



UNIVERSITAS SUMATERA UTARA (USU)
FACULTY OF AGRICULTURE
Animal Science Study Program

Document Code
(To follow)

SEMESTER LEARNING PLAN (RPS)

COURSES (MK)	CODE	Constitutional Court	WEIGHT (credits)		SEMESTER	Drafting Date
Basics of Animal Science	PTN1101	Exact	Theory = 2	Practice = 0	I	January 11, 2023
AUTHORIZATION / ENDORSEMENT	RPS Developer Lecturer		Vice Dean I		Head of USU Link-up	
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Learning Outcomes	CPL-Study Programs Charged to the Constitutional Court	
	CPL01	Able to apply logical, critical, systematic and innovative thinking through the approach and implementation of animal husbandry science and technology by applying the character of BINTANG
	Course Learning Outcomes (CPMK)	
	CPMK1: Students are able to explain the origin of the formation of cattle nations	
	CPMK2: Students are able to explain various livestock nations that are developed traditionally and commercially	
	CPMK3: Students are able to explain the interaction between genetics and the environment that affects the appearance of livestock	
	CPMK4: Students are able to apply the basics of livestock maintenance management	
	Final Ability of Each Learning Stage (Sub-CPMK)	
	Sub-CPMK1	After attending this lecture, students will be able to explain the scope of basic courses in animal husbandry science and livestock domestication, the potential and role of animal husbandry for humans
	Sub-CPMK2	After attending this lecture, students will be able to explain about the types of livestock, terminology, systematics, origins, classification, characteristics and exterior parts of the livestock body
Sub-CPMK3	After attending this lecture, students will be able to explain the influence of the environment on livestock both directly and indirectly	
Sub-CPMK4	After attending this lecture, students will be able to explain about livestock behavior	

	Sub-CPMK5	After attending this lecture, students will be able to explain the identification and estimation of age along with handling and restraint as well as body scoring and judging in various types of livestock							
	Sub-CPMK6	After attending this lecture, students will be able to explain about the livestock business							
	Sub-CPMK7	After attending this lecture, students will be able to explain about business prospects in the field of animal husbandry							
	Sub-CPMK8	After attending this lecture, students will be able to apply the basics of livestock maintenance management							
Correlation between CPMK and Sub-CPMK		Sub-CPMK1	Sub-CPMK2	Sub-CPMK3	Sub-CPMK4	Sub-CPMK5	Sub-CPMK6	Sub-CPMK7	Sub-CPMK8
	CPMK1	√	√	√	√	√	√	√	√
	CPMK2	√					√	√	√
Brief Description of Courses	<p>Basics of Animal Science is a basic course in animal husbandry that discusses the potential and role of animal husbandry science so that participants are able to explain various kinds of livestock nations, environmental influences on livestock, livestock behavior, identification and estimation of livestock age, body scoring and judging on livestock to livestock business and livestock business prospects.</p> <p>The form of learning applied is online-based blended learning and the use of a learning management system (LMS). This course also applies a case/project-based learning method to improve the achievement of learning outcomes (CPL).</p>								
Study Material: Learning Materials	<p>Meeting I: Introduction (Scope of introductory courses in animal husbandry and livestock domestication)</p> <p>Meeting II: Identification of types of poultry livestock</p> <p>Meeting III: Identification of different types of ruminant livestock</p> <p>Meeting IV: Identification of different types of non-ruminant livestock</p>								

	<p>Meeting V: Identify different types of livestock</p> <p>Meeting VI: The potential and role of animal husbandry for humans</p> <p>Meeting VII: Livestock industry</p> <p>Meeting VIII: Environmental influence on livestock</p> <p>Meeting IX: Livestock behaviour</p> <p>Meeting X: Livestock reproduction</p> <p>Meeting XI: Identification and estimation of age along with handling and restraint in various types of livestock</p> <p>Meeting XII: Body scoring and judging of livestock</p> <p>XIII Meeting Sapta livestock business</p> <p>XIV Meeting Business prospects in the field of animal husbandry</p>
Book	<p>Main:</p> <ol style="list-style-type: none"> 1. Rohmat. 2014. Diktat Lecture on Introduction to Animal Husbandry, Faculty of Agriculture Kediri

