



UNIVERSITY OF NORTH SUMATRA (USU)
FACULTY OF AGRICULTURE
Animal Husbandry Study Program

Documen
Code
 (to follow)

SEMESTER LEARNING PLAN (RPS)

COURSE (MK)	CODE	MK family	WEIGHT (credits)	SEMESTER	Date of Preparation
Livestock Product knowledge	PTN2204	Exact	2	II	February 5, 20
AUTHORIZATION/ATTESTATION	RPS Developer Lecturer		Approved Head of Study Program		Knowing Chairman of LINKUP USU
	Dr. Ir. Nevy Diana Hanafi, S.Pt., M.Si., IPM Ir. Achmad Sadeli, S.Pt., M.Sc., IPM., ASEAN.Eng Vivi Indriani, S.Pt., M.Si		Dr. Ir. Ma'ruf Tafsin, M.Si., IPM.		Prof. Dr. Dwi Suryanto M.Sc.
Learning Outcomes	SLO-PRODI Charged to MK				
	CPL03	Able to identify and explain solutions to problems related to the livestock sector			
	CPL06	Able to determine and provide lifelong learning independently			
	Course Learning Outcomes (CPMK)				CPMK Weight
	CPMK0205: Able to explain the basics of livestock product technology including composition, physical and chemical properties and to measure the quality of livestock products and their by-products.				35.7%
	CPMK0317: Able to identify the processes required in handling, preserving and processing livestock products/by-products				14.3%
	CPMK1003: Able to apply the basics of handling, preserving and processing livestock products/by-products				28.6%
	CPMK1209: Able to develop the best and latest techniques in livestock science				21.4%
	End Capability of Each Learning Stage (Sub-CPMK)				
	Sub-CPMK1	After taking this lecture, students will be able to explain the general description of livestock product processing.			
Sub-CPMK2	After taking this lecture, students will be able to explain the physical and chemical properties of meat.				
Sub-CPMK3	After taking this lecture, students will be able to explain the physical and chemical properties of milk.				

	Sub-CPMK4	After taking this lecture, students will be able to explain the physical and chemical properties of eggs.			
	Sub-CPMK5	After taking this course, students will be able to explain the types and handling of livestock by-products.			
		Sub-CPMK1	Sub-CPMK2	Sub-CPMK3	Sub-CPMK4
	CPMK0205	√	√	√	√
	CPMK0317		√	√	
	CPMK1003		√	√	√
	CPMK1209		√	√	√
Brief Course Description	In the Animal Product Processing Technology course, students are expected to be able to explain and skillfully apply the processing techniques for various livestock commodities, so that after taking this course, students are expected to have skill processing livestock products. Learning is delivered using Indonesian through face-to-face lectures, discussions and presentation. Learning assessments include quizzes, assignments, results, mid-term and final exams according to the schedule.				
Study Material:	BK02 Basis Science of Animal Husbandry BK03 Science of Animal Production				
Learning Materials	<ol style="list-style-type: none"> 1. Introduction 2. Meat processing 3. Milk processing 4. Egg processing 5. Livestock by-product processing 				
Library	Main: <ol style="list-style-type: none"> 1. Susilo A, Rosyidi D, Jaya F, Aprilliyani MA. 2018. Dasar Teknologi Hasil Ternak. UB Press, MalangSoekarto ST. 2018. Teknologi Hasil Ternak. IPB Press, Bogor 				
	Supporters: <ol style="list-style-type: none"> 1. Peni Patriani, Harapin Hafid, Edhy Mirwandhono, Tri Hesti Wahyuni. 2020. Teknologi Pengolahan Daging. Pangeran Press : Medan 2. N.G.A Mulyantini. 2010. Ilmu Manajemen Ternak Unggas. Gajah Mada University Press 				

