



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

**Documen  
Code**  
(Follow)

**SEMESTER LEARNING PLAN (SLP)**

<b>COURSE (Course)</b>	<b>CODE</b>	<b>Course Group</b>	<b>CREDIT</b>		<b>SEMESTER</b>	<b>Date of Compilation</b>
<b>Management of Livestock Grazing Fields</b>	PTN3203	Exact	<b>Theory =2</b>	<b>Practice =1</b>	VI	October 2022
<b>AUTHORIZATION / APPROVAL</b>	<b>SLP Developer Lecturer</b>		<b>Vice Dean I</b>		<b>Chairman of LINK-UP USU</b>	
			Dr. Lisnawita, SP, MP		Prof. Dr. Dwi Suryanto M.Sc.	
<b>Learning Outcomes</b>	<b>Learning Outcomes (LO)</b>					
	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.				
	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.				
	<b>Course Learning Outcomes (CLO)</b>					<b>CLO Credit</b>
	CLO0613: Able to evaluate grazing fields in the community environment independently based on techniques and methods in grazing field management.					<b>13%</b>
	CLO0812: Able to apply grazing management techniques to the use of areas around plantations					<b>32%</b>
	CLO0906: Able to apply methods and technologies in grazing management to improve livestock feed provision.					<b>25%</b>
	CLO1118: Able to apply the best techniques in grazing management activities					<b>30%</b>

<b>Final Ability of Each Learning Stage (Sub-CLO)</b>																																				
Sub-CLO1	After taking this course, students will be able to understand the purpose and function of pasture management																																			
Sub-CLO2	After taking this course, students will be able to analyzing pasture conditions																																			
Sub-CLO3	After taking this course, students will be able to implementing pasture management																																			
Sub-CLO4	After taking this course, students will be able to measure production, botanical composition, natural pasture capacity																																			
Sub-CLO5	After taking this course, students will be able to understand the issues and challenges in implementing grazing management																																			
Sub-CLO6	After taking this course, students will be able to preparation of the management plan for the Grazing Field																																			
<b>Correlation of CLO with Sub-CLO</b>	<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>CLO0613</td> <td>√</td> <td>√</td> <td>√</td> <td></td> <td></td> <td></td> </tr> <tr> <td>CLO0812</td> <td></td> <td></td> <td></td> <td>√</td> <td>√</td> <td></td> </tr> <tr> <td>CLO0906</td> <td></td> <td></td> <td></td> <td></td> <td>√</td> <td>√</td> </tr> <tr> <td>CLO1118</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	CLO0613	√	√	√				CLO0812				√	√		CLO0906					√	√	CLO1118						√
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CLO0906					√	√																														
CLO1118						√																														
<b>Brief Description of Course</b>	This course is designed to equip students to be able to																																			
<b>Study Material:</b>  Learning materials	<b>BK04</b> Animal Nutrition and Feed Science 1. Introduction to pasture management 2. Classification of grazing land 3. Factors affecting pasture 4. Pasture management 5. Production, botanical composition, carrying capacity of natural pastures 6. Issues and challenges in implementing pasture management 7. Grazing Field Management Planning																																			
<b>Library</b>	<b>Main:</b> 1. Anggorodi, R. 1994. General Animal Feed Science. PT. Gramedia Pustaka Utama. Jakarta.																																			

	<ol style="list-style-type: none"> <li>2. Department of Agriculture. 2009. Technical Guidelines for the Expansion of Grazing Areas for the 2009 Fiscal Year.</li> <li>3. Foth, FD 1984. Basics of Soil Science, 7th edition, Gadjah Mada University Press. Yogyakarta.</li> <li>4. Hadi, SP 2000. Humans and the Environment. Diponegoro University Publishing Agency. Semarang.</li> <li>5. Halls, LK, RH Hughs, RL Runmel and BL Southwel. 1964. Forage and Cattle Management in Longleaf Slaash Pine Forest. Farmer Bulletin, 2199, USA, Washington.</li> <li>6. Hartadi, HS, Reksohadiprodjo and AD Tillman. 1990. Feed Composition Table for Indonesia. Gadjah Mada University Press. Yogyakarta</li> <li>7. Humphreys, LR 1994. Tropical Forages: Their Role in Sustainable Agriculture. Longman Scientific &amp; Technical.</li> <li>8. Jayadi, S. 1991. Tropical Animal Feed Plants. Faculty of Animal Husbandry, Bogor Agricultural University.</li> </ol>						
	<b>Supporters:</b> 1.						
<b>Supporting lecturer</b>							
<b>Required Courses</b>							
(1)	Final ability of each learning stage (Sub-CLO) (2)	Evaluation		Form of Learning; Learning methods; Student Assignments; [ Estimated Time ]		Study Materials (Learning materials) (7)	Assessment Criteria (%) (8)
		Indicator (3)	Criteria and Techniques (4)	Asynchronous (5)	Synchronous (6)		
1	Sub-CLO1: After taking this course, students will be able to understand the purpose and function of pasture management	Accuracy in explaining, - Definition of grazing land - The purpose and function of pasture management - Function of pastures in livestock production systems	<b>Criteria:</b> - <b>Technique:</b> <i>Non-test</i>	<b>KM+PT</b> (1 week x 2 credits x 120 minutes)  <b>Learning methods:</b> <i>Self-Paced Learning</i>  <b>Activity:</b> a. Attendance presence b. Download and read the Syllabus (RPS), Learning Implementation Plan (SAP), Course	<b>TM</b> (1 week x 2 credits x 50 minutes)  <b>Learning methods:</b> a. Lecture b. Discussion  <b>Activity:</b> a. Online/offline learning b. Class discussion c. Make notes about learning materials  <b>Media:</b>	<b>Subject:</b> - Introduction to pasture management	0%

