



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

**Documen
Code**
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SEMESTER LEARNING PLAN (SLP)

COURSE	CODE	Course Group	CREDIT (credits)		SEMESTER	Date of Compilation
Production of Slaughter and Working Cattle	PTN2203	Exact	Theory =2	Practice =1	IV	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.				
	LO08	Able to manage integrated and sustainable livestock farming based on integration with other agro-ecosystems as well as latest applications in processing livestock products and waste.				
	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
	CLO0311: Able to identify the classification of beef and working livestock, beef and working livestock breeds, the digestive system of beef and working livestock.					23 %
	CLO0608: Able to explain the factors that influence beef and work livestock so that they can produce optimally, growth, reproductive performance, housing systems, care, production performance, carcasses and non-carcasses, sustainable meat quality.					46.5%
	CLO0806: Able to manage sustainable livestock farming and work based on integration and application of livestock waste processing and work					10%

	CLO1110: Able to cultivate beef and working livestock and make simple business analysis	5%																																			
	Final Ability of Each Learning Stage (Sub-CLO)																																				
	Sub-CLO1	After taking this course, Students can explain the definition, function, classification of beef cattle and their work.																																			
	Sub-CLO2	After taking this course, students will be able to describes the breeds of beef and working livestock																																			
	Sub-CLO3	After taking this lecture, students are able to understand the digestive system and response to feed.																																			
	Sub-CLO4	After taking this course, students will be able to explain about the growth and physiological balance of beef and working livestock																																			
	Sub-CLO5	After taking this course, students will be able to understand performance beef cattle production and work																																			
	Sub-CLO6	After taking this course, students will be able to explain the concept of sustainable beef and working livestock development																																			
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> <th>Sub-CLO6</th> </tr> </thead> <tbody> <tr> <td>CLO0311</td> <td></td> <td>√</td> <td>√</td> <td></td> <td></td> <td></td> </tr> <tr> <td>CLO0608</td> <td></td> <td></td> <td></td> <td>√</td> <td>√</td> <td></td> </tr> <tr> <td>CLO0806</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>√</td> </tr> <tr> <td>CLO1110</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>√</td> </tr> </tbody> </table>			Sub-CLO1	Sub-CLO2	Sub-CLO3	Sub-CLO4	Sub-CLO5	Sub-CLO6	CLO0311		√	√				CLO0608				√	√		CLO0806						√	CLO1110						√
	Sub-CLO1	Sub-CLO2	Sub-CLO3	Sub-CLO4	Sub-CLO5	Sub-CLO6																															
CLO0311		√	√																																		
CLO0608				√	√																																
CLO0806						√																															
CLO1110						√																															
Brief Description of Course	This course is designed to equip students to be able to explains the definition and classification of beef and working livestock, beef and working livestock breeds, the digestive system of beef and working livestock, factors that influence beef and working livestock to produce optimum growth, performance, reproduction, housing systems, care, production performance, carcasses and non-carcasses, meat quality, sustainability and business analysis of beef and working livestock.																																				
Study Material: Learning materials	BK03 Animal Production Science <ul style="list-style-type: none"> 1. Classification of beef and working livestock 2. Digestive system of beef cattle and its function 3. Feed requirements for beef and work livestock production 4. Beef cattle growth and work 5. Heat balance, thermoregulation, comfort zone, body temperature 6. Reproductive performance in beef and working livestock 																																				

