content of project planning is incomplete or absent and arranged incorrectly using : <ul style="list-style-type: none"> <li>• inappropriate format</li> <li>• illogical time frame.</li> </ul>	Content of project planning is <b>not</b> provided using appropriate format and logic time frame.	[ /5]
7	<b>Conclusions</b>	Concluding paragraph summarizes and draws a clear, effective conclusion and enhances the impact of the report	Concluding paragraph summarizes and draws a clear, effective conclusion and enhances the impact of the report	Concluding paragraph follows and summarizes report discussion, and draws a conclusion	Concluding paragraph is only remotely related to the report topic	Concluding paragraph is not apparent	[ /5]
<b>Total Marks</b>							[ /35] [ /10%]

SUPERVISOR'S NAME :  
DATE OF ASSESSMENT :



NAME					REG NO		
CLASS/SECTION		COURSE NAME:			SESSION :		
NO	CRITERIA	SCORE				MARKS	
		4	3	2	1		
1	<b>Leadership</b>	Leader of a group and can manage people very well	Secretary of a group and can organize work very well	Leader, secretary or member of a group but do not play a role very well	Leader, secretary or member of a group but do not play a role	[ /4]	
2	<b>Teamwork</b>	The work load was divided and shared equally by all team members.	Most team members contributed their fair share of the work.	Most team members participated in some aspect of the work, but workloads varied.	One or two people did all or most of the work.	[ /4]	
3	<b>Effort</b>	Show excellent effort to seek knowledge and can finish the project independently	Show very good effort to seek knowledge and can finish most of the project job independently.	Show good effort to seek knowledge and can finish the project with less supervision.	Show no effort to seek knowledge and can finish the project with full supervision.	[ /4]	
4	<b>Attendance</b>	Excellent attendance in class and group meeting with or without supervisor (more than 80%)	Very good attendance in class and group meeting with or without supervisor (more than 60%)	Good attendance in class and group meeting with or without supervisor (more than 40%)	Worst attendance in class and group meeting with or without supervisor (less than 40%)	[ /4]	
5	<b>Commitment</b>	Show excellent commitment to follow instruction and finish every assigned task in the project.	Show very good commitment to follow instruction and finish every assigned task in the project.	Show good commitment to follow instruction and finish every assigned task in the project.	Show no commitment to follow instruction and finish every assigned task in the project.	[ /4]	
6	<b>Gantt Chart /Milestone</b>	Gantt Chart was very well designed and the work was done as planned.	Gantt Chart was well designed and Most of the work was done as planned.	Gantt Chart was not well designed and Most of the work was not done as planned.	Gantt Chart was not well designed and the work was not done as planned.	[ /4]	
7	<b>Log Writing</b>	Log was written very well and all work was done as planned.	Log was well written and most of the work was done as planned.	Log was not well written and most of the work was not done as planned.	Log was not well written and the work was not done as planned.	[ /4]	
8	<b>Follow-up action and Weekly Confirmation</b>	Every suggestion and confirmation from supervisor was done excellently in time specified.	Most suggestion and confirmation from supervisor was done excellently in time specified.	Most suggestion and confirmation from supervisor was not done accurately in time specified.	Most suggestion and confirmation from supervisor was not done in time specified.	[ /4]	
<b>Total Marks</b>						[ /32] [ /10%]	

SUPERVISOR'S NAME :  
DATE OF ASSESSMENT :