		<ul style="list-style-type: none"> <li>- Grazing pasture components</li> </ul>		<p>Agreement, and Learning Materials</p> <p><b>Mode (Learning Management System):</b> class.usu.ac.id</p>	<ul style="list-style-type: none"> <li>a. Slides/ ppt</li> <li>b. Zoom meeting/ LCD</li> <li>c. Text book</li> </ul>		
2-3	<p>Sub-CLO2:</p> <p>After taking this course, students will be able to analyzing pasture conditions</p>	<p>Accuracy in explaining,</p> <ul style="list-style-type: none"> <li>- Classification of grazing land</li> <li>- Factors affecting pasture</li> <li>- Grazing quality indicators</li> <li>- Nutritional value of natural grass as animal feed</li> </ul>	<p><b>Criteria:</b></p> <ul style="list-style-type: none"> <li>-</li> </ul> <p><b>Technique:</b> Non-test</p>	<p>KM+PT (2 weeks x 2 credits x 120 minutes)</p> <p><b>Learning methods:</b> <i>Self-Paced Learning</i></p> <p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>a. Recording attendance</li> <li>b. Completing the quiz</li> </ul> <p><b>Mode (Learning Management System):</b> class.usu.ac.id</p>	<p>TM (2 weeks x 2 credits x 50 minutes)</p> <p><b>Learning methods:</b></p> <ul style="list-style-type: none"> <li>a. Lecture</li> <li>b. Discussion</li> </ul> <p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>a. Online/offline learning</li> <li>b. Class discussion</li> <li>c. Make notes about learning materials</li> <li>d. Presentation</li> </ul> <p><b>Media:</b></p> <ul style="list-style-type: none"> <li>a. Slides/ ppt</li> <li>b. Zoom meeting/ LCD</li> <li>c. Text book</li> </ul>	<p><b>Subject:</b></p> <ul style="list-style-type: none"> <li>- Classification of grazing land</li> <li>- Factors affecting pasture</li> <li>- Grazing management</li> <li>- Pasture evaluation methods</li> <li>- Grazing quality indicators</li> <li>- Field observation techniques</li> </ul>	<p>This CLO will be assessed during MIDTERM EXAM with MIDTERM EXAM assessment Credit of (8 (CLO2))</p>