	7. Performance of beef cattle production and work 8. Principles of Sustainability in Livestock Production						
Library	Main: <ol style="list-style-type: none"> AAK. 1991. Guidelines for Raising Beef Cattle and Work. Kanisius Publisher, Jakarta. Abidin, Z. 2010. Fattening of Beef Cattle. Agromedia Pustaka, Jakarta. Arbi, MM Rivai, A. Syarif, S. Anwar and B. Anam. 1977. Beef Cattle Production. Faculty of Animal Husbandry. Andalas University Padang. Baliarti, E, N. Ngadiono, P. Basuki and Panjono. 1999. Animal Management ScienceCut. Faculty of Animal Husbandry. Gadjah Mada University, Yogyakarta. Basuki, P. 2002. Basic Science of Beef Cattle and Work. Teaching Materials. Yogyakarta: Faculty of Animal Husbandry, Gadjah Mada University. Blakely, J. & Bade DH 1991. Animal Science. 4th Edition. Yogyakarta: Gadjah Mada University Press. Dania. 1992. Science of Beef Cattle Production. Faculty of Animal Husbandry. University of Mataram. Teaching Materials, Mataram. Hafez, ESE 1993. Reproduction in Farm Animals. 6th Edition. Philadelphia: Lea and Febriger. Hardjopranjoto, S. 1995. Science of Animal Husbandry. Airlangga University Press, Surabaya. 						
	Supporters: <ol style="list-style-type: none"> 						
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 definition, function, classification of beef cattle and their work.	Accuracy in explaining: -Defence -Function -classification of beef and working livestock	Criteria: - Technique: <i>Non-test</i>	KM+PT (1 week x 2 credits x 120 minutes) Learning methods: <i>Self-Paced Learning</i> Activity:	TM (1 week x 2 credits x 50 minutes) Learning methods: a. Lecture b. Discussion Activity:	Subject: a. Study Contract b. Definition and function of cutting and working animals	100%

				<p>a. Attendance presence</p> <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>a. Online/offline learning</p> <p>b. Class discussion</p> <p>c. Make notes about learning materials</p> <p>Media:</p> <p>a. Slides/ ppt</p> <p>b. Zoom meeting/ LCD</p> <p>c. Text book</p>	<p>c. Classification of beef and working livestock</p>
2-3	<p>Sub-CLO2:</p> <p>After taking this course, students will be able to describe the breeds of beef and working livestock</p>	<p>Accuracy in explaining:</p> <ul style="list-style-type: none"> - Cattle breed - Buffalo cattle nation - Rabbit farming nation - Goat livestock nation - Sheep farming nation - Horse Breeding Nation - Pig Breeding Nation 	<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 breeds of beef and working livestock</p>	<p>TM (2 weeks x 2 credits x 50 minutes)</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 <p>Media:</p> <ul style="list-style-type: none"> a. Slides/ ppt b. Zoom meeting/ LCD c. Text book 	<p>Subject:</p> <ul style="list-style-type: none"> - Cattle breed - Buffalo cattle nation - Rabbit farming nation - Goat livestock nation - Sheep farming nation - Horse Breeding Nation - Pig Breeding Nation

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

4-5	<p>Sub-CLO 3:</p> <p>After taking this lecture, students are able to understand the digestive system and response to feed.</p>	<p>Accuracy in explaining:</p> <ul style="list-style-type: none"> - Understanding the digestive system - The digestive system of beef cattle and its functions - Differences between the digestive systems of ruminants, non-ruminants and pneumoruminations - Factors affecting feed consumption and conversion/feed coefficient - Feed requirements for beef and work livestock production 	<p>Criteria: Using assessment rubrics</p> <p>Technique: <i>Case method 1</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"> a. Recording attendance b. Completing the quiz c. Practicum <p>Case method 1</p> <ol style="list-style-type: none"> a. Students are divided into several groups b. Students visit slaughter and working farms to observe consumption, conversion, and suitability of livestock needs to the feed provided. c. Students make reports on the observations they make 	<p>TM (2 weeks x 2 credits x 50 minutes)</p> <p>Learning methods:</p> <ol style="list-style-type: none"> a. Lecture b. Discussion <p>Activity:</p> <ol style="list-style-type: none"> a. Online/offline learning b. Class discussion c. Make notes about learning materials d. Presentation <p>Media:</p> <ol style="list-style-type: none"> a. Slides/ ppt b. Zoom meeting/ LCD c. Text book 	<p>Subject:</p> <ul style="list-style-type: none"> - Understanding the digestive system - The digestive system of beef cattle and its functions - Differences between the digestive systems of ruminants, non-ruminants and pneumoruminations - Factors affecting feed consumption and conversion/feed efficiency - Feed requirements for beef and work