NAME/GROUP							
REG NO							
CLASS/SECTION		COURSE NAME:				SESSION :	
NO	CRITERIA	SCORE					MARKS
		5	4	3	2	1	
1	<b>Organization</b>	Excellent organization, events are logically ordered for 8 items: a. Title page b. Certified Authentication c. Abstract d. Appreciation e. Table of Content f. Table List g. Diagram list h. Appendices list	Good organization, events are logically ordered for 8 items.	Some organization, events jump around for 8 items.	Organized, events are somewhat jumpy for 8 items.	Not organized, events make no sense for 8 items.	[ /5]
2	<b>Introduction</b>	Full and rich development of content and complete explanation of 6 aspects: g. Background h. Problem Statement i. Objectives(min 3) j. Scope k. Significance of project l. Estimated Cost	Clear and complete development of content and complete explanation of 6 aspects.	Adequate development of content, but lacks clearly stated positions/ argument or supporting information; some explanation the 6 aspects.	Restricted development of content restricted; may be incomplete or unclear; little explanation of the 6 aspects.	Simplistic statement of content; no use of 6 aspects to support argument function.	[ /5]
3	<b>Literature Review</b>	Full and rich development of content. All of the existing literatures are relevant to the subject and acknowledgement of sources by making proper full citation. Complete explanation of advantages and disadvantages of at least 3 relevant websites	Clear and complete development of content. Most of the existing literatures are relevant to the subject and acknowledgement of sources by making proper full citation. Complete explanation of advantages and disadvantages of at least 3 relevant websites	Adequate development of content, but lacks clearly stated positions/ argument or supporting information; Some of the existing literatures are relevant to the subject and acknowledgement of sources are not properly making full citation. some explanation the advantages and disadvantages of at least 3 relevant websites.	Restricted development of content restricted; may be incomplete or unclear; Little of the existing literatures are relevant to the subject and acknowledgement of sources are not properly making full citation. Little explanation of the advantages and disadvantages of at least 3 relevant websites.	Simplistic statement of content; no use of explanation of advantages and disadvantages of at least 3 relevant websites to support argument function.	[ /5]



4	<b>Methodology</b>	Full and rich development of content and complete explanation of 6 aspects: a. SDLC and models b. DFD – Context Diagram and 0 Level diagram c. ERD d. Database Design e. Web design/ Storyboard f. Site frame/ Web site Structure	Clear and complete development of content and complete explanation of 6 aspects.	Adequate development of content, but lacks clearly stated positions/ argument or supporting information; some explanation the 6 aspects.	Restricted development of content restricted; may be incomplete or unclear; little explanation of the 6 aspects.	Simplistic statement of content; no use of 6 aspects to support argument function.	[ /5]
5	<b>Result And Discussion</b>	Full and rich development of content and complete explanation of manual for: a. Client Site b. Admin Site	Clear and complete development of content and complete explanation of manual.	Adequate development of content, but lacks clearly stated positions/ argument or supporting information; some explanation manual.	Restricted development of content restricted; may be incomplete or unclear; little explanation of manual.	Simplistic statement of content; not use of manual to support argument function.	[ /5]
6	<b>Conclusions</b>	<ul style="list-style-type: none"> <li>Concluding paragraph summarizes and draws a clear, effective conclusion and enhances the impact of the report</li> <li>Develop clear, comprehensive and creative comments and suggestions.</li> </ul>	<ul style="list-style-type: none"> <li>Concluding paragraph summarizes and draws a clear, effective conclusion and enhances the impact of the report</li> <li>Develop clear, comprehensive and good comments and suggestions.</li> </ul>	<ul style="list-style-type: none"> <li>Concluding paragraph follows and summarizes report discussion, and draws a conclusion</li> <li>Develop clear, comprehensive and satisfactory comments and suggestions.</li> </ul>	<ul style="list-style-type: none"> <li>Concluding paragraph is only remotely related to the report topic</li> <li>Develop comments and suggestions with effort</li> </ul>	<ul style="list-style-type: none"> <li>Concluding paragraph is not apparent</li> <li>Hardly able to give comments and suggestions</li> </ul>	[ /5]
7	<b>Reference and Appendix</b>	<ul style="list-style-type: none"> <li>All items in reference list are arranged according to APA format.</li> <li>All of appendices' names are suitable and correctly arrange</li> </ul>	<ul style="list-style-type: none"> <li>Most of item in reference list are arranged according to APA format.</li> <li>Most of appendices' name are suitable and arrange accordingly</li> </ul>	<ul style="list-style-type: none"> <li>Half of item in reference list are arranged according to APA format.</li> <li>Half of appendices' name are suitable and arrange accordingly</li> </ul>	<ul style="list-style-type: none"> <li>More than half items in reference list are arranged according to APA format.</li> <li>More than half of appendices' name are suitable and arrange accordingly</li> </ul>	Hardly able to: <ul style="list-style-type: none"> <li>Arrange a list of references according to APA format.</li> <li>Give suitable name for each appendices and arrange them accordingly</li> </ul>	[ /5]
8	<b>Task explanation</b>	Elaboration and detail achieved through full use of technical terms	Flexibility in range; appropriate use of technical terms and other vocabulary in a variety of situations; mostly correct use of word forms and word choice; occasional wordiness or colloquialism	Adequate range; no precise use of subtle meanings displayed; technical terms only used occasionally	Adequate range; no precise use of subtle meanings displayed; technical terms are seldom used	No attempt to use technical terms; wordiness and colloquialisms throughout	[ /5]