	2. Animal Biology (Ita Wahyu Nursita, et al) 3. Guidelines for Planning the Development of Indonesia Livestock (Suhubdy et al)						
	Supporter: 1. Dictionary of Animal Husbandry Terms (B A Murtidjo) 2. Basics of Livestock Product Technology (Agus Susilo et al) 3. Management of Forage in Traditional Livestock System (Y.A. Sutaryono)						
Lecturer							
Conditional Courses							
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Week	Final ability of each stage of learning (Sub-CPMK)	Valuation		Forms of Learning; Learning Methods; Student Assignment; [Estimated Time]		Study Materials (Learning Materials)	Assessment Weight (%)
		Indicator	Criteria and Techniques	Asynchronous (5)	Synchronous (6)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Sub-CPMK1: After attending this lecture, students will be able to explain the scope of the introductory course in animal husbandry and livestock domestication	Accuracy in explaining the scope of the introductory course in animal husbandry and livestock domestication	Criterion: Using the assessment rubric. Technique: <ul style="list-style-type: none"> ● Reading the provided section (book) ● Responding to the opening question given. ● Answer questions according to reading. 	Time : 50 minutes Activities: a. Attendance b. Download and read the Syllabus (RPS), Learning Implementation Plan (SAP), Course Agreement, and Learning Materials.	Time : 100 Minutes Activities: a. Learn the rules, competencies (skills), materials, tasks, and assessments that are applied during the classroom. b. Make notes about the learning	Subject Matter: Introduction: <ul style="list-style-type: none"> ● Scope of introductory courses in animal husbandry ● Livestock domestication 	2%

				<p>Learning Methods: <i>Self-Paced Learning</i></p> <p>Moda (Learning Management System): learning@usu.ac.id</p>	<p>materials described.</p> <p>c. Responding to questions</p> <p>Media:</p> <ol style="list-style-type: none"> 1. Power Point Presentation 2. Zoom Meeting 3. Text Book <p>Learning Methods :</p> <ol style="list-style-type: none"> 1. Online Lecture 2. Discussion <p>Self-Paced</p>	
2	<p>Sub-CPMK 2:</p> <p>After attending this lecture, students will be able to explain about the types of poultry livestock, terminology, systematics, origins, classifications, characteristics and exterior parts of the body of poultry livestock</p>	<p>Accuracy in explaining the types of poultry livestock, terminology, systematics, origins, classifications, characteristics and exterior parts of the body of poultry livestock</p>	<p>Criterion: Using the assessment rubric.</p> <p>Technique:</p> <ul style="list-style-type: none"> • Reading the provided section (book) • Responding to the opening question given. • Answer questions 	<p>Time : 50 minutes</p> <p>Activities:</p> <ol style="list-style-type: none"> a. Review previous lessons . b. Reading books c. Record attendance. d. Responding to the opening question <p>Learning Methods: <i>Self-Paced</i></p>	<p>Time : 100 Minutes</p> <p>Activities:</p> <ol style="list-style-type: none"> a. Learn the rules, competencies (skills), materials, tasks, and assessments that are applied during the classroom. b. Make notes about the learning 	<p>Subject Matter:</p> <ul style="list-style-type: none"> • terminology, systematics, origins and classification of poultry livestock • Identification of Cirri-Characteristics of Poultry Farming • identification of the

2%

			according to reading.	<i>Learning</i> Moda (Learning Management System): learning@usu.ac.id	materials described. c. Responding to questions Media: 1. Power Point Presentation 2. Zoom Meeting 3. Text Book Learning Methods : 1. Online Lecture 2. Discussion 3. Self-Paced	exterior parts of the body of the poultry
3	Sub-CPMK 3: After attending this lecture, students will be able to explain about the types of ruminant livestock, terminology, systematics, origin, classification, cirri-characteristics and exterior parts of the body of ruminant livestock	a. Accuracy in explaining the types of ruminant livestock, terminology, systematics, origin, classification, cirri-characteristics and exterior parts of the body of	Criterion: Using the assessment rubric. Technique: <ul style="list-style-type: none"> ● Reading the provided section (book) ● Responding to the opening question given. ● Answer questions according to reading. 	Time : 50 minutes Activities: 1. Review previous lessons . 2. Reading books 3. Record attendance. 4. Responding to the opening question Task 1: 1. Re-explain the information obtained and 2. Answer quiz questions	Time 100 minutes Activities: a. Make notes about the learning materials described. b. Responding to questions. c. Completing and submitting quizzes Media: <i>Power Point Presentation</i>	Subject Matter: <ul style="list-style-type: none"> ● Terminology, systematics, origins, and classification ● Identification of ruminant livestock characteristics ● Identification of the exterior parts of the body of ruminant cattle