4-5	<p>Sub-CLO 3:</p> <p>After taking this course, students will be able to implementing pasture management</p>	<p>Accuracy in explaining:</p> <ul style="list-style-type: none"> <li>- Grazing system</li> <li>- Forage crop planting techniques</li> <li>- Maintenance and care of pastures</li> <li>- Rotation of grazing land</li> <li>- Grazing land utilization plan</li> <li>- Pasture evaluation methods</li> </ul>	<p><b>Criteria:</b> Using assessment rubrics</p> <p><b>Technique:</b> <i>Quiz</i></p>	<p>KM+PT (2 weeks x 2 credits x 120 minutes)</p> <p><b>Learning methods:</b> <i>Self-Paced Learning</i></p> <p><b>Mode (Learning Management System):</b> class.usu.ac.id</p> <p><b>Quiz 1:</b> <i>Quiz to measure students' understanding of the topic pasture management</i></p>	<p>TM (2 weeks x 2 credits x 50 minutes)</p> <p><b>Learning methods:</b></p> <ol style="list-style-type: none"> <li>a. Lecture</li> <li>b. Discussion</li> </ol> <p><b>Activity:</b></p> <ol style="list-style-type: none"> <li>a. Online/offline learning</li> <li>b. Class discussion</li> <li>c. Make notes about learning materials</li> </ol> <p><b>Media:</b></p> <ol style="list-style-type: none"> <li>a. Slides/ ppt</li> <li>b. Zoom meeting/ LCD</li> <li>c. Text book</li> </ol>	<p><b>Subject:</b></p> <ul style="list-style-type: none"> <li>- Grazing system</li> <li>- Forage crop planting techniques</li> <li>- Maintenance and care of pastures</li> <li>- Rotation of grazing land</li> <li>- Grazing land utilization plan</li> <li>- Pasture evaluation methods</li> </ul>
6-7	<p>Sub-CLO 4:</p> <p>After taking this course, students will be able to measure production, botanical composition, natural pasture capacity</p>	<p>Accuracy in:</p> <ul style="list-style-type: none"> <li>- measuring fresh material production</li> <li>- measuring production in dry matter</li> <li>- understanding botanical composition</li> <li>- counting grazing capacity</li> </ul>	<p><b>Criteria:</b></p> <p><b>Technique:</b> Non-test</p>	<p>KM+PT (2 weeks x 2 credits x 120 minutes)</p> <p><b>Learning methods:</b> <i>Self-Paced Learning</i></p> <p><b>Activity:</b></p> <ol style="list-style-type: none"> <li>c. Recording attendance</li> <li>d. Completing the quiz</li> </ol>	<p>TM (2 weeks x 2 credits x 50 minutes)</p> <p><b>Learning methods:</b></p> <ol style="list-style-type: none"> <li>c. Lecture</li> <li>d. Discussion</li> </ol> <p><b>Activity:</b></p> <ol style="list-style-type: none"> <li>e. Online/offline learning</li> <li>f. Class discussion</li> <li>g. Make notes about learning materials</li> </ol>	<p><b>Subject:</b></p> <ul style="list-style-type: none"> <li>- Natural pasture production</li> <li>- Botanical Composition of Natural Grazing Fields</li> <li>- Capacity (Carrying Capacity)</li> </ul>

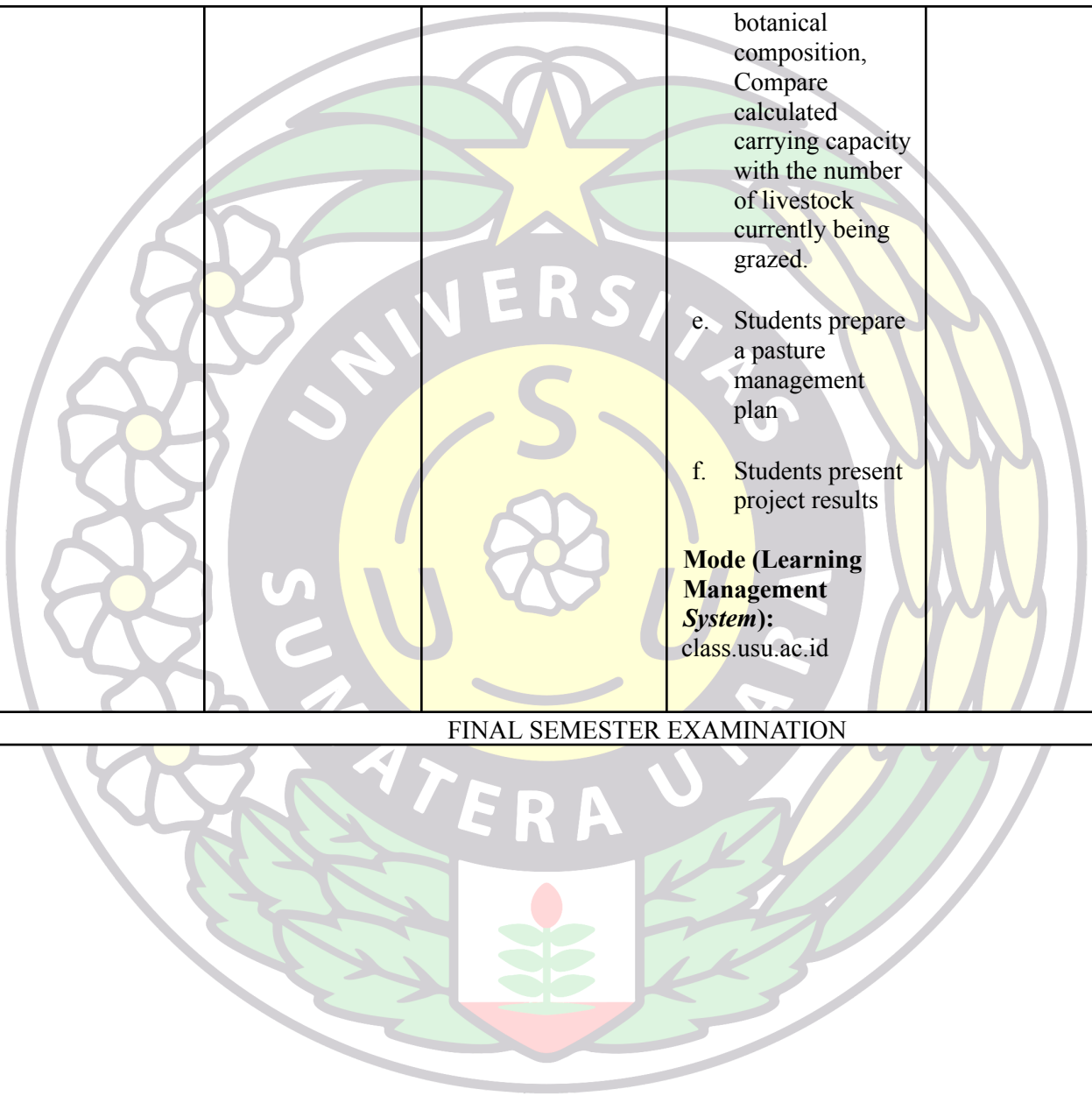
Quiz (5% (CLO 3))