9	<b>Diagram and Tables</b>	All diagrams/tables are Content supported effectively by data (procedures/manual/ tables/ charts/ diagram/ graphic/ photos/ etc) and completed fully with explanations of all data and assertions;	Most of the content supported by data-- (procedures, manual, tables or charts); mostly appropriate explanations of data and assertions; data mostly presented in appropriate format; documentation generally provided.	Some of the content supported by data but should include more (procedures, manual, tables or charts) ; some explanations of data and assertions; data sometimes presented in appropriate format; documentation sometimes missing.	Little support of content by data-- (procedures, manual, tables or charts); incomplete or missing explanations of data and assertions; data not presented in appropriate format; documentation incomplete or absent	No support of content by data--(procedures, manual, tables or charts); minimal explanations of data and assertions; incorrect calculations throughout; data not presented in appropriate format; no documentation provided	[ /5]
10	<b>Use information ethically and legally</b>	A thorough understanding of citations: <ul style="list-style-type: none"> <li>• Able to quote and paraphrase sentences from the cited sources</li> <li>• Wide use of own sentences.</li> <li>• Able to indicate the best sources in a works cited page clearly and correctly.</li> </ul>	A substantial understanding of citations: <ul style="list-style-type: none"> <li>• Attempt to paraphrase sentences from the cited sources.</li> <li>• Minimal use of own sentences.</li> <li>• Cited the best sources in a works cited page</li> </ul>	A partial understanding of citations: <ul style="list-style-type: none"> <li>• A partial understanding of the sources used</li> <li>• Confusing quotations and paraphrase statements</li> <li>• Able to cite sources but many errors on the given format</li> </ul>	Little understanding of citations : <ul style="list-style-type: none"> <li>• Wrongly cite sources in a given format</li> <li>• Wrongly quote and paraphrase sources used</li> <li>• Fail to cite the best sources in a works cited page</li> </ul>	Not understanding citations <ul style="list-style-type: none"> <li>• Copy and paste directly from the sources and fail to quote and paraphrase the sources</li> <li>• Fail to quote and paraphrase the sources</li> <li>• Fail to cite the best sources in a works cited pages</li> </ul>	[ /5]
11	<b>Neatness and Timeliness</b>	<ul style="list-style-type: none"> <li>• Word processed or typed, clean and neatly bound in a report cover and provides 2 copies.</li> <li>• All documents are printed with correct format.</li> <li>• Report handed in on time</li> </ul>	<ul style="list-style-type: none"> <li>• Legible writing, well-formed characters, clean and neatly bound in a report cover and provide 2 copies</li> <li>• More than 80% of documents are printed with correct format.</li> <li>• Up to 1 hour late</li> </ul>	<ul style="list-style-type: none"> <li>• Legible writing, some ill-formed letters, print too small or too large and provide 2 copies</li> <li>• About 60% of documents are printed with correct format.</li> <li>• Up to 2 hours late</li> </ul>	<ul style="list-style-type: none"> <li>• Legible writing, some ill-formed letters, print different size or provide 1 copy only</li> <li>• About 40% of documents are printed with correct format.</li> <li>• Up to 3 hours late</li> </ul>	<ul style="list-style-type: none"> <li>• Illegible writing, loose pages or provide 1 copy only</li> <li>• Less than 20% of documents are printed with correct format.</li> <li>• Report handed in more than 3 hours</li> </ul>	[ /5]
	<b>Language and usage</b>	Error-free sentence-level grammar; broad and fluent range of vocabulary; concise and appropriate use of vocabulary; correct use of word forms and word choice.	Mastery of sentence patterns demonstrated; may have occasional grammatical errors on the sentence level.	Sentence patterns most often successfully used; several grammatical errors on the sentence level.	Narrow range; many word form errors; technical terms and other vocabulary often used inappropriately.	Attempts at simple sentences often not successful; many grammatical errors; simple vocabulary, often inappropriately used.	
<b>Total Marks</b>							[ /50] [ /30%]