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				Mode (Learning Management System): class.usu.ac.id		livestock production
6-7	Sub-CLO 4: After taking this course, students will be able to explain about the growth and physiological balance of beef and working livestock	Accuracy in explaining: <ul style="list-style-type: none"> - Definition of growth - Concept and process of growth - Factors that influence growth - Understanding heat balance, thermoregulation, comfort zone, body temperature - the influence of physiological balance on livestock performance - the influence of climate on livestock production 	Criteria: - Technique: <i>Non-test</i>	KM+PT (2 weeks x 2 credits x 120 minutes) Learning methods: <i>Self-Paced Learning</i> Activity: <i>d. Recording attendance</i> <i>e. Completing the quiz</i> Mode (Learning Management System): class.usu.ac.id	TM (2 weeks x 2 credits x 50 minutes) Learning methods: c. Lecture d. Discussion Activity: e. Online/offline learning f. Class discussion g. Make notes about learning materials h. Presentation Media: d. Slides/ ppt e. Zoom meeting/ LCD f. Text book	Subject: <ul style="list-style-type: none"> - Definition of growth - Concept and process of growth - Factors that influence growth - Understanding heat balance, thermoregulation, comfort zone, body temperature - the influence of physiological balance on livestock performance - the influence of climate on livestock production

This CLO be assessed during MIDTERM EXAM with MIDTERM EXAM assessment. Credit of (12 (CLO...))

		- How to deal with climate impacts				- How to deal with climate impacts	
8	MID SEMESTER EXAMINATION						
9-12	<p>Sub-CLO 5:</p> <p>After taking this course, students will be able to understand performancebeef cattle production and work</p>	<p>Accuracy in explaining:</p> <p>Reproductive performance in beef and working livestock:</p> <ul style="list-style-type: none"> - Birth interval, service for conception (s/c), sex ratio, post partum mating, post partum mating, liter size, days open - Livestock reproduction index - Factors that influence it <p>Beef and working livestock production performance:</p> <ul style="list-style-type: none"> - PBBH 	<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"> a. Recording attendance b. Completing the quiz c. Practicum <p>Case method 2</p> <ol style="list-style-type: none"> a. Students are divided into several groups b. Students visit beef and working farms to observe the reproductive performance and production performance of beef and working livestock. c. Students make reports on observations that have been made 	<p>TM (4 weeks x 2 credits x 50 minutes)</p> <p>Learning methods:</p> <ol style="list-style-type: none"> a. Lecture b. Discussion <p>Activity:</p> <ol style="list-style-type: none"> d. Online/offline learning e. Class discussion f. Make notes about learning materials <p>Media:</p> <ol style="list-style-type: none"> a. Slides/ ppt b. Zoom meeting/ LCD <p>Text book</p>	<p>Subject: Reproductive performance in beef and working livestock:</p> <ul style="list-style-type: none"> - Birth interval, service for conception (s/c), sex ratio, post partum mating, post partum mating, liter size, days open - Livestock reproduction index - Factors that influence it <p>Beef and working livestock production performance:</p> <ul style="list-style-type: none"> - PBBH - Animal crop 	<p><i>Case Method</i> 230 This CLO be assessed during FINA EXA with FINA EXA assessment Credit (10 (CLO)</p>

		<ul style="list-style-type: none"> - Animal crop - Livestock productivity index a. Factors that influence it 		<p>Mode (Learning Management System): class.usu.ac.id</p>		<ul style="list-style-type: none"> - Livestock productivity index - Factors that influence it 		
13-15	<p>Sub-CLO 6: After taking this course, students will be able to explain the concept of sustainable livestock production and work</p>	<p>Accuracy in explaining:</p> <ul style="list-style-type: none"> - Principles of Sustainability in Livestock Production - Economic Sustainability in Livestock Production - Social Impact and Welfare of Livestock Farmers - Environmental sustainability in livestock productivity 	<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:</p> <ul style="list-style-type: none"> a. Recording attendance b. Completing the quiz c. Practicum <p>Quiz 2: 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>TM (3 weeks x 2 credits x 50 minutes)</p> <p>Learning methods:</p> <ul style="list-style-type: none"> c. Lecture d. Discussion <p>Activity:</p> <ul style="list-style-type: none"> g. Online/offline learning h. Class discussion i. Make notes about learning materials <p>Media:</p> <ul style="list-style-type: none"> c. Slides/ ppt d. Zoom meeting/ LCD <p>Text book</p>	<p>Subject:</p> <ul style="list-style-type: none"> - Principles of Sustainability in Livestock Production - Economic Sustainability in Livestock Production - Social Impact and Welfare of Livestock Farmers - Environmental sustainability in livestock productivity 	<p>Quiz (5%) This CLO be assessed during FINA EXAM with FINA EXAM assessment Credit (10%) (CLO1 CLO1</p>	
16	FINAL SEMESTER EXAMINATION							209