This CLO be assessed during MIDT MEX with MIDT MEX assessment. Credit of (12)

				<p><b>Mode (Learning Management System):</b> class.usu.ac.id</p>	<p>h. Presentation</p> <p><b>Media:</b> d. Slides/ ppt e. Zoom meeting/ LCD f. Text book</p>	Grazing Field	(CLOO )
8	MID SEMESTER EXAMINATION						
9-10	<p>Sub-CLO 5:</p> <p>After taking this course, students will be able to understand the issues and challenges in implementing grazing management.</p>	<p>Accuracy in explaining:</p> <ul style="list-style-type: none"> <li>- Grazing</li> <li>- Land Degradation</li> <li>- Quality and Availability of Green Forage</li> <li>- Unbalanced Capacity</li> <li>- Weed Invasion and Decline in Botanical Composition</li> <li>- Social Pressure and Land Ownership</li> <li>- Adaptation to Climate Change</li> <li>- Grazing Ecosystem Management</li> </ul>	<p><b>Criteria:</b> Using assessment rubrics</p> <p><b>Technique:</b> <i>Quiz</i></p>	<p>KM+PT (2 weeks x 2 credits x 120 minutes)</p> <p><b>Learning methods:</b> <i>Self-Paced Learning</i></p> <p><b>Activity:</b></p> <ol style="list-style-type: none"> <li>a. <i>Recording attendance</i></li> <li>b. <i>Completing the quiz</i></li> </ol> <p><b>Quiz 2 :</b> <i>Quiz to measure students' understanding of the topic issues and challenges in implementing pasture management</i></p> <p><b>Mode (Learning Management System):</b> class.usu.ac.id</p>	<p>TM (2 weeks x 2 credits x 50 minutes)</p> <p><b>Learning methods:</b></p> <ol style="list-style-type: none"> <li>a. Lecture</li> <li>b. Discussion</li> </ol> <p><b>Activity:</b></p> <ol style="list-style-type: none"> <li>a. Online/offline learning</li> <li>b. Class discussion</li> <li>c. Make notes about learning materials</li> </ol> <p><b>Media:</b></p> <ol style="list-style-type: none"> <li>a. Slides/ ppt</li> <li>b. Zoom meeting/ LCD Text book</li> </ol>	<p><b>Subject:</b></p> <ul style="list-style-type: none"> <li>- Grazing</li> <li>- Land Degradation</li> <li>- Quality and Availability of Green Forage</li> <li>- Unbalanced Capacity</li> <li>- Weed Invasion and Decline in Botanical Composition</li> <li>- Social Pressure and Land Ownership</li> <li>- Adaptation to Climate Change</li> <li>- Grazing Ecosystem Management</li> </ul>	<p>Quiz (5% This CLO be assessed during FINA EXA with FINA EXA assess Credi (10% (CLOO CLOO</p>