EVALUATOR'S NAME :

DATE OF ASSESSMENT :



NAME					
REG. NO					
CLASS/SECTION		COURSE NAME:		SESSION :	
CRITERIA	4	3	2	1	Marks
<b>Organization</b>	Student presents information in logical, interesting sequence which audience can follow.	Student presents information in logical sequence which audience can follow.	Audience has difficulty following presentation because student jumps around.	Audience cannot understand presentation because there is no sequence of information..	[ /4]
<b>Subject Knowledge</b>	Student demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration.	Student is at ease and answers most questions with explanations and some elaboration.	Student is uncomfortable with information and is able to answer only rudimentary questions, but fails to elaborate	Student does not have grasp of information; student cannot answer questions about subject.	[ /4]
<b>Visual Aids</b>	Student's visual aids explain and reinforce the presentation.	Student's visual aids relate to the presentation.	Student occasionally uses visual aids that rarely support the presentation	Student uses superfluous visual aids or no visual aids.	[ /4]
<b>Mechanics</b>	Presentation has no spelling error or grammatical errors.	Presentation has no more than two spelling errors and/or grammatical errors.	Presentation has three spelling errors and/or grammatical errors.	Student's presentation has four or more spelling errors and/or grammatical errors.	[ /4]
<b>Eye Contact</b>	Student maintains eye contact with audience, seldom returning to notes.	Student maintains eye contact most of the time but frequently returns to notes.	Student occasionally uses eye contact, but still reads mostly from notes.	Student makes no eye contact and only reads from notes.	[ /4]
<b>Verbal Techniques</b>	Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.	Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation.	Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Student mumbles, incorrectly pronounces terms, and speaks too slow for audience at the back of class to hear.	[ /4]
<b>Time Management</b>	Student is able to present within time given accurately	Student is able to present within time given moderately	Student is able to present with additional time given	Student is not able to present within time given satisfactorily	[ /4]
<b>Dress Code</b>	Student is able to dress professionally	Student is able to dress moderately	Student is able to dress satisfactorily	Student is able to dress unsatisfactorily	[ /4]
<b>Total Marks</b>					[ /32] [ /10%]

SUPERVISOR'S NAME :

DATE OF ASSESSMENT :

NAME/GROUP						
REG NO						
CLASS/SECTION			COURSE NAME:		SESSION :	
NO	CRITERIA	SCORE				MARKS
		4	3	2	1	
1	<b>Organization of Content</b>	Logical, intuitive sequence of information. Menus and paths to all information are clear and direct.	Logical sequence of information. Menus and paths to more information are clear and direct.	Some logical sequence of information, but menus and paths are confusing or flawed.	No logical sequence of information; menus and paths to information are not evident.	[ /4]
2	<b>Originality</b>	The product shows significant evidence of originality and inventiveness. The majority of the content and many of the ideas are fresh, original, inventive, and based upon logical conclusions and sound research.	The product shows evidence of originality and inventiveness. While based on an extensive collection of other people's ideas, products, images and inventions, the work extends beyond that collection to offer new insights.	The work is an extensive collection and rehash of other people's ideas, products, images and inventions. There is no evidence of new thought or inventiveness.	The work is a minimal collection or rehash of other people's ideas, products, images and inventions. There is no evidence of new thought.	[ /4]
3	<b>Subject Knowledge</b>	Subject knowledge is evident throughout. (more than required) All information is clear, appropriate, and correct.	Subject knowledge is evident in much of the product. Information is clear, appropriate, and correct.	Some subject knowledge is evident. Some information is confusing, incorrect or flawed.	Subject knowledge is not evident. Information is confusing, incorrect or flawed	[ /4]
4	<b>Graphical Design</b>	The combination of multimedia elements with words and ideas takes communication and persuasion to a very high level, superior to what could be accomplished with either alone. The mixture brings about synergy and dramatic effects which reach the intended audience	Design elements and content combine effectively to deliver a high impact message with the graphics and the words reinforcing each other.	Graphical and multimedia elements accompany content but there is little sign of mutual reinforcement. There is no attention paid to visual design criteria such as balance, proportion, harmony and restraint. There is some tendency toward random use of graphic	Exaggerated emphasis upon graphics and special effects weakens the message and interferes with the communication of content and ideas	[ /4]
5	<b>Screen Design</b>	Screens contain all necessary navigational tools and buttons. Users can progress intuitively through screens in a logical path to find information.	Screens contain adequate navigational tools and buttons. Users can progress through screens in a logical path to find information.	Screens are difficult to navigate, but some buttons and navigational tools work. Users can navigate a few screens.	Screens are either confusing and cluttered or barren and stark. Buttons or navigational tools are absent or confusing	[ /4]
6	<b>Creativity</b>	Was extremely clever and designed with originality; a unique approach that truly enhanced the	Was clever at times; thoughtfully and uniquely designed	Added a few original touches to enhance the project but did not incorporate them throughout	Little creative energy used during this project; was bland, predictable, and lacked "zip"	[ /4]