2%

		ruminant livestock b. Correctness of students' answers (Quiz)		Moda (Learning Management System): learning@usu.ac.id	<i>Text Book</i> <i>Zoom Meeting/ offline</i> Learning Methods: 1. <i>Online Lecture/ offline</i> 2. <i>Discussion</i> 3. <i>Quiz</i> 4. <i>Self-Paced Learning</i>	
4	Sub-CPMK 4: After attending this lecture, students will be able to explain about the types of ruminant livestock, terminology, systematics, origins, classification, characteristics and exterior parts of non-ruminant livestock	Accuracy in explaining the types of ruminant livestock, terminology, systematics, origin, classification, characteristics and exterior parts of non-ruminant livestock	Criterion: Using the assessment rubric. Technique: <ul style="list-style-type: none"> ● Reading the provided section (book) ● Responding to the opening question given. ● Answer questions according to reading. 	Time : 50 minutes Activities: a. Attendance b. Download and read the Syllabus (RPS), Learning Implementation Plan (SAP), Course Agreement, and Learning Materials. Learning Methods: <i>Self-Paced Learning</i>	Time : 100 Minutes Activities: a. Learn the rules, competencies (skills), materials, tasks, and assessments that are applied during the classroom. b. Make notes about the learning materials described. c. Responding to questions Media:	Subject Matter: <ul style="list-style-type: none"> ● Terminology, systematics, origins, and classification ● Identification of characteristics of non-ruminant livestock ● Identification of exterior parts of non-ruminant livestock

2%

				Moda (Learning Management System): elearning@usu.ac.id	1. Power Point Presentation 2. Zoom Meeting 3. Text Book Learning Methods : 1. Online Lecture 2. Discussion 3. Self-Paced	
5	Sub-CPMK 5: After attending this lecture, students will be able to explain various types of livestock, terminology, systematics, origins, classifications, characteristics and exterior parts of the body of various livestock	1. Activity in the classroom 2. Discussion with the forum (Group 1 assesses the other group and so on) 3. How to write a paper 4. Power point view	Criterion: Using the assessment rubric. Technique: <ul style="list-style-type: none"> ● Reading the provided section (book) ● Responding to the opening question given. ● Answer questions according to reading. 	Time : 50 minutes Activity: 1. Be present on time 2. Download learning materials 3. Looking for journals related to the material Task 2: <u>1.</u> Divide the group evenly (the lecturer divides) <u>2.</u> Create a paper with a maximum of 15 pages from the table of contents to the TMR font	Time : 100 Minutes Activities: 1. Learn the rules, competencies (skills), materials, tasks, and assessments applied during the classroom 2. Make notes about the learning materials explained 3. Responding to questions or instructions given by lecturers	Subject Matter: <ul style="list-style-type: none"> ● Terminology, systematics, origins and classification ● Identify the characteristics of various types of livestock ● Identify the exterior parts of the body of various types of livestock