	<ol style="list-style-type: none"> 3. Ensminger, M.E. 1980. Poultry Science (Animal Agriculture Series). Edition 2nd. The Interstate Printers and Publishers, Danville, Illionis. 4. Fadilah, R. 2004. Panduan Mengelola Peternakan Ayam Broiler Komersial. Agromedia Pustaka, Bogor. 5. Priyatno, M. A. 1999. Mendirikan Usaha Pemoangan Ayam. PT. Penebar Swadaya. Jakarta 6. Rasyaf, M. 1992. Pengelolaan Usaha Ayam Kampung. Kanisius, Yogyakarta. 7. Rasyaf, M. 1995. Manajemen Peternakan Ayam Broiler. Cetakan ke 5. Penebar Swadaya, Jakarta. 8. Rasyaf, M. 2007. Pengelolaan Pedaging. Gramedia Pustaka Utama, Jakarta. 9. Suprijatna, E., dan R. Kartasudjana. 2006. Manajemen Ternak Unggas. Penebar Swadaya. Jakarata. 10. Suryana dan A. Hasbianto. 2008. Usaha Tani Ayam Buras di Indonesia, Permasalahan dan Tantangan. Jurnal Litbang Pertanian. 						
Lecturer	<p>Dr. Ir. Nevy Diana Hanafi, S.Pt., M.Si., IPM Ir. Achmad Sadeli, S.Pt., M.Sc., IPM., ASEAN.Eng Vivi Indriani, S.Pt., M.Si</p>						
Conditional Subjects	-						
(1)	End ability of each learning stage (Sub-CPMK)	Assessment		Form of Learning; Learning Methods; Student Assignment; [Estimated Time]		Study Material (Learning Material)	Asses t We (%)
		Indicator	Criteria and Techniques	Asynchronous (5)	Synchronous (6)		
1	Sub-CPMK1: After taking this lecture, students will be able to explain the general description of Livestock Product Processing	<ol style="list-style-type: none"> a. Accuracy in explaining the terms, uses and history of genetics b. Accuracy in explaining the role of livestock genetics 	<p>Criteria: Essay and multiple choice assessment rubric</p> <p>Techniques: <i>Non-Test</i></p>	<p>Independent Activities (KM) + Structured Assignments (PT) (1 week x 2 credits x 120 minutes)</p> <p>Learning Methods: <i>Self-Paced Learning</i></p> <p>Activities:</p>	<p>Face to face (TM) (1 week x 2 credits x 50 minutes)</p> <p>Learning Methods:</p> <ol style="list-style-type: none"> 1. Lecture 2. Discussion <p>Activities:</p> <ol style="list-style-type: none"> 1. Online/offline learning 	<p>Subject:</p> <ol style="list-style-type: none"> 1. Lecture agreement 2. Overview and scope of the Animal Product Knowledge course 3. The role of the Animal Product 	<p>This CPMK... ...ssessed... ...mid ser... ...Examir... ... (UT... ... (CPMK</p>

				1. Attendance 2. Download and read the Syllabus (RPS), Learning Implementation Plan (SAP), Course Agreement, and Learning Materials Moda (Learning Management System): class.usu.ac.id	2. Class discussion 3. Take notes on learning materials Media: 1. Slides/ ppt 2. Zoom meeting / LCD 3. Text book	Knowledge course 4. Benefits of Livestock Knowledge for the products produced
2-4	Sub-CPMK 2: After taking this lecture, students will be able to explain the physical and chemical properties of meat	1. Accuracy in describing meat characteristics 2. Accuracy in explaining meat processing 3. Accuracy in explaining post-operative care pemotongan 4. Accuracy in explaining meat processing and preservation 5. Accuracy in explaining meat processing methods and simulating the manufacture of processed meat products	Criteria: Essay assessment rubric Techniques: <i>Test:</i> Quiz	Independent Activities (KM) + Structured Assignments (PT) (1 week x 2 credits x 120 minutes) Learning Methods: <i>Self-Paced Learning</i> Activities: 1. <i>Recording attendance</i> 2. <i>Completing quiz</i> Quiz 1: Quiz to measure student understanding of meat characteristic Problem based learning:	Face to face (TM) (1 week x 2 credits x 50 minutes) Learning Methods: 1. Lecture 2. Discussion Activities: 1. Online/offline learning 2. Class discussion 3. Take notes on learning materials 4. Practicum Media: 1. Slides/ ppt 2. Zoom meeting / LCD 3. Text book	Subject matter: 1. Definition and composition of meat 2. Physical, chemical and nutritional properties of meat, and meat structure 3. Post-slaughter handling procedures 4. Principles and objectives of meat processing and preservation 5. Meat processing methods 6. Simulation of making processed meat products

