



**UNIVERSITAS SUMATRA UTARA (USU)
FACULTY OF AGRICULTURE
ANIMAL SCIENCE STUDY PROGRAM**

**Documen
Code**
(Follow)

SEMESTER LEARNING PLAN (RPS)

COURSE (Course)	CODE	Course Group	CREDIT (credits)		SEMESTER	Date of Compilation
Forage Crop Science	PTN2106	Exact	Theory =2	Practice =1	III	October 2022
AUTHORIZATION / APPROVAL	SLP Developer Lecturer		Vice Dean I		Chairman of LINK-UP USU	
			Dr. Lisnawita, SP, MP		Prof. Dr. Dwi Suryanto M.Sc.	
Learning Outcomes	Learning Outcomes (LO)					
	LO03	Able to identify, formulate, and find solutions to problems related to the livestock sector				
	LO06	Conduct supervision and evaluation of the completion of assigned work and be able to manage learning independently throughout life.				
	LO09	Able to manage and implement aspects of efficient feed provision and technology				
	LO11	Able to develop, understand and apply a variety of the best techniques and methods that combine theory and practice related to livestock expertise.				
	Course Learning Outcomes (CLO)					CLO Credit
	CLO0308: Able to identify morphology, adaptation of production potential and problems that often occur in HMT					13 %
	CLO0604: Able to explain the evaluation that must be carried out regarding the determining factors for production and management of green fodder production including gramineae and leguminoseae, agricultural waste.					20%
	CLO0903: Able to apply technology in the management/management of animal feed crops					35%

	CLO1106: Able to carry out HMT planting practices including preparation of planting media, planting materials, fertilization, maintenance to harvesting.	32%																														
	Final Ability of Each Learning Stage (Sub-CLO)																															
	Sub-CLO1	After taking this course, students can explain the scope and position of green fodder in ruminant livestock																														
	Sub-CLO2	After taking this course, students will be able to explain morphological and physiological taxonomy of forage plants																														
	Sub-CLO3	After taking this lecture, students are able to explain various types and examples of grasses, legumes, and non-grass and non-leguminous plants.																														
	Sub-CLO4	After taking this lecture, students are able to explain the growth and reproduction of forage plants.																														
	Sub-CLO5	After taking this course, students will be able to explaining the role of forage plant science in supporting the productivity of ruminant livestock businesses																														
Correlation of CLO with Sub-CLO	<table border="1"> <thead> <tr> <th></th> <th>Sub-CLO1</th> <th>Sub-CLO2</th> <th>Sub-CLO3</th> <th>Sub-CLO4</th> <th>Sub-CLO5</th> </tr> </thead> <tbody> <tr> <td>CLO0308</td> <td>√</td> <td>√</td> <td></td> <td></td> <td></td> </tr> <tr> <td>CLO0604</td> <td></td> <td></td> <td>√</td> <td></td> <td></td> </tr> <tr> <td>CLO0903</td> <td></td> <td></td> <td></td> <td></td> <td>√</td> </tr> <tr> <td>CLO1106</td> <td></td> <td></td> <td></td> <td>√</td> <td></td> </tr> </tbody> </table>			Sub-CLO1	Sub-CLO2	Sub-CLO3	Sub-CLO4	Sub-CLO5	CLO0308	√	√				CLO0604			√			CLO0903					√	CLO1106				√	
	Sub-CLO1	Sub-CLO2	Sub-CLO3	Sub-CLO4	Sub-CLO5																											
CLO0308	√	√																														
CLO0604			√																													
CLO0903					√																											
CLO1106				√																												
Brief Description of Course	This course is designed to equip students to be able to explain various types of forage plants, including grasses, legumes, and non-grass non-legumes, the nutritional value and benefits of these plants for ruminant livestock, preservation of green fodder such as silage, hay, ammoniation, effective ways of serving green fodder for livestock, the important role of forage plants in a sustainable livestock production system.																															
Study Material:	BK03 Animal Production Science																															
Learning materials	<ol style="list-style-type: none"> 1. Scope of green fodder for ruminant livestock 2. Taxonomy and morphology of forage plants 3. Physiological processes such as respiration, photosynthesis and nutrient absorption 4. Stages and factors that influence plant growth 5. Types and examples of grasses, nMidterm Exam and rambanan plants 																															

	6. Forage plant breeding 7. Post-harvest management of green fodder 8. Presentation of green fodder for livestock 9. The role of plants and green fodder to support the productivity of ruminant livestock businesses						
Library	Main: 1. Crowder, LV and HR Chedda. 1982. Tropical Grassland Husbandry. Longman Inc., New York. 2. Munawar, A. 2011. Soil Fertility and Plant Nutrition. First Printing. PT Penerbit IPB Press. 3. Pudjiarti. 2012. Science of Forage Crops. General Soedirman University. Purwokerto. 4. Purbajanti, ED 2013. Grass and Legumes as Green Forage for Animals. First edition. Graha Ilmu Yogyakarta. 5. Reksohadiprojo. 1985. Production of Tropical Green Forage Crops. Revised edition of the first printing. BPF. Yogyakarta. 6. Tillman, AD, S. Reksohadiprojo., S. Prawirokusumo, and S. Lebdosoekojo. 1998. Basic Animal Feed Science. Gadjah Mada University Press. Yogyakarta. 7. Utomo, R. 2015. Conservation of Forage and Improvement of High Fiber Feed Material Quality. Gadjah Mada University Press. Yogyakarta. Indonesia.						
	Supporters: 1.						
Supporting lecturer							
Required Courses							
	Final ability of each learning stage (Sub-CLO)	Evaluation		Form of Learning; Learning methods; Student Assignments; [Estimated Time]		Study Materials (Learning materials)	Assessment Criteria (%)
		Indicator	Criteria and Techniques	Asynchronous (5)	Synchronous (6)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Sub-CLO1: After taking this course, Students can explain the scope and position of green fodder in ruminant livestock	Accuracy in explaining: understanding of plant and forage science, scope and position of forage in ruminants	Criteria: - Technique: Non-test	KM+PT (1 week x 2 credits x 120 minutes) Learning methods: Self-Paced Learning Activity: a. Attendance presence	TM (1 week x 2 credits x 50 minutes) Learning methods: a. Lecture b. Discussion Activity: a. Online/offline learning	Subject: a. Study Contract b. Introduction to lectures, understanding of plant science and forage, scope, and position of	0%