11-15	<p>Sub-CLO 6:</p> <p>After taking this course, students will be able to prepare the management plan for the Grazing Field</p>	<p>Accuracy in:</p> <ul style="list-style-type: none"> <li>- Evaluating the condition of pastures at a location</li> <li>- Develop management plans based on evaluation results to improve productivity and sustainability of pastures.</li> <li>- Applying management techniques learned in the course to maximize forage production and pasture capacity.</li> <li>- Identify problems that exist in the pasture and offer practical solutions based on the theories that have been studied.</li> </ul>	<p><b>Critehappy:</b> RAssessment section</p> <p><b>Ttechnique:</b> <i>Project</i></p>	<p>KM+PT (5 weeks x 2 credits x 120 minutes)</p> <p><b>Learning methods:</b> <i>Self-Paced Learning</i></p> <p><b>PJBL:</b></p> <ul style="list-style-type: none"> <li>a. Students are divided into several groups</li> <li>b. Students visit pasture sites, measure the grazing area, botanical composition, and forage production at the site.</li> <li>c. Conduct observations on soil conditions, vegetation types, storage capacity, and environmental factors that influence productivity.</li> <li>d. Students analyze the capacity, Assess feed quality based on</li> </ul>	<p>TM (5 weeks x 2 credits x 50 minutes)</p> <p><b>Learning methods:</b></p> <ul style="list-style-type: none"> <li>a. Lecture</li> <li>b. Discussion</li> </ul> <p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>a. Online/offline learning</li> <li>b. Class discussion</li> <li>c. Make notes about learning materials</li> <li>d. Presentation</li> </ul> <p><b>Media:</b></p> <ul style="list-style-type: none"> <li>a. Slides/ ppt</li> <li>b. Zoom meeting/ LCD</li> <li>c. Text book</li> </ul>	<p><b>Subject:</b></p>	<p>PJB (50%) This CLO be asse during FINA EXA with FINA EXA assess Credi of (10 (CLOC CLO0 CLO1</p>
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				<p>botanical composition, Compare calculated carrying capacity with the number of livestock currently being grazed.</p> <p>e. Students prepare a pasture management plan</p> <p>f. Students present project results</p> <p><b>Mode (Learning Management System):</b> class.usu.ac.id</p>			
16	FINAL SEMESTER EXAMINATION						209



<b>CLO Code and Percentage</b>	<b>CLO0613= 13 %</b>		<b>CLO0812= 32%</b>				<b>CLO0906=25%</b>		<b>CLO1118 =30%</b>	
<b>CLO Sub Code</b>	<b>Sub-CLO2</b>	<b>Sub- CLO3</b>	<b>Sub-CLO4</b>	<b>Sub- CLO5</b>		<b>Sub- CLO6</b>	<b>Sub- CLO5</b>	<b>Sub- CLO6</b>	<b>Sub-CLO6</b>	
<b>Evaluation Form</b>	<b>MIDTERM EXAM</b>	<b>Assignment</b>	<b>MIDTERM EXAM</b>	<b>Quiz</b>	<b>FINAL EXAM</b>	<b>PJBL</b>	<b>FINAL EXAM 30%</b>	<b>PJBL</b>	<b>Case Method</b>	<b>FINAL EXAM</b>
<b>Percentage</b>	8%	5%	12%	5%	5%	10%	5%	20%	20%	10%
<b>Total</b>	13%		32%				25%		30%	
<b>Implementation of Evaluation</b>	Week 8	Week 5	Week 8	Week 10	Week 16	Week 11	Week 16	Week 12&13	Week 14&15	Week 16



## LEARNING PLAN

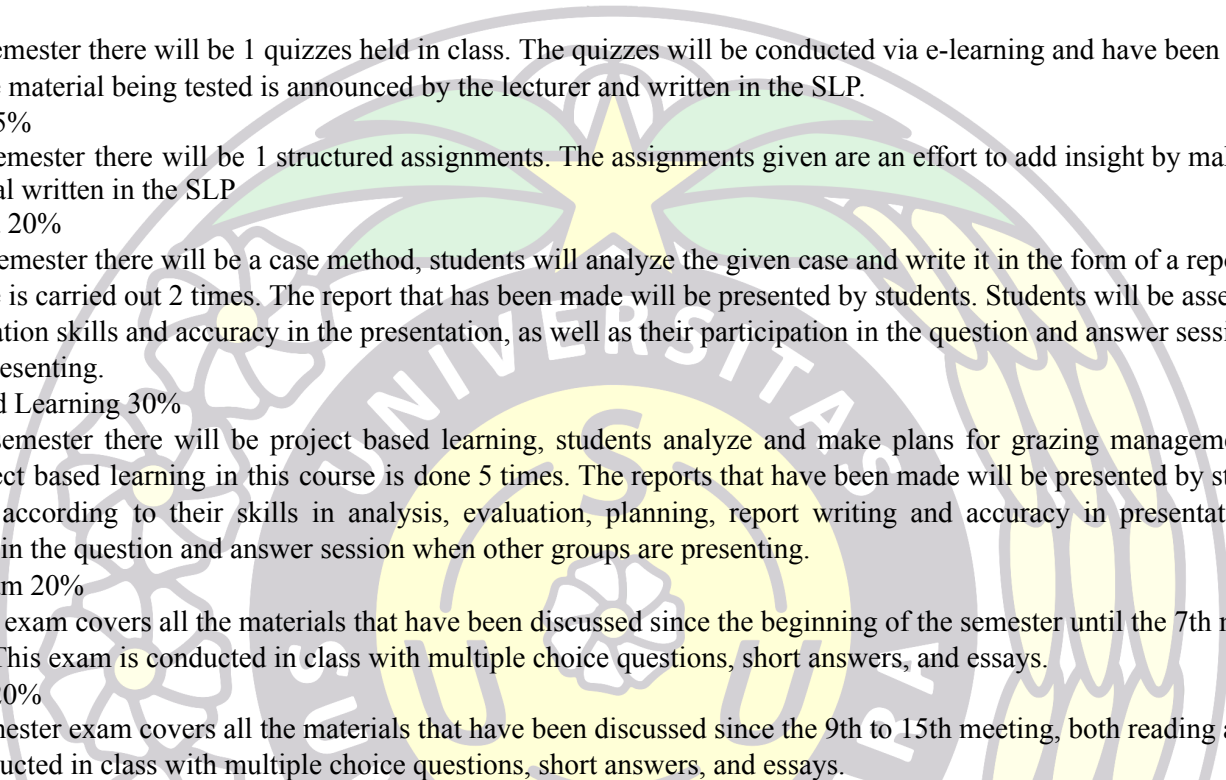
Week/Topic	Sub-CLO	Task Name/Assessment	Assignment	How it works	Deadline	Scope/Lecture Materials	Mode/Method/Learning Activities	Generated Task Output
5	Sub-CLO2	Quiz 1	Students work on quiz-1 in synchronous session	Interactive quizzes are done independently in synchronous sessions.	20 Minutes	grazing conditions	<ol style="list-style-type: none"> <li>1. Asynchronous and Synchronous</li> <li>2. <i>Self-Paced</i></li> <li>3. Interactive quizzes are done independently in synchronous sessions.</li> </ol>	Quiz score 1
8	Sub-CLO2.4	MIDTERM EXAM	Students work on the mid-term exam in a synchronous session	Worked independently	100 Minutes	pasture management	Students work on multiple choice/essay questions simultaneously	Mid-term exam scores
10	Sub-CLO5	Assignment	Students work on quiz-2 in synchronous session	Interactive quizzes are done independently in synchronous sessions.	20 Minutes	pasture management	<ol style="list-style-type: none"> <li>1. Asynchronous and Synchronous</li> <li>2. <i>Self-Paced</i></li> </ol> Interactive quizzes are done independently in synchronous sessions.	Assignment score 1