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				<p>a. Divide the group evenly (lecturer divides)</p> <p>b. Make a paper on the physical and chemical properties of meat, maximum 15 pages from table of contents to bibliography TNR font size 12 spacing 1.5 sent in pdf form</p> <p>c. Presentation</p> <p>Moda (Learning Management System): class.usu.ac.id</p>		
5-7	<p>Sub-CPMK 3:</p> <p>After attending this lecture, students will be able to explain the physical and chemical properties of milk.</p>	<ol style="list-style-type: none"> 1. Accuracy in explaining the composition of milk 2. Accuracy in explaining the characteristics of milk 3. Accuracy in explaining the handling of milk after milking 4. Accuracy in explaining the 	<p>Criteria: Paper assessment rubric</p> <p>Techniques: <i>Test:</i></p>	<p>Independent Activities (KM) + Structured Assignments (PT) (1 week x 2 credits x 120 minutes)</p> <p>Learning Methods: <i>Self-Paced Learning</i></p> <p>Activities:</p> <ol style="list-style-type: none"> 1. Recording attendance 2. Completing assignment 	<p>Face to face (TM) (1 week x 2 credits x 50 minutes)</p> <p>Learning Methods:</p> <ol style="list-style-type: none"> 1. Lecture 2. Discussion <p>Activities:</p> <ol style="list-style-type: none"> 1. Online/offline learning 2. Class discussion 3. Take notes on learning materials <p>Media:</p>	<p>Subject matter:</p> <ol style="list-style-type: none"> 1. Definition and composition of milk 2. Characteristics of milk (classification, nutrition, physicochemical and microbiological properties of milk) 3. Handling of milk after milking

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		<p>purpose of milk processing</p> <p>5. Accuracy in explaining the method of processing fresh milk</p> <p>6. Accuracy in explaining the method of processing milk</p> <p>7. Accuracy in explaining the standardization of processed milk products</p>		<p>3. <i>Responding to the opening question</i></p> <p>Assignment: Resume a journal on chimeric genes and submit it as a pdf.</p> <p>Moda (Learning Management System): class.usu.ac.id</p>	<p>1. Slides/ ppt</p> <p>2. Zoom meeting / LCD</p> <p>3. Text book</p>	<p>4. Purpose and principles of milk processing</p> <p>5. Methods of processing fresh milk</p> <p>6. Methods of processing dairy products</p> <p>7. Quality standards of processed dairy products</p>	
8	MID SEMESTER EXAMINATION (UTS)						15
9	<p>Sub-CPMK 3:</p> <p>After taking this course, students will be able to make processed milk products.</p>	<p>1. Classroom activity</p> <p>2. Discussion with the forum (Group 1 assesses other groups and so on)</p> <p>3. How to write a paper</p> <p>4. Power point display</p>	<p>Criteria: Paper assessment rubric</p> <p>Techniques: <i>Test:</i> <i>Case Method</i></p>	<p>Independent Activities (KM) + Structured Assignments (PT) (1 week x 2 credits x 120 minutes)</p> <p>Learning Methods: <i>Self-Paced Learning</i></p> <p>Activities:</p> <ol style="list-style-type: none"> Recording attendance Completing assignment Practicum <p>Case Method 1:</p>	<p>TM (1 week x 2 credits x 50 minutes)</p> <p>Learning Methods:</p> <ol style="list-style-type: none"> Lecture Discussion <p>Activities:</p> <ol style="list-style-type: none"> Online/offline learning Class discussion Take notes on learning materials <p>Media:</p> <ol style="list-style-type: none"> Slides/ ppt Zoom meeting / LCD Text book 	<p>Subject matter: Dairy products</p> <ul style="list-style-type: none"> - Ice cream - Milk candy - Sweetened condensed cream - Powdered milk - Milk tofu 	<p>Quiz: : & CM: CPMK CPMK</p>

				<ol style="list-style-type: none"> 1. Divide the groups evenly (the lecturer divides) 2. Solve the problems of dairy products that are currently occurring 3. Group presentation <p>Moda (Learning Management System): class.usu.ac.id</p>			
10-12	<p>Sub-CPMK 4:</p> <p>After taking this lecture, students will be able to explain the physical and chemical properties of eggs.</p>	<ol style="list-style-type: none"> 1. Accuracy in explaining egg characteristic 2. Accuracy in explaining egg parts 3. Accuracy in explaining egg processing principles and objectives 4. Accuracy in explaining fresh egg handling process 5. Accuracy in explaining egg product processing process 	<p>Criteria: Use essay and multiple choice assessment rubrics</p> <p>Techniques: <i>Test</i></p>	<p>KM+PT (2 weeks x 3 credits x 120 minutes)</p> <p>Learning Methods: <i>Self-Paced Learning</i></p> <p>Activities:</p> <ol style="list-style-type: none"> 1. <i>Recording attendance</i> 2. <i>Completing assignment</i> <p>Quiz 1: Quiz to measure student understanding type of livestock by-product.</p> <p>Moda (Learning Management</p>	<p>TM (1 week x 2 credits x 50 minutes)</p> <p>Learning Methods:</p> <ol style="list-style-type: none"> 1. Lecture 2. Discussion <p>Activities:</p> <ol style="list-style-type: none"> 1. Online/offline learning 2. Class discussion 3. Take notes on learning materials <p>Media:</p> <ol style="list-style-type: none"> 1. Slides/ ppt 2. Zoom meeting / LCD 3. Text book 	<p>Subject matter:</p> <ol style="list-style-type: none"> 1. Characteristics of eggs 2. Parts of eggs 3. Principles and objectives of egg processing 4. Process of handling fresh eggs 5. Methods of processing egg products 6. Methods of processing egg products 7. Standardization of the quality of processed egg products 	<p>Quiz</p> <p>This CPMK be ass during seme examin UAS ((CPMK CPMK CPMK</p>