2%

				library size 12 space 1.5 sent in pdf form <u>3.</u> Group presentations	4. Responding to questions from the audience on the presenter group Media: 1. Power point 2. Zoom meeting 3. E-Learning 4. Handouts Learning Methods: Lectures Group discussions Independent Learning	
6	Sub-CPMK 6: After attending this lecture, students will be able to explain the potential and role of the field of animal husbandry for humans	1. Activity in the classroom 2. Discussion with the forum (Group 1 assesses the other group and so on) 3. How to write a paper	Criterion: Using the assessment rubric. Technique: <ul style="list-style-type: none"> ● Reading the provided section (book) ● Responding to the opening question given. ● Answering questions 	Time : 50 minutes Activity: 1. Be present on time 2. Download learning materials 3. Looking for journals related to the material Task 2: <u>1.</u> Divide the group evenly	Time : 100 Minutes Activities: 1. Learn the rules, competencies (skills), materials, tasks, and assessments applied during the classroom 2. Make notes about the learning	Subject Matter: <ul style="list-style-type: none"> ● Scope of the field of animal husbandry ● Human need for livestock products ● Benefits of livestock products ● Potential of the livestock sector

2%

		4. Power point view	according to reading	(the lecturer divides) 2. Create a paper with a maximum of 15 pages from the table of contents to the TMR font library size 12 space 1.5 sent in pdf form 3. Group presentations	materials explained 3. Responding to questions or instructions given by lecturers 4. Responding to questions from the audience on the presenter group Media: 1. Power point 2. Zoom meeting 3. E-Learning 4. Handouts Learning Methods: Lectures Group discussions Independent Learning		
7	Sub-CPMK 7: After attending this lecture, students will be able to explain about the livestock industry	1. Activity in the classroom 2. Discussion with the forum	1. Language in expressing opinions 2. Paper 3. Power point display	Time : 50 minutes Activity: 1. Be present on time	Time : 100 Minutes Activities: 1. Learn the rules, competencies	Subject Matter: 1. Meat and its products 2. Eggs and their products	2%

	including meat, eggs, milk and their products	(Group 1 assesses the other group and so on) 3. How to write a paper 4. Power point view	4. Mastery of assignment material	2. Download learning materials 3. Looking for journals related to the material Task 2: <u>1.</u> Divide the group evenly (the lecturer divides) <u>2.</u> Create a paper with a maximum of 15 pages from the table of contents to the TMR font library size 12 space 1.5 sent in pdf form <u>3.</u> Group presentations	(skills), materials, tasks, and assessments applied during the classroom 2. Make notes about the learning materials explained 3. Responding to questions or instructions given by lecturers 4. Responding to questions from the audience on the presenter group Media: 1. Power point 2. Zoom meeting 3. E-Learning 4. Handouts Learning Methods: Lectures	3. Milk and its products	
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					Group discussions Independent Learning		
8	MID SEMESTER EXAMINATION						15%
9	<p>Sub-CPMK 8:</p> <p>After attending this lecture, students will be able to explain the influence of the environment on livestock both directly and indirectly</p>	<ol style="list-style-type: none"> 1. Activity in the classroom 2. Discussion with the forum (Group 1 assesses the other group and so on) 3. How to write a paper 4. Power point view 	<ol style="list-style-type: none"> 1. Language in expressing opinions 2. Paper 3. Power point display 4. Mastery of assignment material 	<p>Time : 50 minutes</p> <p>Activity:</p> <ol style="list-style-type: none"> 1. Be present on time 2. Download learning materials 3. Looking for journals related to the material <p>Task 2:</p> <ol style="list-style-type: none"> 1. Divide the group evenly (the lecturer divides) 2. Create a maximum of 15 pages from the table of contents to the TMR font bibliography size 12 space 1.5 sent in pdf form 3. Group presentations 	<p>Time : 100 Minutes</p> <p>Activities:</p> <ol style="list-style-type: none"> 1. Learn the rules, competencies (skills), materials, tasks, and assessments applied during the classroom 2. Make notes about the learning materials explained 3. Responding to questions or instructions given by lecturers 4. Responding to questions from the audience on the presenter group <p>Media:</p> <ol style="list-style-type: none"> 1. Power point 	<p>Subject Matter:</p> <p>Environmental influence on livestock both directly and indirectly</p>	2%