		project				
7	<b>Content</b>	Content has no misspellings or grammatical errors.	Content has no more than two misspellings and/or grammatical errors.	Content has three misspellings and/or grammatical errors.	Content has four or more spelling errors and/or grammatical errors.	[ /4]
8	<b>Log in and Log out</b>	Admin and user can log-in and log-out successfully. The site shows different interface after log-in or log-out for admin or user. It shows the name of user/admin on top of the site after logged-in.	Admin and user can log-in and log-out successfully. The site shows different interface after log-in or log-out for admin or user. It does not show the name of user/admin on top of the site after logged-in.	Admin or user can log-in or log-out successfully. The site does not show different interface after log-in or log-out.	Admin or user can log-in only but no log-out. The site does not show different interface after log-in or log-out.	[ /4]
9	<b>User Functionality (Catalog)</b>	Products are presented in a logical, rational manner. The catalog is very organized and user-friendly. Space utilization is maximized without compromising aesthetics.	Products are presented in a mostly logical, rational manner. The catalog is mostly organized and user-friendly. Space is effectively utilized.	Products are presented in a somewhat logical, rational manner. The catalog is somewhat organized and user-friendly. Space is barely effectively utilized.	Products are not presented in a logical, rational manner. There is no apparent organization; the catalog is not easy to navigate. Space is not effectively utilized.	[ /4]
10	<b>Campaign and promotion</b>	The campaign shows a high degree of understanding of the content. The campaign's theme makes an important and interesting statement about the topic.	The campaign shows an understand of the content. The theme makes a statement about the topic.	The campaign shows an understand of some of the content. The theme relates to the topic.	The campaign does not show understanding the content The campaign's purpose is not persuasion. The theme does not to the topic.	[ /4]
11	<b>User Functionality (Order Form)</b>	Order form is very clear and useful. All required aspects of the application form were included and completed: <ul style="list-style-type: none"> <li>• Shipping information</li> <li>• Payment information</li> </ul>	Order form is clear and useful. Most required aspects of the application form were included and completed.	Order form is hardly clear and useful. Some required elements of the application form were included and completed.	Order form is not clear and useful. Few required elements of the application form were included and completed.	[ /4]
12	<b>Add to Cart</b>	Users can track all the items they want to purchase successfully.	Users can track most of the items they want to purchase.	Users can hardly track the items they want to purchase.	Users cannot track the items they want to purchase.	[ /4]
13	<b>Payment getaway</b>	Payment gateway was clearly stated in order process.	Payment gateway was stated in order process.	Payment gateway was not clearly stated in order process.	Payment gateway was not stated in order process.	[ /4]
14	<b>Shipping Method</b>	Shipping method was clearly stated in order process.	Shipping method was stated in order process.	Shipping method was not clearly stated in order process.	Shipping method was not stated in order process.	[ /4]
15	<b>Admin Functionality (Order)</b>	All the list of customers' orders and the total amount of payment are displayed correctly. Status of the order can be updated successfully.	Most of the customers' orders list and the total amount of payment are displayed correctly. Status of the order can be updated successfully.	Most of the customers' orders list and the total amount of payment are not displayed correctly. Status of the order cannot be updated.	Customers' orders list and the total amount of payment are not displayed correctly. No status of the order is displayed.	[ /4]