				<p>b. Download and read the Syllabus (RPS), Learning Implementation Plan (SAP), Course Agreement, and Learning Materials</p> <p>Mode (Learning Management System): class.usu.ac.id</p>	<p>b. Class discussion c. Make notes about learning materials</p> <p>Media: a. Slides/ ppt b. Zoom meeting/ LCD c. Text book</p>	forage in ruminants
2-3	<p>Sub-CLO2: After taking this course, students will be able to explain morphological and physiological taxonomy of forage plants</p>	<p>Accuracy in explaining:</p> <ul style="list-style-type: none"> - Taxonomy and morphology of grasses and legumes - Respiration, photosynthesis and nutrient absorption 	<p>Criteria: Using assessment rubrics</p> <p>Technique: Quiz</p>	<p>KM+PT (2 weeks x 2 credits x 120 minutes)</p> <p>Learning methods: <i>Self-Paced Learning</i></p> <p>Mode (Learning Management System): class.usu.ac.id</p> <p>Quiz 1: Quiz to measure students' understanding of the topic morphological and physiological taxonomy of forage plants</p>	<p>TM (2 weeks x 2 credits x 50 minutes)</p> <p>Learning methods: a. Lecture b. Discussion</p> <p>Activity: a. Online/offline learning b. Class discussion c. Make notes about learning materials</p> <p>Media: a. Slides/ ppt b. Zoom meeting/ LCD c. Text book</p>	<p>Subject:</p> <ul style="list-style-type: none"> - Taxonomy and morphology of grasses and legumes - Respiration, photosynthesis and nutrient absorption
4-6	Sub-CLO 3:	Accuracy in explain:	<p>Criteria: Using assessment rubrics</p>	<p>KM+PT (2 weeks x 2 credits x 120 minutes)</p> <p>Learning methods:</p>	<p>TM (2 weeks x 2 credits x 50 minutes)</p>	<p>Subject:</p>

Quiz (5%)
This CLO be assessed during MIDT MEX with MIDT MEX assessment (8%) (CLO)

Cas Meth 120

	<p>After taking this lecture, students are able to explain various types and examples of grasses, legumes, and non-grass and non-leguminous plants.</p>	<ul style="list-style-type: none"> - Various examples of plants from the grass group, coarse, medium and smooth texture - Various examples of plants from the legume group - Various examples of plants from non-grass and non-leguminous 	<p>Technique: <i>Case method 1</i></p>	<p><i>Self-Paced Learning</i></p> <p>Activity:</p> <ul style="list-style-type: none"> a. Recording attendance b. Completing the quiz c. Practicum <p>Case method 1</p> <ul style="list-style-type: none"> a. Students are divided into several groups b. Students are given farm land conditions with specific environments. c. Students identify the types of feed plants that are suitable for the material. d. Students make reports and present them. <p>Mode (Learning Management System): class.usu.ac.id</p>	<p>Learning methods:</p> <ul style="list-style-type: none"> a. Lecture b. Discussion <p>Activity:</p> <ul style="list-style-type: none"> a. Online/offline learning b. Class discussion c. Make notes about learning materials d. Presentation <p>Media:</p> <ul style="list-style-type: none"> a. Slides/ ppt b. Zoom meeting/ LCD c. Text book 	<ul style="list-style-type: none"> - Stages of growth of feed crops - Soil and climate factors in the growth of forage crops - Species and management factors on growth
7	Sub-CLO 4:	Accuracy in explaining:	<p>Criteria:</p> <ul style="list-style-type: none"> - <p>Technique:</p>	KM+PT (2 weeks x 2 credits x 120 minutes)	TM (2 weeks x 2 credits x 50 minutes)	Subject:

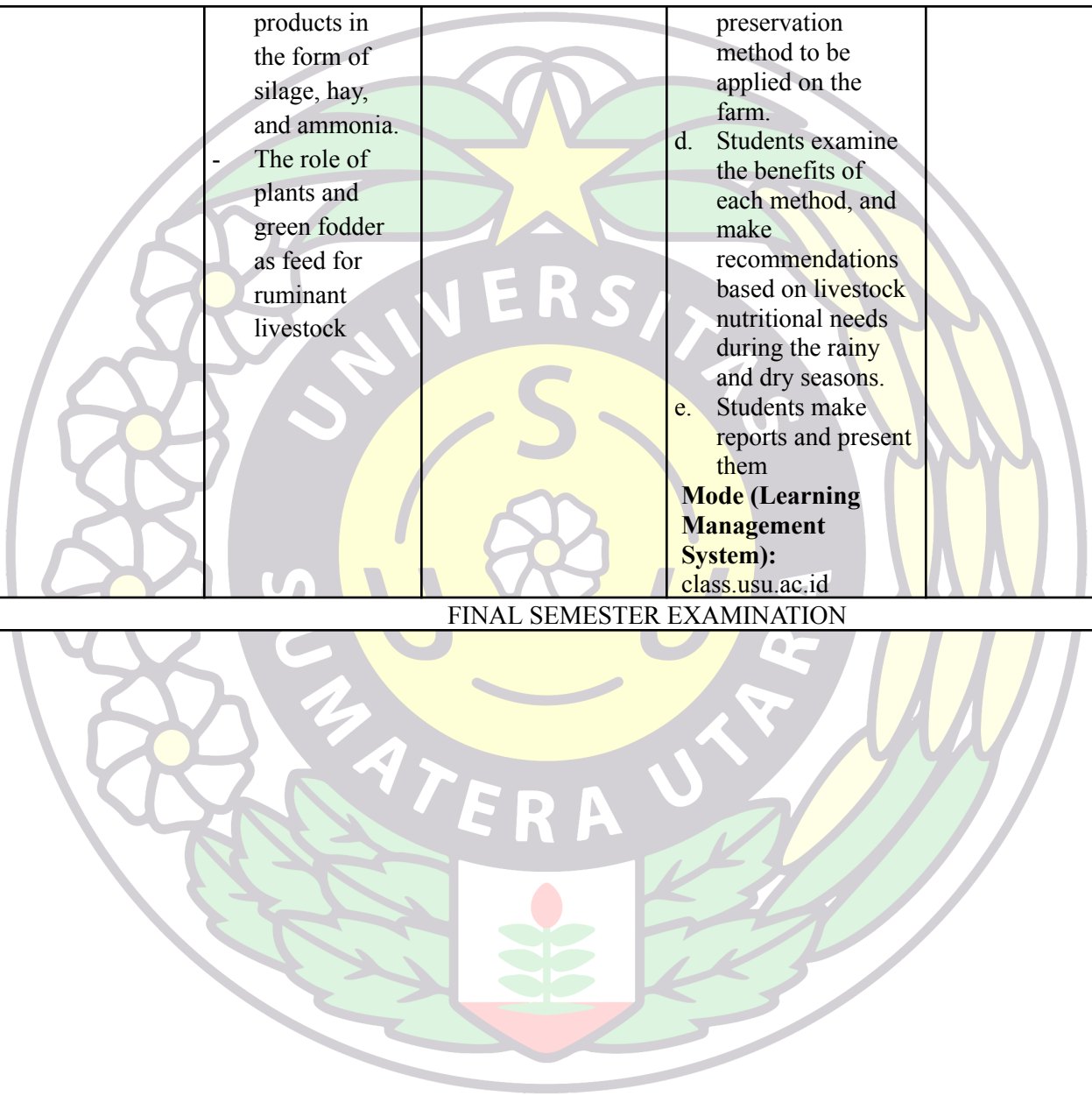
(CLO 1)

This CLO be asse

	After taking this lecture, students are able to explain the growth and reproduction of forage plants.	<ul style="list-style-type: none"> - Growth phase of feed crops - Factors that influence the growth of forage plants - The influence of soil quality and land management on the growth of forage crops 	<i>Non-test</i>	<p>Learning methods: <i>Self-Paced Learning</i></p> <p>Activity: <i>d. Recording attendance</i> <i>e. Completing the quiz</i></p> <p>Mode (Learning Management System): class.usu.ac.id</p>	<p>Learning methods: c. Lecture d. Discussion</p> <p>Activity: e. Online/offline learning f. Class discussion g. Make notes about learning materials h. Presentation</p> <p>Media: d. Slides/ ppt e. Zoom meeting/ LCD f. Text book</p>	<ul style="list-style-type: none"> - Growth phase of feed crops - Factors that influence the growth of forage plants - The influence of soil quality and land management on the growth of forage crops 	during MIDT MEX with MIDT MEX assess Credi of (12 (CLO
8	MID SEMESTER EXAMINATION						
9-11	<p>Sub-CLO 4:</p> <p>After taking this lecture, students are able to explain the growth and reproduction of forage plants.</p>	<p>Accuracy in explaining:</p> <ul style="list-style-type: none"> - The Role of Photosynthesis in Growth - Development of Roots, Stems, and Leaves - The Process of Breeding Forage Plants - Factors Affecting Reproduction - Cultivation Techniques to 	<p>Criteria: Using assessment rubrics</p> <p>Technique: <i>Quiz</i></p>	<p>KM+PT (2 weeks x 2 credits x 120 minutes)</p> <p>Learning methods: <i>Self-Paced Learning</i></p> <p>Activity: <i>a. Recording attendance</i> <i>b. Completing the quiz</i> <i>c. Practicum</i></p> <p>Quiz 2:</p>	<p>TM (3 weeks x 2 credits x 50 minutes)</p> <p>Learning methods: a. Lecture b. Discussion</p> <p>Activity: a. Online/offline learning b. Class discussion c. Make notes about learning materials</p> <p>Media: a. Slides/ ppt</p>	<p>Subject:</p> <ul style="list-style-type: none"> - The Role of Photosynthesis in Growth - Development of Roots, Stems, and Leaves - The Process of Breeding Forage Plants - Factors Affecting Reproduction - Cultivation Techniques to Increase 	<p>Quiz (5% This CLO be assessed during FINA EXA with FINA EXA assess Credi (10 (CLO</p>