					2. Zoom meeting 3. E-Learning 4. Handouts Learning Methods: Lectures Group discussions Independent Learning		
10	Sub-CPMK 9: After attending this lecture, students will be able to explain about livestock behavior	1. Activity in the classroom 2. Discussion with the forum (Group 1 assesses the other group and so on) 3. How to write a paper 4. Power point view	1. Language in expressing opinions 2. Paper 3. Power point display 4. Mastery of assignment material	Time : 50 minutes Activity: 1. Be present on time 2. Download learning materials 3. Looking for journals related to the material Task 2: <u>1.</u> Divide the group evenly (the lecturer divides) <u>2.</u> Create a paper with a maximum of 15 pages from the table of contents to the TMR font library	Time : 100 Minutes Activities: 1. Learn the rules, competencies (skills), materials, tasks, and assessments applied during the classroom 2. Make notes about the learning materials explained 3. Responding to questions or instructions given by lecturers 4. Responding to questions from	Subject Matter: Livestock behavior	2%

				<p>size 12 space 1.5 sent in pdf form</p> <p>3. Group presentations</p>	<p>the audience on the presenter group</p> <p>Media:</p> <ol style="list-style-type: none"> 1. Power point 2. Zoom meeting 3. E-Learning 4. Handouts <p>Learning Methods:</p> <ol style="list-style-type: none"> 1. Lectures 2. Group discussions 3. Independent Learning 		
11	<p>Sub-CPMK 10:</p> <p>After attending this lecture, students will be able to explain about livestock reproduction</p>	<ol style="list-style-type: none"> 1. Accuracy in revealing the information needed 2. Correctness of students' answers (Quiz) 	<p>Criterion: Using the assessment rubric <i>Marking Scheme</i></p> <p>Shape:</p> <ol style="list-style-type: none"> 1. Reading the provided section (book) 2. Answer quizzes <p><i>Worksheet</i> (Non-Test): respond to questions and be</p>	<p>Time : 50 minutes</p> <p>Activities:</p> <ol style="list-style-type: none"> 1. Review previous lessons . 2. Reading books 3. Record attendance. 4. Responding to the opening question <p>Task 3:</p> <ol style="list-style-type: none"> 1. Re-explain the information obtained and 	<p>Time 100 minutes</p> <p>Activities:</p> <ol style="list-style-type: none"> a. Make notes about the learning materials described. b. Responding to questions. c. Completing and submitting quizzes <p>Media:</p>	<p>Subject Matter: Livestock reproduction</p>	2%

			active in discussions	2. Answer quiz questions Moda (Learning Management System): elearning@usu.ac.id	1. <i>Power Point Presentation</i> 2. <i>Text Book</i> 3. <i>Zoom Meeting/ offline</i> Learning Methods: 1. <i>Online Lecture/ offline</i> 2. <i>Discussion</i> 3. <i>Quiz</i> 4. <i>Self-Paced</i> 5. <i>Learning</i>		
12	Sub-CPMK 11: After attending this lecture, students will be able to explain the identification and estimation of age along with handling and restraint in various types of livestock	Accuracy in revealing the information needed	Criterion: <i>Marking Scheme</i> Shape: <i>Worksheet (Non-Tes)</i> Reading the sections provided (books and journals/scientific articles)	Time 20 minutes 1. Activities: 2. Review previous lessons. 3. Read the added teaching materials. 4. Record attendance. Task 4: Case Methode Task Report Moda (Learning Management System):	Time 130 minutes Activities: Students identify and analyze age estimation along with handling and restraint in various types of livestock Media: <i>Power Point</i> <i>Text book</i> Learning Methods: 1. <i>Online/ offline Lecture</i>	Subject Matter: <ul style="list-style-type: none"> ● Identification and estimation of livestock age ● Handling and restraint in livestock 	12,5%