16	<b>Admin Functionality (Catalog)</b>	Admin can update (add, edit, delete) all catalog information successfully and the result is shown in the interface of user's catalog.	Admin can update (add, edit, delete) most of catalog information and the result is shown in the interface of user's catalog.	Admin can only add or edit or delete most of the catalog information and the result is not shown in the interface of user's catalog correctly.	Admin can only add or edit or delete most of the catalog information but the result is not shown in the interface of user's catalog.	[ /4]
17	<b>Admin Functionality (Site Management)</b>	Using different site from user for security purposes. Admin can log in and log out at any time. The interface is not very crowded and easy to browse.	Using different site from user for security purposes. Admin can log in but cannot log out. The interface is not very crowded and easy to browse.	Using same site with user. Admin can log in and log out. The interface is not very crowded and easy to browse.	Using same site with user. Admin can log in or log out. The interface is very crowded and hard to browse.	[ /4]
<b>Total Marks</b>						[ /78] [ /30%]

EVALUATOR'S NAME :

DATE OF ASSESSMENT :



Project Report Rubric					
ITEM	Beginning 1	Developing 2	Accomplished 3	Exemplary 4	Score
<b>Organization of Content /Ideas</b>	Writing is limited in communicating knowledge. Length is not adequate for development. Not organized, events make no sense	Writing does not clearly communicate knowledge. The reader is left with questions. Some organization, events jump around, start and end are unclear	Writes related, quality paragraphs, with little or no details. Organized, events are somewhat jumpy	Writing is purposeful and focused. Piece contains some details. Good organization, events are logically ordered, sharp sense of beginning and end	
<b>Quality of Information</b>	Unable to find specific details	Details are somewhat sketchy	Some details are non-supporting to the subject	supporting details specific to subject	
<b>Grammar &amp; Spelling</b>	Very frequent grammar and/or spelling errors	More than two errors	Only one or two errors	All grammar and spelling are correct	
<b>Neatness</b>	Illegible writing, loose pages	Legible writing, some ill-formed letters, print too small or too large, papers stapled together	Legible writing, well-formed characters, clean and neatly bound in a report cover, illustrations provided	Word processed or typed, clean and neatly bound in a report cover, illustrations provided	
<b>Timeliness</b>	Report handed in more than one hour	Up to one 30 minutes late	Up to 15 minutes late	Report handed in on time	
<b>Total</b>					<b>/20</b>



Project Presentation Rubric					
ITEM	1	2	3	4	Total
<b>Organization</b>	Audience cannot understand presentation because there is no sequence of information.	Audience has difficulty following presentation because student jumps around.	Presenter presents information in logical sequence which audience can follow.	Presenter presents information in logical, interesting sequence which audience can follow.	
<b>Subject Knowledge</b>	Presenter does not have grasp of information; Presenter cannot answer questions about subject.	Presenter is uncomfortable with information and is able to answer only rudimentary questions.	Presenter is at ease with expected answers to all questions, but fails to elaborate.	Presenter demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration.	
<b>Graphics &amp; Mechanics</b>	Presenter uses superfluous graphics or no graphics Presenter's presentation has four or more spelling errors and/or grammatical errors.	Presenter occasionally uses graphics that rarely support text and presentation. Presentation has three misspellings and/or grammatical errors.	Presenter's graphics relate to text and presentation. Presentation has no more than two misspellings and/or grammatical errors.	Presenter's graphics explain and reinforce screen text and presentation. Presentation has no misspellings or grammatical errors.	
<b>Eye Contact</b>	Presenter reads all of report with no eye contact.	Presenter occasionally uses eye contact, but still reads most of report.	Presenter maintains eye contact most of the time but frequently returns to notes.	Presenter maintains eye contact with audience, seldom returning to notes.	
<b>Elocution</b>	Presenter mumbles, incorrectly pronounces terms, and speaks too quietly for presenters in the back of class to hear.	Presenter's voice is low. Presenter incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Presenter's voice is clear. Presenter pronounces most words correctly. Most audience members can hear presentation.	Presenter uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.	
<b>Total</b>					/20