		<p>Increase Growth and Reproduction</p> <ul style="list-style-type: none"> - The Influence of Environmental and Climate Factors on Growth and Reproduction 		<p>Quiz to measure students' understanding of the topic sustainable production of beef cattle and work</p> <p>Mode (Learning Management System): class.usu.ac.id</p>	<p>b. Zoom meeting/ LCD Text book</p>	<p>Growth and Reproduction</p> <ul style="list-style-type: none"> - The Influence of Environmental and Climate Factors on Growth and Reproduction 	
12-15	<p>Sub-CLO 5:</p> <p>After taking this course, students will be able to explaining the role of forage plant science in supporting the productivity of ruminant livestock businesses</p>	<p>Accuracy in explaining:</p> <ul style="list-style-type: none"> - Preservation of green fodder in fresh form in the form of silage - Preservation of green fodder in dry form in the form of hay and ammoniation - Presentation of green fodder to ruminant livestock in fresh form, processed 	<p>Criteria: Using assessment rubrics</p> <p>Technique: <i>Case method</i></p>	<p>KM+PT (2 weeks x 2 credits x 120 minutes)</p> <p>Learning methods: <i>Self-Paced Learning</i></p> <p>Activity:</p> <ol style="list-style-type: none"> Recording attendance Completing the quiz Practicum <p>Case method 2</p> <ol style="list-style-type: none"> Students are divided into several groups Students are given a case about a farm that is facing the challenges of the dry season. Students identify the most suitable 	<p>TM (4 weeks x 2 credits x 50 minutes)</p> <p>Learning methods:</p> <ol style="list-style-type: none"> Lecture Discussion <p>Activity:</p> <ol style="list-style-type: none"> Online/offline learning Class discussion Make notes about learning materials <p>Media:</p> <ol style="list-style-type: none"> Slides/ ppt Zoom meeting/ LCD Text book 	<p>Subject:</p> <ul style="list-style-type: none"> - Preservation of green fodder in fresh form in the form of silage - Preservation of green fodder in dry form in the form of hay and ammoniation - Presentation of green fodder to ruminant livestock in fresh form, processed products in the form of 	<p><i>PjBL3</i></p> <p>This CLO be assessed during FIN, EXA with FIN, EXA assessment Credit (10% (CLO...))</p>

		<p>products in the form of silage, hay, and ammonia.</p> <ul style="list-style-type: none"> - The role of plants and green fodder as feed for ruminant livestock 		<p>preservation method to be applied on the farm.</p> <ul style="list-style-type: none"> d. Students examine the benefits of each method, and make recommendations based on livestock nutritional needs during the rainy and dry seasons. e. Students make reports and present them <p>Mode (Learning Management System): class.usu.ac.id</p>		<p>silage, hay, and ammonia.</p> <ul style="list-style-type: none"> - The role of plants and green fodder as feed for ruminant livestock 	
16	FINAL SEMESTER EXAMINATION						209



CLO Code and Percentage	CLO0308= 13 %		CLO0604= 20%	CLO1106 =32%			CLO0903 =35%		
CLO Sub Code	Sub- CLO2		Sub- CLO3	Sub- CLO4		Sub- CLO5	Sub-CLO4	Sub-CLO5	
Evaluation Form	Quiz 1	MIDTERM EXAM	Case method 1	MIDTERM EXAM	FINAL EXAM	PjBL	Assignment	PjBL	FINAL EXAM
Percentage	5%	8%	20%	12%	10%	10%	5%	20%	10%
Total	13%		20%	32%			35%		
Implementation of Evaluation	Week 3	Week 8	Week 5 & 6	Week 8	Week 16	Week 14	Week 10	Week 15	Week 16