CLO Code and Percentage	CLO 0311 = 23%			CLO0608 = 46.5%			CLO0806 =10%	CLO1110 =5%
CLO Sub Code	Sub- CLO2		Sub-CLO3	Sub- CLO4	Sub- CLO5		Sub-CLO6	Sub-CLO6
Evaluation Form	Quiz 1	MIDTERM EXAM	<i>PjBL</i>	MIDTERM EXAM	<i>Case method</i>	FINAL EXAM	FINAL EXAM	Quiz 2
Percentage	5%	8%	25%	12%	30%	10%	10%	5%
Total	13%		20%	6.5%	40%		10%	5%
Implementation of Evaluation	Week 3	Week 8	Week 5	Week 8	Week 11&12	Week 8	Week 16	Week 15



LEARNING PLAN

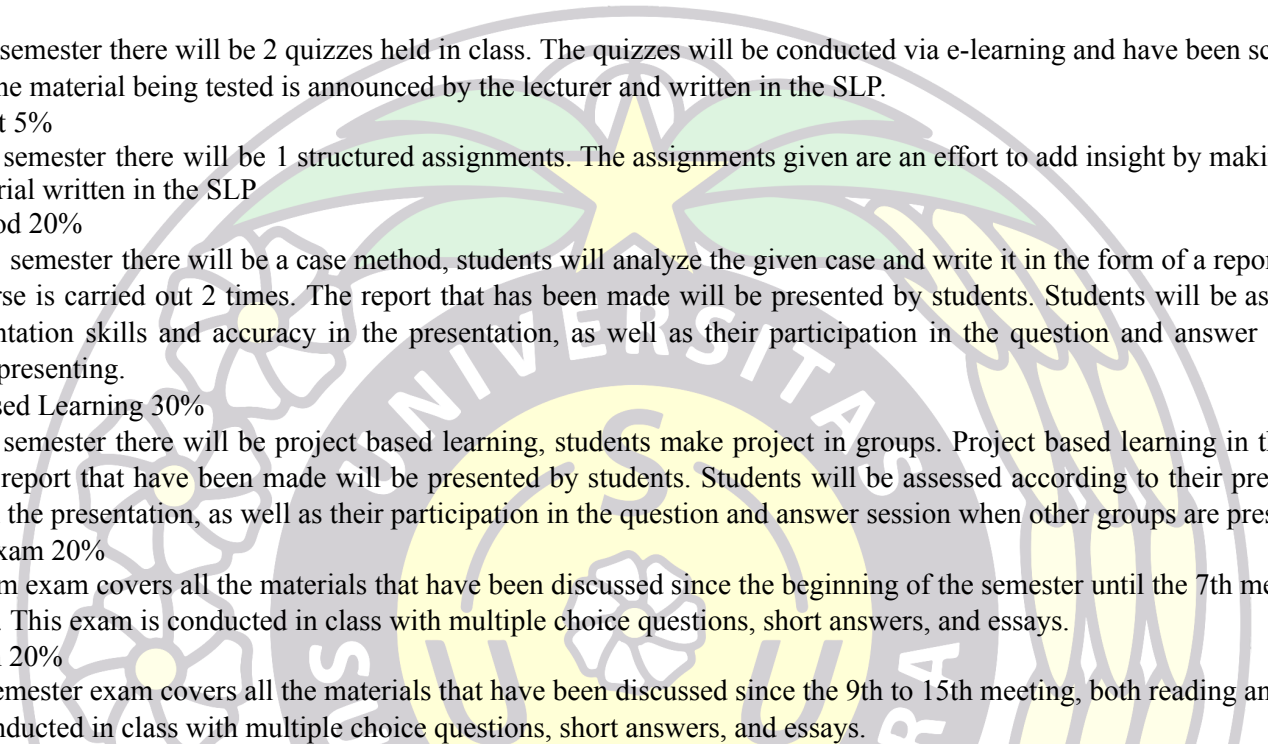
Week/Topic	Sub-CLO	Task Name/Assessment	Assignment	How it works	Deadline	Scope/Lecture Materials	Mode/Method/Learning Activities	Generated Task Output
3	Sub-CLO2	Quiz 1	Students work on quiz-1 in synchronous session	Interactive quizzes are done independently in synchronous sessions.	20 Minutes	breeds 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	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	breeds of beef and working livestock Andgrowth and physiological balance of beef and working livestock	Students work on multiple choice/essay questions simultaneously	Mid-term exam scores

