



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

**Document
Code**

SEMESTER LEARNING PLAN (RPS)

COURSE (Course)	CODE	MK Group	WEIGHT (credits)		SEMESTER	Date of Compilation
FEED TOXICOLOGY	PTN 3214	Exact	Theory =2	Practice =1	VI(SIX)	October 23, 2024
AUTHORIZATION / APPROVAL	RPS Developer Lecturer		Vice Dean I		Chairman of LINK-UP USU	
			Dr. Lisnawita, SP, MP		Prof. Dr. Dwi Suryanto M.Sc.	
Learning Outcomes	LO-PRODI Charged to Course Learning					
	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 lifelong learning independently				
	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 relevant to livestock expertise.				
	Course Learning Outcomes (CLO)					CLO Weight
	CLO0322: Able to explain the various poisons found in feed and their impact on livestock/humans					7.69%
	CLO0619: Able to detect early signs or symptoms of poisoning in livestock					53.85%
	CLO0909: Able to apply processing technology to reduce the toxic effects of feed on livestock					30.77%
	CLO1123: Able to apply the latest scientific developments in the field of feed toxicology					7.69%
Final Ability of Each Learning Stage (Sub-CLO)						

	Sub-CLO1	After taking this lecture, students will be able to formulate a concept map of feed toxicology.																																																				
	Sub-CLO2	After taking this lecture, students will be able to formulate a classification of toxins in feed.																																																				
	Sub-CLO3	After taking this lecture, students will be able to formulate mycotoxins in feed.																																																				
	Sub-CLO4	After taking this course, students will be able to formulate toxins in plant-based feed ingredients.																																																				
	Sub-CLO5	After taking this course, students will be able to formulate toxins in animal feed ingredients.																																																				
	Sub-CLO6	After taking this lecture, students will be able to formulate the impact of toxins on livestock productivity.																																																				
	Sub-CLO7	After taking this course, students will be able to formulate the processing of toxin-risk feed materials.																																																				
	Sub-CLO8	After taking this lecture, students will be able to formulate toxin analysis in feed ingredients.																																																				
Correlation of CLO with Sub-CLO	<table border="1"> <thead> <tr> <th></th> <th>Sub-CLO 1</th> <th>Sub-CLO 2</th> <th>Sub-CLO 3</th> <th>Sub-CLO 4</th> <th>Sub-CLO 5</th> <th>Sub-CLO 6</th> <th>Sub-CLO 7</th> <th>Sub-CLO 8</th> </tr> </thead> <tbody> <tr> <td>CLO 0322</td> <td>√</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>CLO 0619</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td></td> <td>√</td> <td>√</td> <td>√</td> </tr> <tr> <td>CLO 0909</td> <td></td> <td></td> <td>√</td> <td></td> <td></td> <td>√</td> <td>√</td> <td>√</td> </tr> <tr> <td>CLO 1123</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>√</td> </tr> </tbody> </table>										Sub-CLO 1	Sub-CLO 2	Sub-CLO 3	Sub-CLO 4	Sub-CLO 5	Sub-CLO 6	Sub-CLO 7	Sub-CLO 8	CLO 0322	√								CLO 0619	√	√	√	√		√	√	√	CLO 0909			√			√	√	√	CLO 1123								√
	Sub-CLO 1	Sub-CLO 2	Sub-CLO 3	Sub-CLO 4	Sub-CLO 5	Sub-CLO 6	Sub-CLO 7	Sub-CLO 8																																														
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CLO 1123								√																																														
Brief Description of Course	After taking the sixth semester Feed Toxicology course, the Animal Husbandry Study Program will be able to identify the toxicological content of feed ingredients, which will be useful for compiling livestock rations.																																																					
Study Material:	BK04 Animal Nutrition and Feed Science																																																					
Learning materials	<ol style="list-style-type: none"> 1. Scope of feed toxicology 2. Classification of toxins in feed 3. Mycotoxins in feed 4. Toxins in plant-based feed ingredients 5. Toxins in animal feed ingredients 6. the impact of toxins on livestock productivity 7. Feed processing risks toxins 8. Analysis of feed ingredients for toxins 																																																					