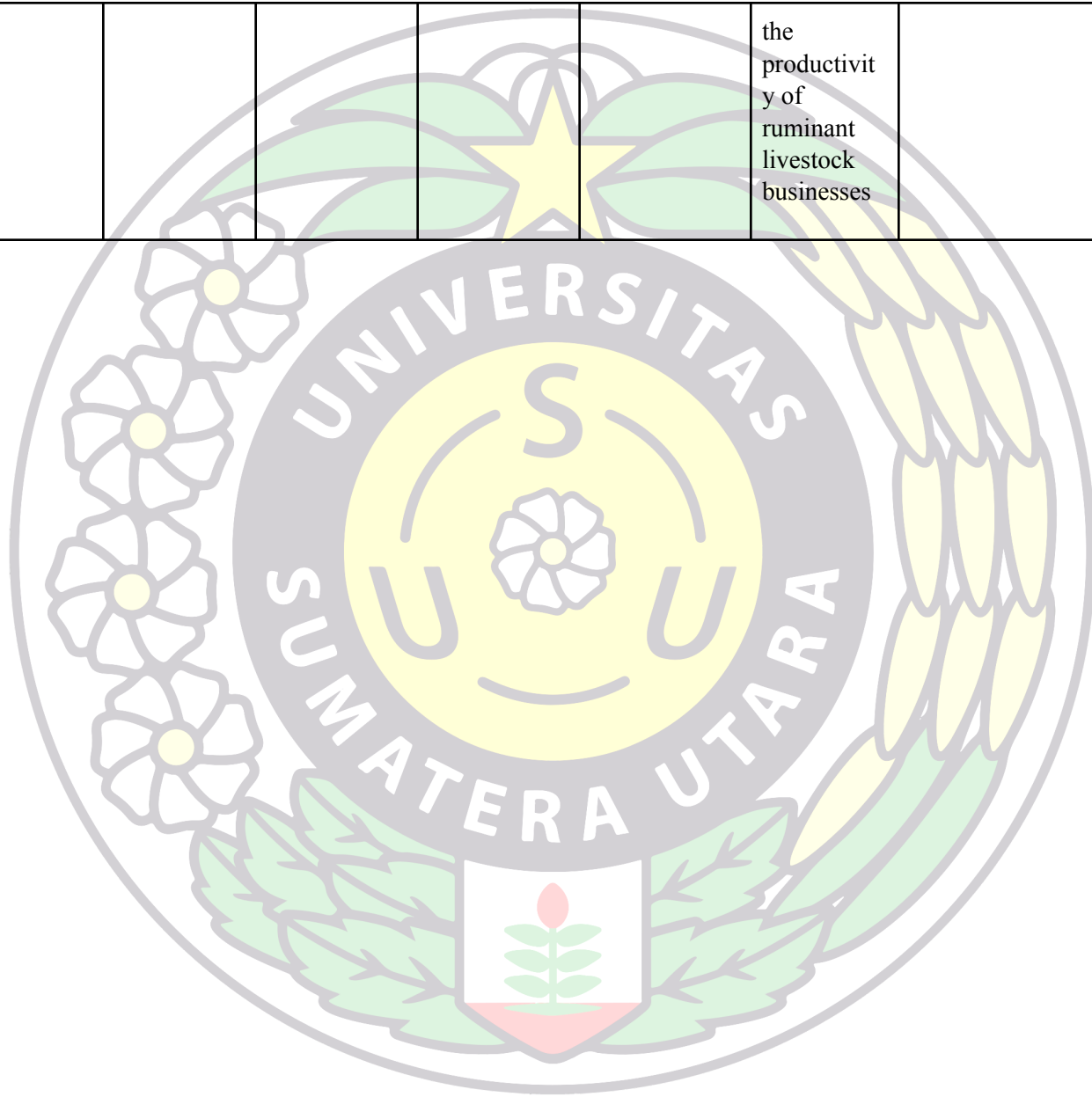


LEARNING PLAN

Week/Topic	Sub-CLO	Task Name/Assessment	Assignment	How it works	Deadline	Scope/Lecture Materials	Mode/Method/Learning Activities	Generated Task Output
3	Sub-CLO2	Quiz 1	Students work on quiz-1 in synchronous session	Interactive quizzes are done independently in synchronous sessions.	20 Minutes	Nations of beef and working livestock	<ol style="list-style-type: none"> 1. Asynchronous and Synchronous 2. <i>Self-Paced</i> 3. Interactive quizzes are done independently in synchronous sessions. 	Quiz score 1
5-6	Sub-CLO3	Case Method	Students are divided into several groups to analyze the cases given.	Worked in groups in asynchronous sessions	1 week	Digestive system and response to feed	<ol style="list-style-type: none"> 1. Asynchronous and Synchronous 2. <i>Self-Paced</i> 3. -Report percentage -Discussion 	Report PPT
8	Sub-CLO2.4	MIDTERM EXAM	Students work on the mid-term exam in a synchronous session	Worked independently	100 Minutes	morphological and physiological taxonomy of forage plants, growth and reproduction	Students work on multiple choice/essay questions simultaneously	Mid-term exam scores