11-12	Sub-CLO5	PjBL	Students are divided into several groups to analyze the cases given.	Worked in groups in asynchronous sessions	1 week	Reproductive performance in beef and working livestock:	<ol style="list-style-type: none"> 1. Asynchronous and Synchronous 2. <i>Self-Paced</i> 3. -Report percentage -Discussion	Report PPT
14	Sub-CLO6	Quiz 2	Students work on quiz-2 in synchronous session	Interactive quizzes are done independently in synchronous sessions.	20 Minutes	the concept of sustainable livestock production and work	<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
16	Sub-CLO6	FINAL EXAM	Students work on the FINAL EXAM in a synchronous session	Worked independently	100 Minutes	the concept of sustainable livestock production and work	Students work on multiple choice/essay questions simultaneously	Final Exam Score

ASSESSMENT PLAN

Evaluation Form	Sub-CLO	Assessment Instrument [Frequency]		Invoice (proof)	Assessment Credit (%)
		Formative	Summative		
Quiz	Sub-CLO 2.4	-	MCQ test rubric [1 times]	Quiz sheets uploaded to USU LMS	5%
Assignment	Sub-CLO 2.	-	Assessment rubric [1 time]	Assignments uploaded to USU LMS	5%
Case Method	Sub-CLO 3.5	Feedback results case analysis [2 times]	Study assessment rubric case [2 times]	Reflections uploaded to USU LMS	20%
Project-Based Learning	Sub-CLO 3,5,8	Feedback results report [3 times]	Report assessment rubric [3 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%

Explanation:

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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 10%
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

Post Test 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) $20 \times \sum \text{nilai per butir soal}$