Library	Main: 1. NRC (National Research Council). 1988. Nutritional Requirements of Dairy Cattle. 6 th revised Edition. Washington DC : National Academy Press. 2. Despal, IG Permana, T. Toharmat and DE Amirroennas, 2017. Silage for dairy cattle feed. Bogor: IPB Press 3. Feed Toxicology, UGM; Yogyakarta						
	Supporters: 1. Journals and publications						
Supporting lecturer							
Required Courses	-						
Week 2-	Final ability of each learning stage (Sub-CLO)	Evaluation		Form of Learning; Learning methods; Student Assignments; [Estimated Time]		Study Materials (Learning materials)	Assessment Weight (%)
		Indicator	Criteria and Techniques	Asynchronous (5)	Synchronous (6)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Sub-CLO1: Students can formulate general overview of the eye feed toxicology lecture	Accuracy in explaining the importance of studying feed toxicology	Criteria: - Technique: Non-Test	KM+PT (1 week x 2 credits x 120 minutes) Activity: 1. Attendance absence 2. Download and read the Syllabus (RPS), Learning Implementation Plan (SAP), Course Agreement, and Learning Materials. Learning methods:	TM (1 week x 2 credits x 50 minutes) Activity: 1. <i>Offline Learning</i> 2. <i>Class Discussion</i> 3. <i>Note Taking</i> Media: 1. <i>Power Point Presentation</i> 2. <i>Text Book</i> Learning methods:	Subject: 1. Study Contract 2. Scope of feed toxicology 3. Definition 4. Type	5%

				<i>Self-Paced Learning</i> Mode (Learning Management System): elearning@usu.ac.id	1. <i>Lecturer</i> 2. <i>Discussion</i> 3. <i>Self-Paced</i>		
2	Sub-CLO 2: Students can formulate about the classification of toxins in feed rumen	1. Accuracy in formulating natural toxins 2. Accuracy in formulating synthetic toxins	Criteria: Assessment rubric. Technique: <i>Non-Test</i>	KM+PT (1 week x 2 credits x 120 minutes) Activity: 1. Attendance absence 2. Download and read the Syllabus (RPS), Learning Implementation Plan (SAP), Course Agreement, and Learning Materials. 3. Responding to the opening question Mode (Learning Management System): elearning@usu.ac.id	TM (1 week x 2 credits x 50 minutes) Activity: 1. <i>Offline Learning</i> 2. <i>Class Discussion</i> 3. <i>Note Taking</i> Media: 1. <i>Power Point Presentation</i> 2. <i>Text Book</i> Learning methods: 1. <i>Lecturer</i> 2. <i>Discussion</i> 3. <i>Self-Paced</i>	Subject: 1. Definition of toxin 2. Natural feed toxins 3. Feed synthetic toxins	5%
3-4	Sub-CLO 3: After taking this lecture, students will be able to formulate mycotoxins in feed.	1. Accuracy in explaining types of mycotoxins 2. Accuracy in formulating aflatoxins 3. Accuracy in formulating the impact of mycotoxins on livestock	Criteria: Assessment rubric. Technique: <i>Test:</i> 1. <i>Case method</i>	KM+PT (1 week x 2 credits x 120 minutes) Activity: 1. Attendance absence 2. Download and read the Syllabus (RPS), Learning Implementation Plan (SAP), Course Agreement, and Learning Materials.	TM (1 week x 2 credits x 50 minutes) Activity: 1. <i>Offline Learning</i> 2. <i>Class Discussion</i> 3. <i>Note Taking</i> Media: 1. <i>Power Point Presentation</i> 2. <i>Text Book</i>	Subject: 1. Definition of mycotoxins 2. Types of mycotoxins 3. Aflatoxin 4. Impact on livestock 5. Control strategy 6. Factors causing mycotoxins	Case Method 1: 10%