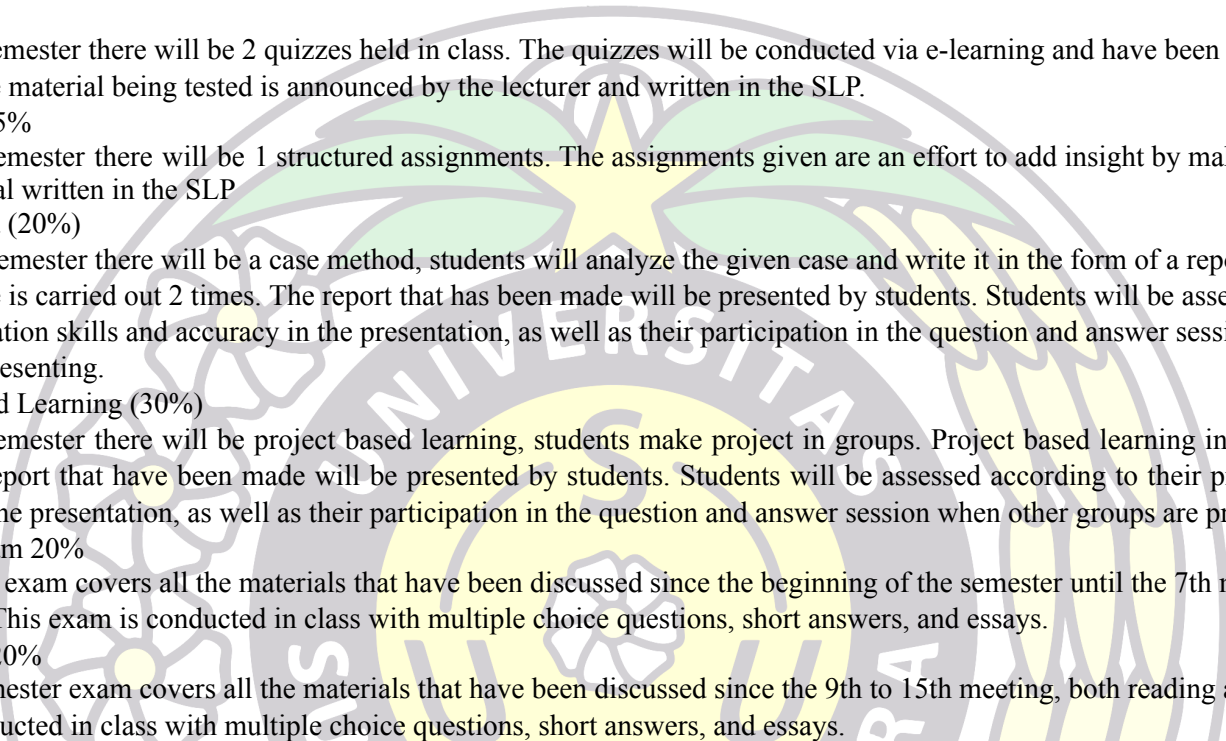
						n of fodder plants		
10	Sub-CLO4	Quiz 2	Students work on quiz-2 in synchronous session	Interactive quizzes are done independently in synchronous sessions.	20 Minutes	growth and reproduction of fodder plants	<ol style="list-style-type: none"> 1. Asynchronous and Synchronous 2. <i>Self-Paced</i> Interactive quizzes are done independently in synchronous sessions. 	Quiz score 1
13-15	Sub-CLO5	Case Method	Students are divided into several groups to analyze the cases given.	Worked in groups in asynchronous sessions	1 week	The role of forage plant science in supporting the productivity of ruminant livestock businesses	<ol style="list-style-type: none"> 1. Asynchronous and Synchronous 2. <i>Self-Paced</i> 3. -Report percentage -Discussion 	Report PPT
16	Sub-CLO4,5	FINAL EXAM	Students work on the FINAL EXAM in a synchronous session	Worked independently	100 Minutes	growth and reproduction of fodder plants, The role of forage plant science in supporting	Students work on multiple choice/essay questions simultaneously	Final Exam Score

					the productivit y of ruminant livestock businesses		
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ASSESSMENT PLAN

Evaluation Form	Sub-CLO	Assessment Instrument [Frequency]		Invoice (proof)	Assessment Credit (%)
		Formative	Summative		
Quiz	Sub-CLO 2.4	-	MCQ test rubric [2 times]	Quiz sheets uploaded to USU LMS	5%
Assignments	Sub-CLO 4	-	Assessment rubric [1 time]	Assignments uploaded to USU LMS	5%
Case Method	Sub-CLO 3	Feedback results case analysis [3 times]	Study assessment rubric case [3 times]	Reflections uploaded to USU LMS	20%
Project-Based Learning	Sub-CLO 4.5	Feedback results report [4 times]	Report assessment rubric [4 times]	Reports uploaded to USU LMS	30%
MIDTERM EXAM	Sub-CLO 2.4	-	Essay Assessment Rubric [1 time]	Mid-term exam scores	20%
FINAL EXAM	Sub-CLO 5.6,	-	Essay Assessment Rubric [1 time]	Final Exam Score	20%
Total					100%

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- The logo of Universitas Matara Utara is a circular emblem. It features a central yellow sun with rays, surrounded by green leaves and a white flower. The text "UNIVERSITAS MATARA UTARA" is written in a circular path around the center. Below the main circle is a shield with a red flower and green leaves.
- a) Quiz 5%
During the semester there will be 2 quizzes held in class. The quizzes will be conducted via e-learning and have been scheduled in advance. The material being tested is announced by the lecturer and written in the SLP.
 - b) Assignment 5%
During the semester there will be 1 structured assignments. The assignments given are an effort to add insight by making a resume related to the material written in the SLP
 - c) Case Method (20%)
During one semester there will be a case method, students will analyze the given case and write it in the form of a report. The case method in this course is carried out 2 times. The report that has been made will be presented by students. Students will be assessed according to their presentation skills and accuracy in the presentation, as well as their participation in the question and answer session when other groups are presenting.
 - d) Project-Based Learning (30%)
During the semester there will be project based learning, students make project in groups. Project based learning in this course is done 1 times. The report that have been made will be presented by students. Students will be assessed according to their presentation skills and accuracy in the presentation, as well as their participation in the question and answer session when other groups are presenting.
 - e) Midterm Exam 20%
The midterm exam covers all the materials that have been discussed since the beginning of the semester until the 7th meeting, both reading and lecture. This exam is conducted in class with multiple choice questions, short answers, and essays.
 - f) Final Exam 20%
The final semester exam covers all the materials that have been discussed since the 9th to 15th meeting, both reading and lecture. This exam is conducted in class with multiple choice questions, short answers, and essays.