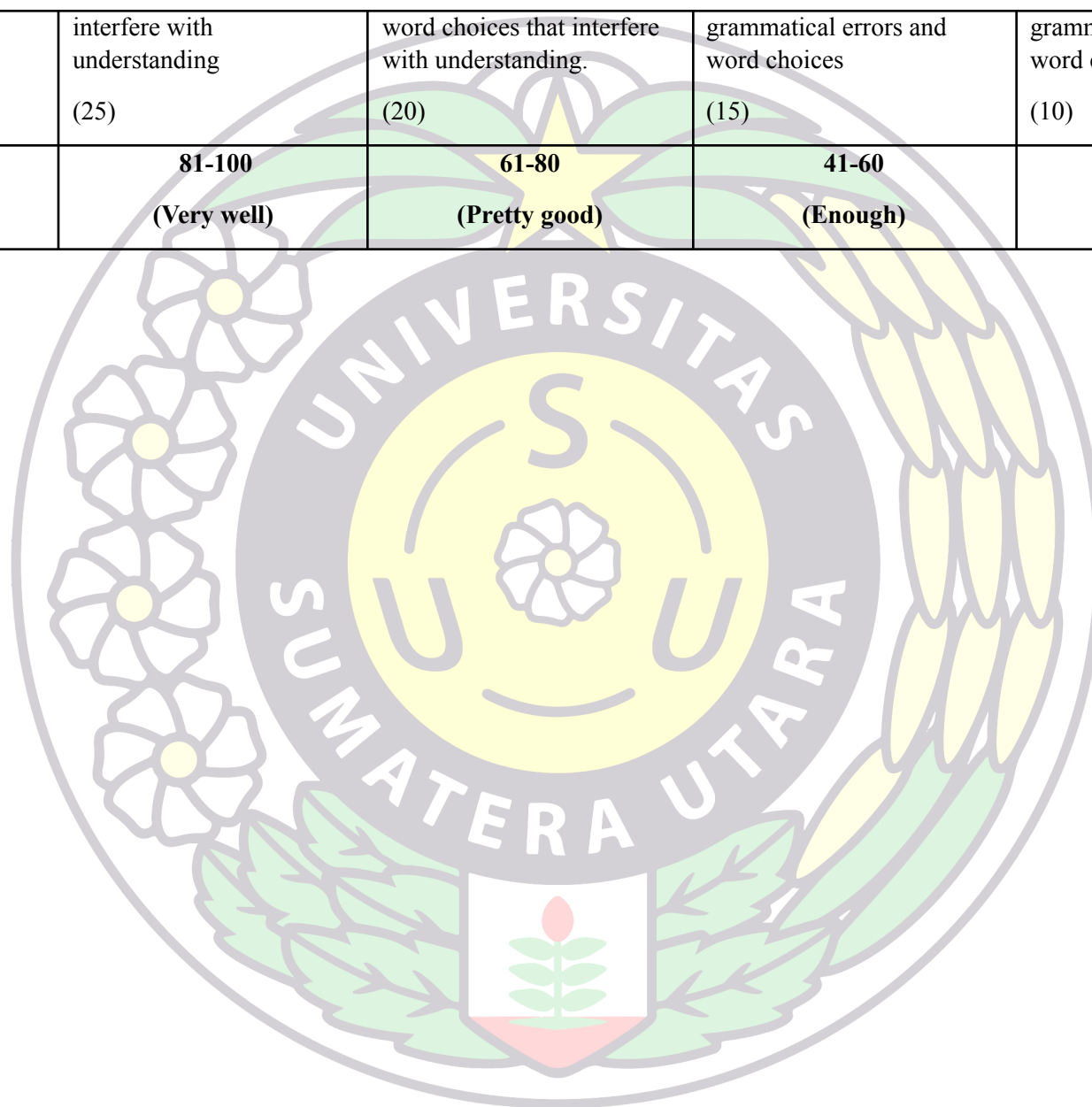
Quiz score 2: (maximum score is 100) $20 \times \sum \text{nilai per butir soal}$

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:

Assessment criteria	4 Very good	3 Good	2 Enough	1 Not enough
Understanding the Questions	Understand the question exactly once (25)	Understanding the questions (20)	Not understanding the question fully and correctly (15)	Don't understand the question (10)
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 (25)	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. (20)	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. (15)	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. (10)
Clarity of Writing	All written ideas are conveyed well and clearly. (25)	Most of the ideas in the writing are well and clearly conveyed. (20)	Some of the ideas in the writing are conveyed well and clearly. (15)	The ideas in the writing are not conveyed well and clearly. (10)
Clarity of Language	Uses foreign/Indonesian languages well and correctly with minimal grammatical errors and word choices that do not	Uses foreign/Indonesian languages well and correctly with minimal grammatical errors and	Uses foreign/Indonesian language quite well and correctly with some	Does not use foreign/Indonesian language properly and correctly because the writing contains many

	interfere with understanding (25)	word choices that interfere with understanding. (20)	grammatical errors and word choices (15)	grammatical errors and word choices (10)
Total	81-100 (Very well)	61-80 (Pretty good)	41-60 (Enough)	0-40 (Not enough)