				System): class.usu.ac.id			
13-15	<p>Sub-CPMK 5:</p> <p>After taking this course, students will be able to explain the types and handling of livestock by-products</p>	<ol style="list-style-type: none"> 1. Accuracy in explaining the principles and objectives of livestock by-product processing 2. Accuracy in explaining the types of livestock by-product 3. Accuracy in explaining the procedures for handling livestock by-products 4. Accuracy in explaining the process of processing livestock by-products 5. Accuracy in explaining the standardization of the quality of livestock by-product products 	<p>Criteria: Essay assessment rubric</p> <p>Techniques: <i>Test:</i></p> <ol style="list-style-type: none"> 1. Assignment 2. Quiz 	<p>KM+PT (2 weeks x 3 credits x 120 minutes)</p> <p>Learning Methods: <i>Self-Paced Learning</i></p> <p>Activities:</p> <ol style="list-style-type: none"> 1. <i>Recording attendance</i> 2. <i>Completing assignment</i> <p>Quiz 1: Quiz to measure student understanding type of livestock by-product.</p> <p>Assignment 2: Resume a journal on chimeric genes and submit it as a pdf.</p> <p>Moda (Learning Management System): class.usu.ac.id</p>	<p>TM (1 week x 2 credits x 50 minutes)</p> <p>Learning Methods:</p> <ol style="list-style-type: none"> 1. Lecture 2. Discussion <p>Activities:</p> <ol style="list-style-type: none"> 1. Online/offline learning 2. Class discussion 3. Take notes on learning materials <p>Media:</p> <ol style="list-style-type: none"> a. Slides/ ppt b. Zoom meeting / LCD c. Text book 	<p>Subject matter:</p> <ol style="list-style-type: none"> 1. Principles and objectives of livestock by-product processing 2. Types of livestock by-product products 3. Procedures for handling livestock by-products 4. Process of livestock by-product processing 5. Standardization of livestock by-product product quality 6. Principles and objectives of leather processing 7. Leather preservation procedures 8. Leather tanning procedures 	<p>Quiz.</p> <p>Assignm 2.5 (CPMK CPMK</p>
16	FINAL SEMESTER EXAMINATION (UAS)						15

Assessment Design:

CPMK Code and Percentage	Sub-CPMK Code	Form of Evaluation	Percentage (%)	Total	Evaluation Implementation
CPMK0205	Sub-CPMK1	UTS	4	24.5	Week 8
	Sub-CPMK2	UTS	4		Week 8
	Sub-CPMK3	UTS	4		Week 8
	Sub-CPMK4	Quiz	2.5		Week 16
	Sub-CPMK5	UAS	10		Week 16
CPMK0317	Sub-CPMK2	PBL	15	17.5	Week 3
	Sub-CPMK3	Quiz	2.5		Week 5
CPMK1003	Sub-CPMK3	UTS	4	29	Week 6
	Sub-CPMK4	UAS	10		Week 16
	Sub-CPMK5	PBL	15		Week 13
CPMK1209	Sub-CPMK2	UTS	4	27	Week 8
	Sub-CPMK3	Task	2.5		Week 7
	Sub-CPMK4	CM	20		Week 12
	Sub-CPMK5	Task	2.5		Week 15
TOTAL			100	100	

Assessment Plan:

Form of Evaluation	Sub-CPMK	Assessment Instrument [Frequency]		Bill (proof)	Assessment Weight (%)
		Formative	Summative		
Quiz/question and answer	Sub-CPMK3 and Sub-CPMK4	Assessment rubric [2 times]	-	Quiz answers uploaded to class.usu.ac.id	5
Tasks	Sub-CPMK2 and Sub-CPMK3	Assessment rubric [2 times]	-	Assignments uploaded to class.usu.ac.id	5
Practicum	Sub-CPMK2, Sub-CPMK3, Sub-CPMK4 and Sub-CPMK5	-	Assessment rubric [4 times]	Logbook / worksheets / slides uploaded to class.usu.ac.id	50
Written exam 1 (UTS)	Sub-CPMK1, Sub-CPMK2, and Sub-CPMK3	-	Assessment rubric [1 time]	Written exam result sheet	20
Written exam 2 (UAS)	Sub-CPMK4 and Sub-CPMK5	-	Assessment rubric [1 time]	Written exam result sheet	20
Total					100%

Explanation:

a) Quiz 5%

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

- b) Assignment 5%
During the semester there will be 2 structured assignments. The assignments given are an effort to add insight by making a resume related to the material written in the RPS.
- c) Problem Based Learning and Case Method 50%
During the semester there will be problem based learning and case methods, each student will make a paper and report on each problem based learning and case method in groups. Case method in this course is conducted 5 times. 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 present.
- d) UTS (mid-test) 20%
The midterm exam covers all the material that has been covered since the beginning of the semester until the 7th meeting both reading and lectures. This exam is conducted in class with multiple choice, short form, and essay questions.
- e) UAS (final-test) 20%
The end-of-semester exam covers all the material that has been covered from the 9th to the 15th meeting, both readings and lectures. This exam is conducted in class with multiple choice, short form, and essay questions.

ASSESSMENT RUBRIC

Quiz Scoring Rubric:

Quiz consists of 5 essay questions done on a sheet of paper (done 2 times during 1 semester)

Value per item	Criteria
16-20	Can answer the question correctly, the steps of working on the problem are correct, and completely correct.
11-15	The steps of working on the problem are correct, there are few mistakes
6-10	Most of the steps are correct, there are many errors
0-5	The steps of working on the problem are not correct, unable to solve the problem

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

Teaching Journal/Proposal/Report/Paper Assessment Rubric:

Assessment Criteria	4 Very good	3 Good	2 Simply	1 Less
Understanding of Learning Topics with Resumed Journals	Understand the topic exactly once (25)	Understand the topic (20)	Does not fully and appropriately understand the topic (15)	Not understanding the topic (10)
Contents	Drafts show understanding participants integrate information that has been learned and/or assigned to read during lectures properly and appropriately. (25)	Drafts demonstrate an understanding of the material covered and integrate some of the information that has been learned and/or assigned to read during lectures. (20)	Drafts show an understanding of the material covered and only integrate a small portion of the information that has been learned and/or assigned to read during the lecture. (15)	Drafts show a lack of understanding of the material discussed so that it is not clear and does not integrate the material. information that has been learned and/or assigned to read during lectures. (10)
Clarity of Writing	All writing ideas are well and clearly conveyed. (25)	Most of the ideas are well-written and clear. (20)	Some of the ideas are well-written and clear. (15)	The idea of the writing is not conveyed well and clearly. (10)
Language Clarity	Uses foreign/Indonesian language well and correctly few grammatical and word choice errors that do not interfere with understanding. (25)	Uses foreign/Indonesian language well and correctly with few grammatical and word choice errors that interfere with understanding. (20)	Uses foreign/Indonesian language fairly well and correctly with some grammatical and word choice errors. (15)	Does not use foreign/Indonesian language properly and correctly as the writing contains many grammatical and word choice errors. (10)
Total	81-100 (Excellent)	61-80 (Good enough)	41-60 (Enough)	0-40 (Less)

Group Presentation Task Assessment Rubric:

CATEGORIES	4 Very good	3 Good	2 Simply	1 Less
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<p>Group Preparation</p>	<p>The group is fully prepared and has optimized presentation exercises.</p> <p>Mutual complementarity between group members with clear tasks for each group member. (25)</p>	<p>The group seemed reasonably prepared but may need more practice presenting.</p> <p>The responsibilities of each group member need to be identified. (20)</p>	<p>The group made an effort to prepare but did not do any presentation preparation exercises.</p> <p>Tasks and responsibilities are assigned and accepted without careful consideration. (15)</p>	<p>The group seemed to have done no preparation at all for the presentation.</p> <p>Tasks and responsibilities are assigned and accepted randomly. (10)</p>
<p>Presentation Organization</p>	<p>The group presented the content clearly, logically, and systematically, through a cohesive introduction, main points, and conclusion.</p> <p>The group used visual aids that effectively supported and reinforced the presentation. (25)</p>	<p>The group presented the content logically and systematically, with an introduction, main idea and conclusion.</p> <p>The group used visual aids that showed a link to the content of the presentation. (20)</p>	<p>The group presented the content fairly logically and systematically, but it did not contain an introduction, main idea, or conclusion.</p> <p>The group occasionally used visual aids that did not support the content of the presentation. (15)</p>	<p>The group presented the content randomly without any introduction, main idea, or conclusion.</p> <p>Groups using unsupportive visual aids or no visual aids at all. (10)</p>
<p>Task Achievement</p>	<p>Each group member is able to demonstrate solid knowledge through their own exposure and elaboration, and deliver the part of the presentation that is assigned to them within the time allotted. (25)</p>	<p>Each group member demonstrates good knowledge through their own exposure and elaboration but in less time than the time allocated to them. (20)</p>	<p>Each group member demonstrated sufficient knowledge but failed to elaborate, and presented his or her part in only half the time allotted to him or her. (15)</p>	<p>Each group member has no knowledge of the content and presents his/her section in less than half the time allocated to him/her. (10)</p>
<p>Mastery of Presentation Content</p>	<p>Each group member demonstrates full understanding of the presentation topic.</p>	<p>Each group member demonstrated a good understanding of the presentation topic.</p>	<p>Each group member demonstrated a good understanding of some aspect of the topic.</p>	<p>Each group member did not seem to understand the presentation topic very well.</p>

	The main points presented are supported by evidence and critically evaluated. (25)	Most of the main points are illustrated with relevant evidence. (20)	Some illustrations are given, but not critically evaluated. (15)	Some evidence was mentioned, but not integrated in the presentation or evaluated. (10)
Answers to Questions	The group was able to correctly answer almost all the questions asked by the audience about their presentation topic. (25)	The group was able to correctly answer most of the questions asked by the audience about the tropes of their presentation. (20)	The group was able to correctly answer some of the questions the audience asked about their presentation topic. (15)	The group was unable to answer the questions posed by the audience on the topic of their presentation appropriately. (10)
Communication Quality	Group interaction with the audience shows interest and respect for the opinions of others. Responses support effective communication. (25)	Group interaction with an audience shows interest and respect for the opinions of others. Responses generally support effective communication. (20)	Some parts of the interaction in the discussion show interest and respect for others' opinions. (15)	Interaction in the discussion shows disrespect for other people's opinions. Responses do not support effective communication. (10)
Total	81-100 (Excellent)	61-80 (Good enough)	41-60 (Enough)	0-40 (Less)

Source: Halimi, Sicily. "Assessment Rubric: Learning Plan Book MK Introduction to Teaching Methods", 2021

Maximum score: 25 x 6 components = 150 points: 1.5 = 100

Essay Writing Exam Scoring Rubric:

Assessment Criteria	4 Very good	3 Good	2 Simply	1 Less
Understanding of the Question	Understand the question exactly once (25)	Understand the question (20)	Does not understand the question fully and correctly (15)	Did not understand the question (10)

Contents	Answers show understanding participants integrate information that has been learned and/or assigned to read during lectures properly and appropriately. (25)	Answers demonstrate an understanding of the material in question and integrate some of the information learned and/or assigned to read during the lecture. (20)	Answers show a lack of understanding of the material in question and only integrate a small portion of the information that has been studied and/or assigned to read during the lecture. (15)	The answer shows a lack of understanding of the material in question, so it is not clear and does not integrate the material. information that has been learned and/or assigned to read during lectures. (10)
Clarity of Writing	All writing ideas are well and clearly conveyed. (25)	Most of the ideas are well-written and clear. (20)	Some of the ideas are well-written and clear. (15)	The idea of the writing is not conveyed well and clearly. (10)
Language Clarity	Uses foreign/Indonesian language well and correctly few grammatical and word choice errors that do not interfere with understanding. (25)	Uses foreign/Indonesian language well and correctly with few grammatical and word choice errors that interfere with understanding. (20)	Uses foreign/Indonesian language fairly well and correctly with some grammatical and word choice errors. (15)	Does not use foreign/Indonesian language properly and correctly as the writing contains many grammatical and word choice errors. (10)
Total	81-100 (Excellent)	61-80 (Good enough)	41-60 (Enough)	0-40 (Less)

Multiple Choice Exam Scoring Rubric:

Value per item	Criteria
100/many questions	Can answer the question correctly
0	Answers are less precise / not in accordance with the answer key that has been provided