ASSESSMENT RUBRIC

Quiz Assessment Rubric (10%)

The Pre/Post test questions consist of 5 essay questions done on one sheet of paper (done twice during 1 semester)

Value per question item	Criteria
20	Can answer questions correctly, complete the steps correctly, and completely correct
15	The steps for completing the questions are correct, there are a few errors.
10	Most of the steps in completing the questions are correct, there are many errors.
5	The steps for completing the question are not correct, the question cannot be completed

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

Minimum score = 25 (5 questions x 5 points)

Quiz score 1: (maximum score is 100) $20 \times \sum \text{nilai per butir soal}$

Quiz score 2: (maximum score is 100) $20 \times \sum \text{nilai per butir soal}$

Total score if you take all post-test quizzes with a perfect score is $200 \times 10\%[\text{quiz percentage}] = 20$

Essay Exam Assessment Rubric:

Category	4 Very good	3 Good	2 Enough	1 Not enough	Mark
Understanding the Questions	Understand the question exactly once	Understanding the questions	Not understanding the question fully and correctly	Don't understand the question	
Contents	Answers show understanding in-depth understanding of the material being asked and participants integrate the information that has been studied and/or assigned to be read during the lecture well and appropriately	The answers demonstrate understanding of the material being asked and integrate some of the information that has been studied and/or assigned to be read during the lecture.	The answer shows a lack of understanding of the material being asked and only integrates a small portion of information that has been studied and/or assigned to be read during lectures.	The answer shows a lack of understanding of the material being asked so it is unclear and not integrated. information that has been studied and/or assigned to be read during lectures.	
Clarity of Writing	All written ideas are conveyed well and clearly.	Most of the ideas in the writing are well and clearly conveyed.	Some of the ideas in the writing are conveyed well and clearly.	The ideas in the writing are not conveyed well and clearly.	
Clarity of Language	Uses foreign/Indonesian languages well and correctly with minimal grammatical errors and word choices that do not interfere with understanding	Uses foreign/Indonesian languages well and correctly with minimal grammatical errors and word choices that interfere with understanding.	Uses foreign/Indonesian language quite well and correctly with some grammatical errors and word choices	Does not use foreign/Indonesian language properly and correctly because the writing contains many grammatical errors and word choices	