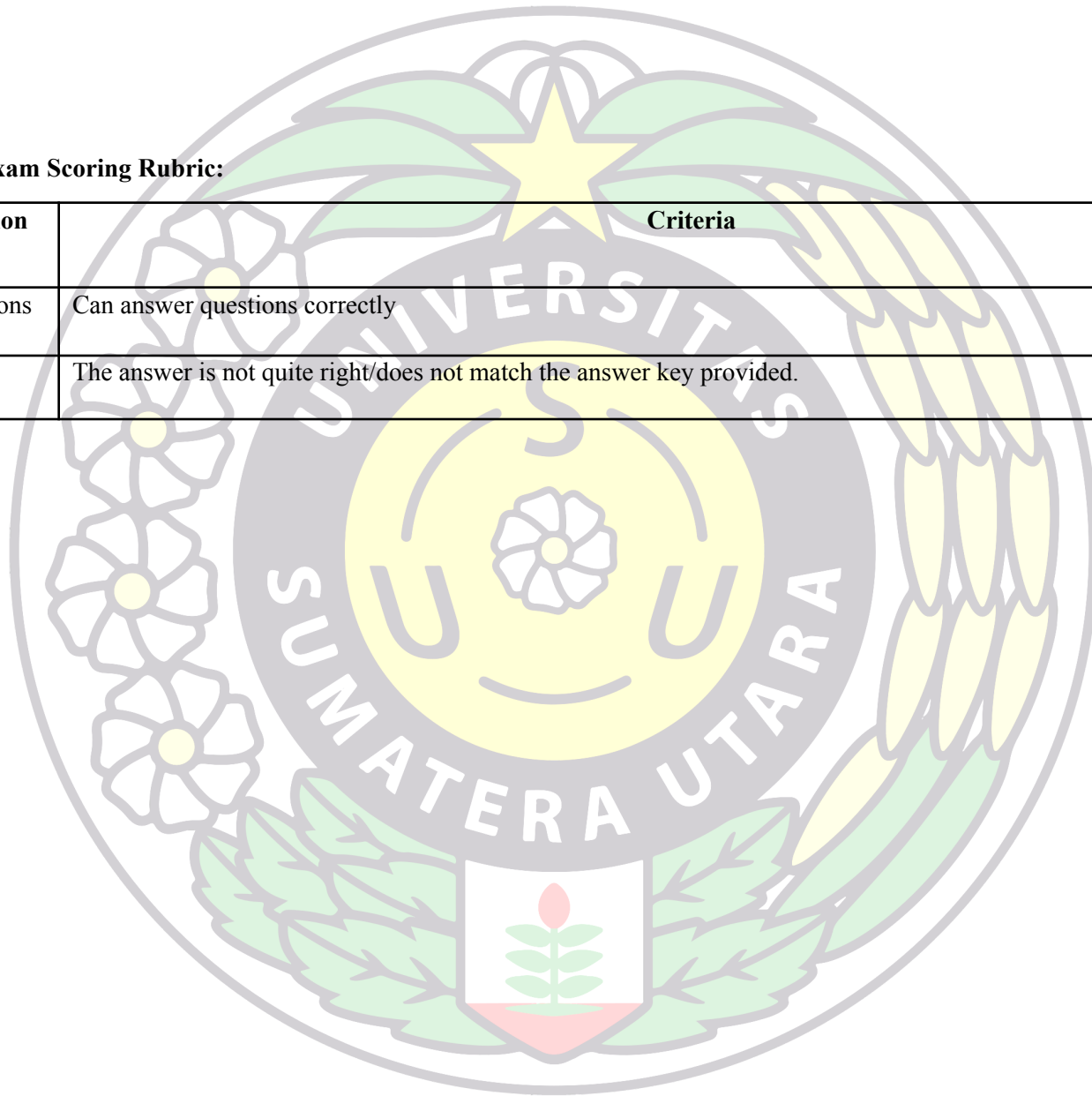
Presentation Assessment Rubric

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	<p>Each group member demonstrated full understanding of the presentation topic.</p> <p>The main ideas presented are supported by evidence and critically evaluated.</p>	<p>Each group member showed a good understanding of the presentation topic.</p> <p>Most of the main ideas are illustrated with relevant evidence.</p>	<p>Each group member demonstrated a good understanding of some aspects of the topic.</p> <p>Some illustrations are given, but not critically evaluated.</p>	<p>Each member of the group did not appear to understand the presentation topic very well.</p> <p>Some evidence is mentioned, but not integrated into the presentation or evaluated.</p>	
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 appropriately.	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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