				elearning@usu.ac.id	2. <i>Project Base Learning</i>		
13	<p>Sub-CPMK 12:</p> <p>After attending this lecture, students will be able to explain about body scoring and judging</p>	Case Methode Task Report	<p>Criterion: <i>Marking Scheme</i></p> <p>Shape: <i>Worksheet (Non-Tes)</i> Reading the sections provided (books and journals/scientific articles)</p>	<p>Time 20 minutes</p> <p>Activities:</p> <ol style="list-style-type: none"> 1. Review previous lessons. 2. Read the added teaching materials. 3. Record attendance. <p>Task 4: Case Methode Task Report</p> <p>Moda (Learning Management System): elearning@usu.ac.id</p>	<p>Time 130 minutes</p> <p>Activities: Students identify and analyze body scoring and judging.</p> <p>Media: <i>Power Point</i> <i>Text book</i></p> <p>Learning Methods:</p> <ol style="list-style-type: none"> 1. <i>Online/ offline Lecture</i> 2. <i>Case method</i> 	<p>Subject Matter:</p> <ul style="list-style-type: none"> • Body scoring • Judging 	12,5%
14	<p>Sub-CPMK 13:</p> <p>After attending this lecture, students will be able to explain about the livestock business</p>	Case Methode Task Report	<p>Criterion: <i>Marking Scheme</i></p> <p>Shape: <i>Worksheet (Non-Tes)</i> Reading the sections provided (books and</p>	<p>Time 20 minutes</p> <p>Activities:</p> <ol style="list-style-type: none"> 1. Review previous lessons. 2. Read the added teaching materials. 3. Record attendance. 	<p>Time 130 minutes</p> <p>Activities: Students identify and analyze livestock business</p> <p>Media: <i>Power Point</i> <i>Text book</i></p>	<p>Subject Matter:</p> <ol style="list-style-type: none"> 1. Selection of seedlings 2. Enclosure and equipment 3. Feed 4. Health 5. Harvest 6. Post-harvest 	12,5%

			journals/scientific articles)	<p>Task 4: Case Methode Task Report</p> <p>Moda (Learning Management System): elearning@usu.ac.id</p>	<p>Learning Methods:</p> <ol style="list-style-type: none"> 1. Online/ offline Lecture 2. Case method 	7. Marketing	
15	Sub-CPMK 14: After attending this lecture, students will be able to explain about business prospects in the field of animal husbandry	Case Methode Task Report	<p>Criterion: <i>Marking Scheme</i></p> <p>Shape: <i>Worksheet</i> (Non-Tes) Reading the sections provided (books and journals/scientific articles)</p>	<p>Time 20 minutes</p> <p>Activities:</p> <ol style="list-style-type: none"> 1. Review previous lessons. 2. Read the added teaching materials. 3. Record attendance. <p>Task 4: Case Methode Task Report</p> <p>Moda (Learning Management System): elearning@usu.ac.id</p>	<p>Time 130 minutes</p> <p>Activities: Students identify and analyze business prospects in the field of animal husbandry</p> <p>Media: <i>Power Point</i> <i>Text book</i></p> <p>Learning Methods:</p> <ol style="list-style-type: none"> 1. Online/ offline Lecture 2. Case method 	Subject Matter: Business prospects in the field of animal husbandry: 1. Supporting factors 2. Inhibiting factors	12,5%

16	FINAL SEMESTER EXAMINATION	15%
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CPMK Fulfillment Matrix with Types of Evaluation and Process

Form of Evaluation	CPMK015
Quiz	Quiz assessment
Assignment	Task assessment
Case Method (presentation and participation in discussions)	Presentation assessment rubric
UTS	UTS Assessment (Multiple choice questions and essays)
UAS	UAS Assessment (Multiple choice questions and essays)

Assessment Plan

Form of Evaluation	Weight	Frequency
Quiz	20	2 (held in the 3rd and 9th weeks)
Assignment	20	2 (held in the 4th and 10th weeks)
UTS	30	1 (held in the 8th week)
UAS	30	1 (held in the 16th week)
Total	100%	

Explanation:

a. Quiz 10%

During the semester there will be 2 quizzes held in class. The quiz will be conducted through e-learning and has been scheduled in advance. The material tested is announced by the lecturer and written in the RPS.

b. 10% Assignment

During the semester there will be 2 structured tasks. The assignment given is an effort to increase student insight by making papers and reports in groups related to the material written in the RPS. The papers that have been made will be presented by students. Students will be assessed according to their participation in the presentation and accuracy in the presentation, as well as their participation in the question and answer session when other groups make presentations.

c. UTS 30%

The midterm exam covers all the material that has been discussed from the beginning of the semester to the 7th meeting, both reading and lecture. This exam is conducted in class in the form of multiple-choice questions, short fills, and essays.

d. UAS 30%

The final semester exam covers all the material that has been discussed from the 9th to the 15th meeting, both readings and lectures. This exam is conducted in class in the form of multiple-choice questions, short fills, and essays.