11-13	Sub-CLO5,6	Project	Students are divided into several groups to prepare research proposals.	Worked in groups in asynchronous sessions	1 week	Grazing Field Management Plan	<ol style="list-style-type: none"> <li>1. Asynchronous and Synchronous</li> <li>2. <i>Self-Paced</i></li> <li>3. -Report percentage -Discussion</li> </ol>	Research Proposal PPT
14-15	Sub-CLO5,6	Case Method	Students are divided into several groups to discuss solution about Grazing Field Management Plant	Worked in groups in asynchronous sessions	1 week	Grazing Field Management Plan	<ol style="list-style-type: none"> <li>4. Asynchronous and Synchronous</li> <li>5. <i>Self-Paced</i></li> <li>6. -Report percentage -Discussion</li> </ol>	Report
16	Sub-CLO5,6	FINAL EXAM	Students work on the FINAL EXAM in a synchronous session	Worked independently	100 Minutes	Grazing Field Management Plan	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 3.5	-	MCQ test rubric [2 times]	Quiz sheets uploaded to USU LMS	5%
Assignment	Sub-CLO 2.	-	Assessment rubric [1 time]	Assignments uploaded to USU LMS	5%
Project-Based Learning	Sub-CLO 5.6	Feedback results project [3 times]	Report assessment rubric [3 times]	Reports uploaded to USU LMS	30%
Case Method	Sub-CLO 3,4	Feedback results report [2 times]	Report assessment rubric [2 times]	Reports uploaded to USU LMS	20%
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%
<b>Total</b>					<b>100%</b>

**Explanation:**

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- a) Quiz 5%  
During the semester there will be 1 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 analyze and make plans for grazing management which is done in groups. Project based learning in this course is done 5 times. The reports that have been made will be presented by students. Students will be assessed according to their skills in analysis, evaluation, planning, report writing and accuracy in 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)  $20 \times \sum \text{nilai per butir soal}$