Project Design Rubric					
Marks Criteria	1	2	3	4	Total
<b>Organization of Content</b>	No logical sequence of information; menus and paths to information are not evident.	Some logical sequence of information, but menus and paths are confusing or flawed.	Logical sequence of information. Menus and paths to more information are clear and direct.	Logical, intuitive sequence of information. Menus and paths to all information are clear and direct.	
<b>Originality</b>	The work is a minimal collection or rehash of other people's ideas, products, images and inventions. There is no evidence of new thought.	The work is an extensive collection and rehash of other people's ideas, products, images and inventions. There is no evidence of new thought or inventiveness.	The product shows evidence of originality and inventiveness. While based on an extensive collection of other people's ideas, products, images and inventions, the work extends beyond that collection to offer new insights.	The product shows significant evidence of originality and inventiveness. The majority of the content and many of the ideas are fresh, original, inventive, and based upon logical conclusions and sound research.	
<b>Format and Platform Transferability</b>	There are problems with the operation of some files and the project is not cross-platform.	There are problems with the operation of some files and the project is not cross-platform.	Although there are minor problems with a few files, care has been taken in naming files, selecting technologies, or creating enhancements to produce a final product that is cross-platform.	Care has been taken in naming files, selecting technologies, or creating enhancements to produce a final product that is cross-platform.	
<b>Subject Knowledge</b>	Subject knowledge is not evident. Information is confusing, incorrect or flawed	Some subject knowledge is evident. Some information is confusing, incorrect or flawed.	Subject knowledge is evident in much of the product. Information is clear, appropriate, and correct.	Subject knowledge is evident throughout. (more than required) All information is clear, appropriate, and correct.	



<b>Graphical Design</b>	Exaggerated emphasis upon graphics and special effects weakens the message and interferes with the communication of content and ideas	Graphical and multimedia elements accompany content but there is little sign of mutual reinforcement. There is no attention paid to visual design criteria such as balance, proportion, harmony and restraint. There is some tendency toward random use of graphic	Design elements and content combine effectively to deliver a high impact message with the graphics and the words reinforcing each other.	The combination of multimedia elements with words and ideas takes communication and persuasion to a very high level, superior to what could be accomplished with either alone. The mixture brings about synergy and dramatic effects which reach the intended audience	
<b>Mechanics</b>	Presentation has four or more spelling errors and/or grammatical errors.	Presentation has three or more misspellings and/or grammatical errors.	Presentation has fewer than two misspellings and/or grammatical errors.	Presentation has no misspellings or grammatical errors.	
<b>Screen Design</b>	Screens are either confusing and cluttered or barren and stark. Buttons or navigational tools are absent or confusing	Screens are difficult to navigate, but some buttons and navigational tools work. Users can navigate a few screens.	Screens contain adequate navigational tools and buttons. Users can progress through screens in a logical path to find information.	Screens contain all necessary navigational tools and buttons. Users can progress intuitively through screens in a logical path to find information.	
<b>Use of Enhancements</b>	No video, audio, or 3-D enhancements are present or use of these tools is inappropriate.	Limited video, audio, or 3-D enhancements are present. In most instances, use of these tools is appropriate	Some Video, audio, or 3-D enhancements are used appropriately to entice users to learn and to enrich the experience. In some cases, clips are either too long or too short to be meaningful.	Appropriate amounts of Video, audio, or 3-D enhancements are used effectively to entice users to learn and to enrich the experience. Clips are long enough convey meaning without being too lengthy.	
<b>Teamwork</b>	One or two people did all or most of the work.	Most team members participated in some aspect of the work, but workloads varied.	Most team members contributed their fair share of the work.	The work load was divided and shared equally by all team members.	
<b>Total</b>					<b>/36</b>



### Presentation Assessment Form

Group:			
Reg. No.	Aspects assessed	Mark (1-4): <i>Refer to Presentation Rubric</i>	Comments:
	Organization		
	Subject Knowledge		
	Graphics & Mechanics		
	Eye Contact		
	Elocution		
Total:		...../ 20	
	Organization		
	Subject Knowledge		
	Graphics & Mechanics		
	Eye Contact		
	Elocution		
Total:		...../ 20	
	Organization		
	Subject Knowledge		
	Graphics & Mechanics		
	Eye Contact		
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Total:		...../ 20	
GROUP :			
	Organization		
	Subject Knowledge		
	Graphics & Mechanics		
	Eye Contact		
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Total:		...../ 20	
	Organization		
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	Graphics & Mechanics		
	Eye Contact		
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Total:		...../ 20	
	Organization		
	Subject Knowledge		
	Graphics & Mechanics		
	Eye Contact		
	Elocution		
Total:		...../ 20	