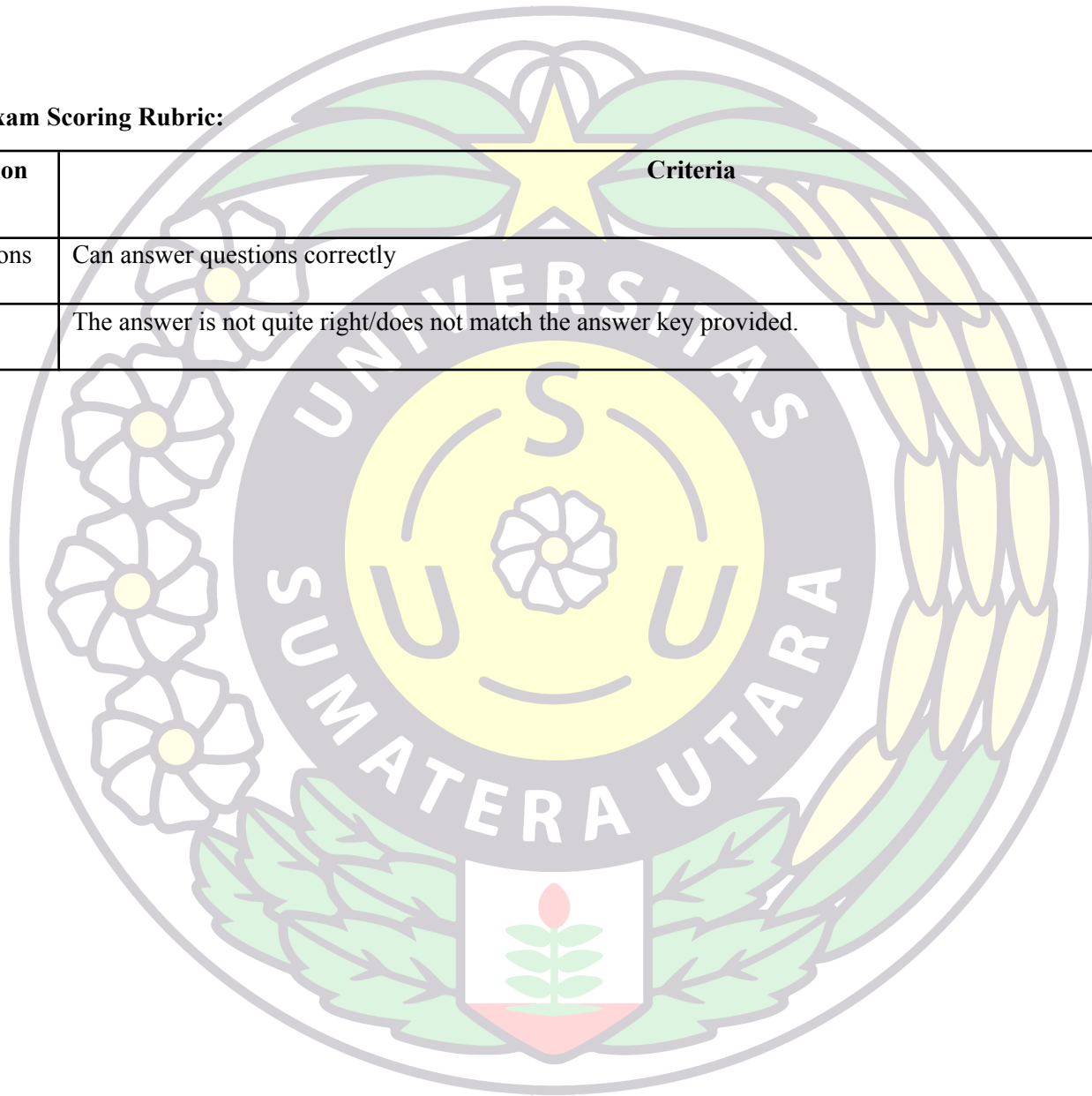
Presentation Assessment Rubric

CATEGORY	4 Very good	3 Good	2 Enough	1 Not enough	Mark
Group Preparation	<p>The group fully prepared themselves and performed optimal presentation exercises.</p> <p>Complement each other between group members with clear tasks for each group member.</p>	<p>The group seemed fairly prepared but may need more presentation practice.</p> <p>The responsibilities of each group member need to be identified.</p>	<p>The group made efforts to prepare themselves but did not practice presentation preparation.</p> <p>Tasks and responsibilities are assigned and accepted without due consideration.</p>	<p>The group did not appear to have prepared at all for their presentation.</p> <p>Tasks and responsibilities are assigned and accepted randomly.</p>	4
Presentation Organization	<p>The group presents the content clearly, logically, and systematically, through an introduction, main ideas, and a cohesive conclusion.</p> <p>Groups use effective visual aids to support and strengthen presentations.</p>	<p>The group presents the content logically and systematically, through an introduction, main ideas and conclusion.</p> <p>Groups use visual aids that show a connection to the content of the presentation.</p>	<p>The group presents the content in a fairly logical and systematic manner, but does not contain an introduction, main ideas, or conclusion.</p> <p>The group occasionally used visual aids that did not support the content of the presentation.</p>	<p>Groups present the content randomly without any introduction, main ideas, or conclusions.</p> <p>The group used visual aids that were not supportive or had no visual aids at all.</p>	3
Task Achievement	<p>Each group member is able to demonstrate solid knowledge through their respective presentations</p>	<p>Each group member demonstrated good knowledge through their respective presentations</p>	<p>Each group member demonstrated sufficient knowledge but failed to provide elaboration, and</p>	<p>Each group member had no knowledge of the content and presented their respective sections</p>	

	and elaborations, and deliver the part of the presentation that is their task according to the time allocation.	and elaborations but in a shorter time than the time allocated for them.	presented his part in only half the time allocated to him.	in less than half the time allocated to them.	
Presentation Content Mastery	Each group member demonstrated full understanding of the presentation topic. The main ideas presented are supported by evidence and critically evaluated.	Each group member showed a good understanding of the presentation topic. Most of the main ideas are illustrated with relevant evidence.	Each group member demonstrated a good understanding of some aspects of the topic. Some illustrations are given, but not critically evaluated.	Each member of the group did not appear to understand the presentation topic very well. Some evidence is mentioned, but not integrated into the presentation or evaluated.	
Answers to Questions	The group was able to correctly answer almost all of the questions asked by the audience about their presentation topic.	The group was able to answer most of the questions asked by the audience about the topic of their presentation correctly.	The group was able to answer several questions asked by the audience about their presentation topic correctly.	The group was unable to answer questions asked by the audience about their presentation topic appropriately.	
Communication Quality	Group interaction with the audience shows interest and respect for the opinions of others. The responses given support effective communication.	Group interaction with the audience shows interest and respect for the opinions of others. Responses generally support effective communication.	Some parts of the interaction in the discussion show interest and respect for other people's opinions.	Interaction in discussion shows disrespect for other people's opinions. Responses do not support effective communication.	

Multiple Choice Exam Scoring Rubric:

Value per question item	Criteria
100/ many questions	Can answer questions correctly
0	The answer is not quite right/does not match the answer key provided.



REPORT ASSESSMENT RUBRIC

Task	Description	Very good > 80	Good 70 -79	Enough 60 – 69	Not enough < 60	Mark
	Scale	4	3	2	1	
1. Background behind the issues raised	<ul style="list-style-type: none"> Describes various phenomena Situation Analysis Formulation of the problem 	<ul style="list-style-type: none"> The phenomenon raised very clear Analysis very sharp situation Formulation of the problem very precise 	<ul style="list-style-type: none"> The phenomenon raised is clear Analysis sharp situation Correct problem formulation 	<ul style="list-style-type: none"> The phenomenon raised unclear Analysis less sharp situation Formulation of the problem less precise 	<ul style="list-style-type: none"> The phenomenon raised unclear Analysis non-sharp situation Formulation incorrect problem 	
2. Literature Review	<p>Accuracy use of literature</p> <p>Using the most recent literature (Journals: last 5 years; Books: last 10 years)</p>	<p>Use theory/resources are very appropriate</p> <p>Use literature from journals: 80 %</p>	<p>Use appropriate theory/resources</p> <p>Use literature from journals: 60 -70%</p>	<p>Use theory/source library less precise</p> <p>Using literature from journals: 50%</p>	<p>Use theory/source library not exactly</p> <p>Using literature from journals: < 50 %</p>	
3. Implementation Method	Schedule time of activities	Schedule time activities are very much in accordance with the schedule that has been set determined	Schedule time activity in accordance with the schedule that it has been determined	Schedule time activities are not in accordance with the schedule it has been determined	Schedule time activities do not match the schedule it has been determined	

	Division of tasks for each member	Distribution of each member's duties in the group very clear	Distribution of each member's duties in the group clear	Distribution of each member's duties in the group unclear	Distribution of each member's duties in the group unclear	
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