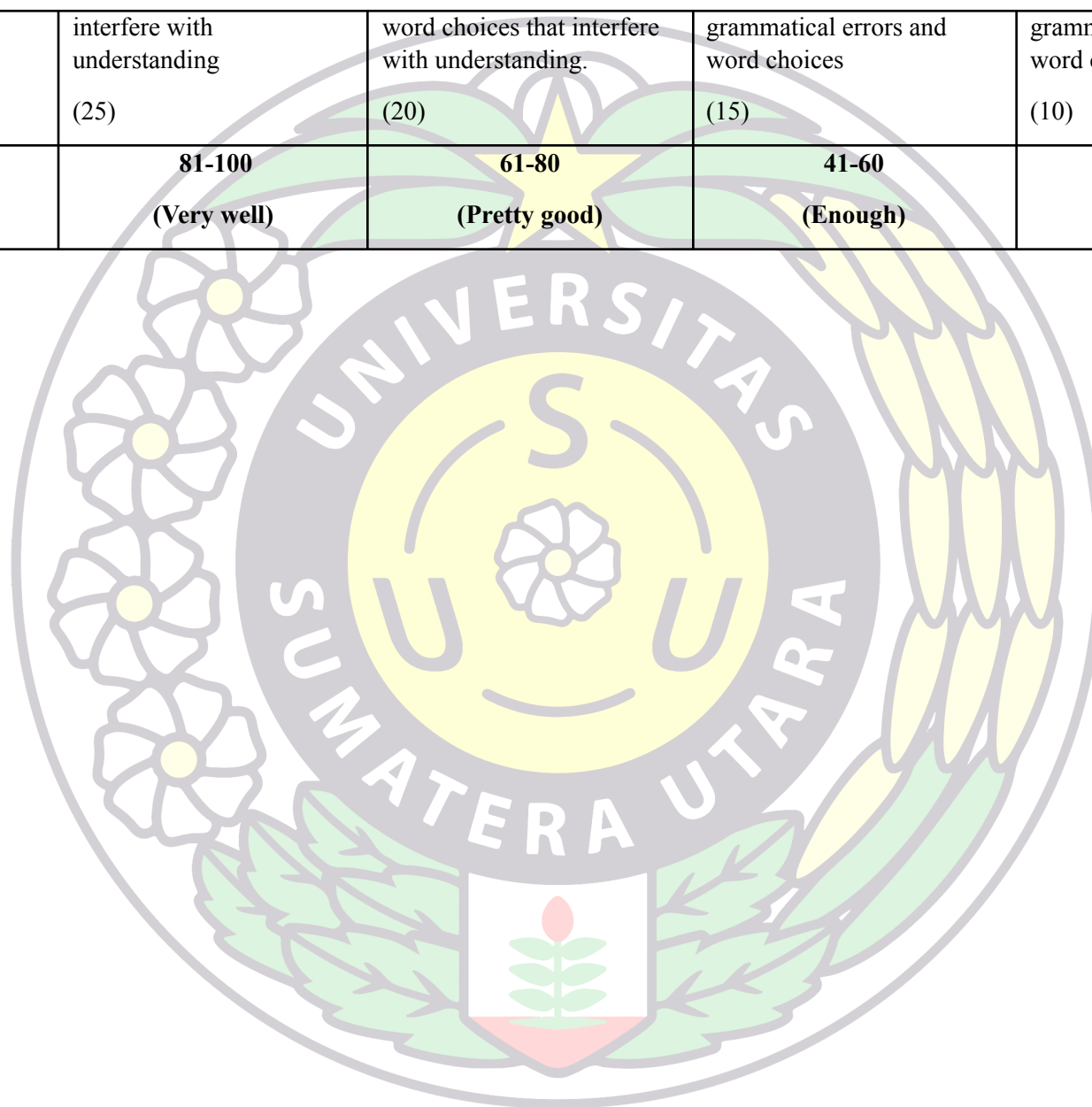
Quiz score 2: (maximum score is 100)  $20 \times \sum \text{nilai per butir soal}$

**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
<b>Understanding the Questions</b>	Understand the question exactly once (25)	Understanding the questions (20)	Not understanding the question fully and correctly (15)	Don't understand the question (10)
<b>Contents</b>	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)
<b>Clarity of Writing</b>	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)
<b>Clarity of Language</b>	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)
<b>Total</b>	<b>81-100</b> <b>(Very well)</b>	<b>61-80</b> <b>(Pretty good)</b>	<b>41-60</b> <b>(Enough)</b>	<b>0-40</b> <b>(Not enough)</b>