		4. Accuracy in formulating control and prevention in feed		3. Responding to the opening question Case Method 1: 1. Divide the groups evenly (the lecturer divides) 2. Making a paper on mycotoxins in feed, a maximum of 15 pages from the table of contents to the bibliography, TMR font size 12, 1.5 spacing, sent in PDF format. 3. Group presentation Mode (Learning Management System): elearning@usu.ac.id	Learning methods: 1. <i>Lecturer</i> 2. <i>Discussion</i> 3. <i>Self-Paced</i>	
5-6	Sub-CLO 4: After taking this course, students will be able to formulate toxins in plant-based feed ingredients.	1. Accuracy in explaining vegetable feed ingredients 2. Accuracy in explaining toxins in feed ingredients 3. Accuracy in describing antinutrients 4. Accuracy in explaining	Criteria: Assessment rubric. Technique: <i>Test:</i> 1. <i>Quiz</i>	KM+PT (1 week x 2 credits x 120 minutes) Activity: 1. Attendance absence 2. Download and read the Syllabus (RPS), Learning Implementation Plan (SAP), Course Agreement, and Learning Materials. 3. Responding to the opening question	TM (1 week x 2 credits x 50 minutes) Activity: 1. <i>Offline Learning</i> 2. <i>Class Discussion</i> 3. <i>Note Taking</i> Media: 1. <i>Power Point Presentation</i> 2. <i>Text Book</i> Learning methods: 1. <i>Lecturer</i>	Subject: 1. Plant toxins 2. Types of plant toxins 3. antinutrien 4. tannin 5. phytic acid 6. processing [will be vegetable in reducing toxins]

Quiz 1: 5%

		tannins, phytic acid 5. Accuracy in reducing toxins in plant-based feed ingredients		<p>Quiz 1: <i>Quiz to measure students' understanding of protein as a nutrient needed by poultry</i></p> <p>Mode (Learning Management System): elearning@usu.ac.id</p>	<p>2. <i>Discussion</i> 3. <i>Self-Paced</i></p>		
7.9	<p>Sub-CLO 5:</p> <p>After taking this course, students will be able to formulate toxins in animal feed ingredients.</p>	<p>5. Accuracy in explaining animal toxins</p> <p>6. Accuracy in formulating the type of animal feed toxin</p> <p>7. Accuracy in formulating microbial contamination</p> <p>8. Potential toxins in animal feed ingredients</p>	<p>Criteria: Assessment rubric.</p> <p>Technique: <i>Test:</i> 1. <i>Case method</i></p>	<p>KM+PT (1 week x 2 credits x 120 minutes)</p> <p>Activity: 4. Attendance absence 5. Download and read the Syllabus (RPS), Learning Implementation Plan (SAP), Course Agreement, and Learning Materials. 6. Responding to the opening question</p> <p>Case Method 2: 4. Divide the groups evenly (the lecturer divides) 5. Making a paper on animal feed ingredient toxins in feed, maximum 15 pages from the table of contents to the bibliography, TMR</p>	<p>TM (1 week x 2 credits x 50 minutes)</p> <p>Activity: 4. <i>Offline Learning</i> 5. <i>Class Discussion</i> 6. <i>Note Taking</i></p> <p>Media: 3. <i>Power Point Presentation</i> 4. <i>Text Book</i></p> <p>Learning methods: 4. <i>Lecturer</i> 5. <i>Discussion</i> <i>Self-Paced</i></p>	<p>Subject: 1. animal feed ingredients toxins 2. type of toxin 3. microbial contamination 4. Potential toxins in animal feed ingredients</p>	<p>Case Method 2: 10%</p>