ASSESSMENT SCORE

Post Test Quiz Assessment Rubric (10%)

Pre/Post test questions have 5 essay questions done on a piece of paper (done 2 times for 1 semester)

Grades per item of the question	Criterion
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20	Be able to answer questions correctly, the steps to work on the questions correctly, and be completely correct
15	The steps to work on the questions are correct, there are few mistakes
10	Most of the steps to work on the questions are correct, there are many mistakes
5	The steps to work on the questions are not precise, unable to solve the problems

***Maximum score = 100 (5 questions x 20 points)**

Minimum score = 25 (5 questions x 5 points)

Quiz score 1: $20 \times$ the value per question item (maximum score is 100)

Quiz score 2: $20 \times$ the value per question item (maximum score is 100)

Group Presentation Task Assessment Rubric (10%)

Thing	Evaluation criteria				
Fill	Complete, with additional good material (20)	Complete (18)	Same as text book (16)	Not complete, but most of the material has been covered (14)	Substantially incomplete (12)

Answering discussion questions	Able to answer all questions correctly (20)	Can answer most questions correctly but there are unanswered questions (18)	Be able to answer some questions correctly, others do not reach the goal and there are questions that are not answered (16)	Most of the answers don't hit the target and there are unanswered questions (14)	Can't answer all questions (12)
Presentation	Clear, concise with good groove (20)	Obviously, concise with a plot is sometimes not good (18)	Medium presentation skills (16)	Stuttering Presentations (14)	Presentation not running (12)
Group organization	Very good organization, supporting each other's presentations (20)	Nice organization (18)	Medium organization, some people are organized (16)	Lack of organization so that communication errors often occur (14)	The organization is chaotic so the presentation is very disrupted (12)
Creativeness	Very creative without going out of purpose (20)	Creative creates enthusiasm (18)	Occasionally eye-catching (15)	Occasionally eye-catching (13)	Dull, sleepy (11)
TOTAL	100	90-80	79-70	69-50	59-40

	(Very good)	(Very Good)	(Good)	(Good enough)	(Not Good)
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Information:

The total maximum score is 100. The numbers in parentheses are the scores of each criterion.

Essay Exam Assessment Rubric:

Assessment Criteria	4 Excellent	3 Good	2 Enough	1 Less
Understanding Questions	Understand the question exactly (25)	Understanding questions (20)	Not understanding the question fully and accurately (15)	Don't understand the question (10)
Fill	Answers show understanding in-depth to the material asked and participants integrate the information that has been learned and/or assigned to be read during the lecture properly and appropriately (25)	Answers show an understanding of the material asked and integrate some of the information that has been learned and/or assigned to be read during the lecture. (20)	The answer shows a lack of understanding of the material being asked and only integrates A small portion of the information that has been learned and/or assigned to be read during lectures. (15)	The answer shows an incomprehension of the material asked so that it is not clear and does not integrate information that has been learned and/or assigned to be read during lectures. (10)

Clarity of Writing	All the ideas of the writing are conveyed well and clearly. (25)	Most of the ideas of writing are conveyed well and clearly. (20)	Some of the ideas of the writing are conveyed well and clearly. (15)	The idea of writing is not conveyed properly and clearly. (10)
Language Clarity	Using a foreign language properly and correctly with few grammatical errors and word choices that do not interfere with understanding (25)	Use foreign / Indonesian languages well and correctly with few grammatical errors and word choices that interfere with understanding. (20)	Using a foreign language quite well and correctly with some grammatical errors and word choices (15)	Not using foreign/Indonesian languages properly and correctly because the writing contains many grammatical errors and word choices (10)
Total	81-100 (Very Good)	61-80 (Good enough)	41-60 (Enough)	0-40 (Less)

Multiple Choice Exam Assessment Rubric:

Grades per item of the question	Criterion
100/ many questions	Be able to answer questions correctly
0	The answer is not correct/not in accordance with the available answer key