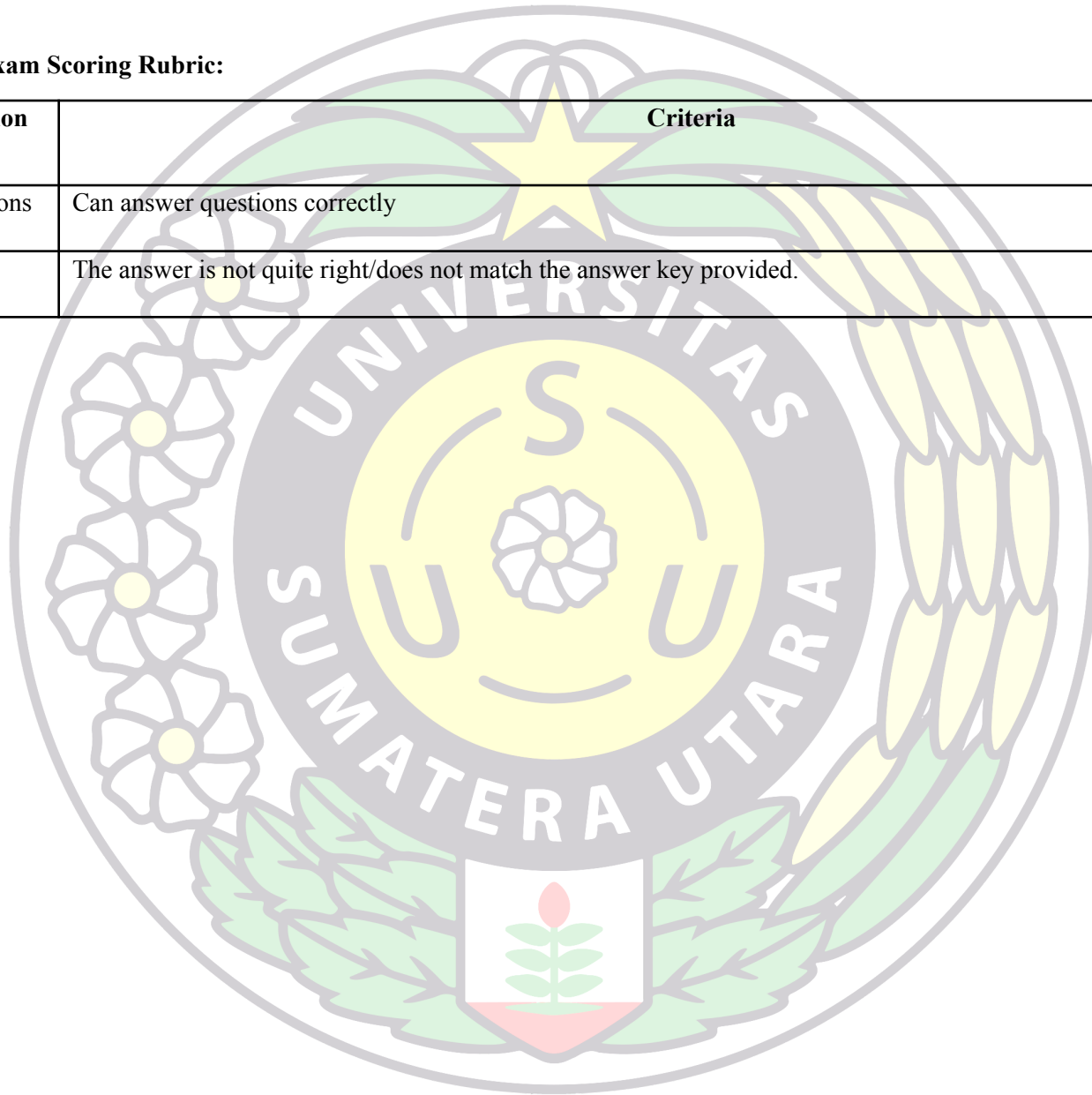
## Presentation Assessment Rubric

CATEGORY	4 Very good	3 Good	2 Enough	1 Not enough	Mark
<b>Group Preparation</b>	<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
<b>Presentation Organization</b>	<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
<b>Task Achievement</b>	<p>Each group member is able to demonstrate solid knowledge through their respective presentations and elaborations, and deliver the part of the</p>	<p>Each group member demonstrated good knowledge through their respective presentations and elaborations but in a</p>	<p>Each group member demonstrated sufficient knowledge but failed to provide elaboration, and presented his part in only</p>	<p>Each group member had no knowledge of the content and presented their respective sections in less than half the time allocated to them.</p>	

	presentation that is their task according to the time allocation.	shorter time than the time allocated for them.	half the time allocated to him.		
<b>Presentation Content Mastery</b>	<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>	
<b>Answers to Questions</b>	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.	
<b>Communication Quality</b>	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:**

<b>Value per question item</b>	<b>Criteria</b>
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"> <li>Describes various phenomena</li> <li>Situation Analysis</li> <li>Formulation of the problem</li> </ul>	<ul style="list-style-type: none"> <li>The phenomenon raised very clear</li> <li>Analysis very sharp situation</li> <li>Formulation of the problem very precise</li> </ul>	<ul style="list-style-type: none"> <li>The phenomenon raised is clear</li> <li>Analysis sharp situation</li> <li>Correct problem formulation</li> </ul>	<ul style="list-style-type: none"> <li>The phenomenon raised unclear</li> <li>Analysis less sharp situation</li> <li>Formulation of the problem less precise</li> </ul>	<ul style="list-style-type: none"> <li>The phenomenon raised unclear</li> <li>Analysis non-sharp situation</li> <li>Formulation incorrect problem</li> </ul>	
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: &lt; 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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