				font size 12, 1.5 spacing, sent in PDF format. 6. Group presentation			
				Mode (Learning Management System): elearning@usu.ac.id			
8	MID EXAMINATION						15%
10-11	<p>Sub-CLO 6:</p> <p>After taking this lecture, students will be able to formulate microbial interactions.</p>	<ol style="list-style-type: none"> 1. Accuracy in explaining microbial interactions 2. Accuracy in explaining the types of microbial interactions 3. Accuracy in explaining the role of microbial interactions 4. Accuracy in explaining microbial interaction factors 	<p>Criteria: Assessment rubric.</p> <p>Technique: <i>Test:</i> 1. Case method</p>	<p>KM+PT (1 week x 2 credits x 120 minutes)</p> <p>Activity: 1. Attendance absence 2. Download and read the Syllabus (RPS), Learning Implementation Plan (SAP), Course Agreement, and Learning Materials. 3. Responding to the opening question</p> <p>Case Method 3: 1. Divide the groups evenly (the lecturer divides) 2. Making a paper on vitamins as a food substance needed by poultry livestock, 15 pages from the table of contents to the bibliography, TMR</p>	<p>TM (1 week x 2 credits x 50 minutes)</p> <p>Activity: 1. <i>Offline Learning</i> 2. <i>Class Discussion</i> 3. <i>Note Taking</i></p> <p>Media: 1. <i>Power Point Presentation</i> 2. <i>Text Book</i></p> <p>Learning methods: 1. <i>Lecturer</i> 2. <i>Discussion</i> 3. <i>Self-Paced</i></p>	<p>Subject:</p> <ol style="list-style-type: none"> 1. Classification of microbial interactions 2. Types of microbial interactions 3. The role of microbial interactions 4. Microbial interaction factors 	<p>Case Method 3: 10%</p>

				font size 12, 1.5 spacing, sent in PDF format.			
10-11	<p>Sub-CLO 7:</p> <p>After taking this lecture, students will be able to formulate the impact of toxins on livestock productivity.</p>	<ol style="list-style-type: none"> 1. Accuracy in explaining the effects of toxins 2. Accuracy in explaining the decline in feed efficiency 3. accuracy of formulating health effects 4. accuracy of formulating reproductive effects 	<p>Criteria: Assessment rubric.</p> <p>Technique: <i>Test:</i> 1. Case method</p>	<p>KM+PT (1 week x 2 credits x 120 minutes)</p> <p>Activity: 4. Attendance absence 5. Download and read the Syllabus (RPS), Learning Implementation Plan (SAP), Course Agreement, and Learning Materials. 6. Responding to the opening question</p> <p>Case Method 4: 3. Divide the groups evenly (the lecturer divides) 4. Create a paper for each group on the effects of toxins, 15 pages from the table of contents to the bibliography, TMR font size 12, 1.5 spacing, sent in PDF format.</p>	<p>TM (1 week x 2 credits x 50 minutes)</p> <p>Activity: 4. <i>Offline Learning</i> 5. <i>Class Discussion</i> 6. <i>Note Taking</i></p> <p>Media: 3. <i>Power Point Presentation</i> 4. <i>Text Book</i></p> <p>Learning methods: 4. <i>Lecturer</i> 5. <i>Discussion</i> <i>Self-Paced</i></p>	<p>Subject: 1. Toxin effects 2. the effect of toxins on feed efficiency 3. Toxin effects on livestock health 4. effects of toxins on livestock reproduction</p>	<p>Method 4: 10%</p>

				Mode (Learning Management System): elearning@usu.ac.id			
12-13	Sub-CLO 8: After taking this course, students will be able to formulate feed safety and regulations.	<ol style="list-style-type: none"> 1. Accuracy in explaining feed safety against toxins 2. Accuracy in explaining feed ingredient regulations 	<p>Criteria: Assessment rubric.</p> <p>Technique: <i>Non-Test:</i></p>	<p>KM+PT (1 week x 2 credits x 120 minutes)</p> <p>Activity: 1. Attendance absence 2. Download and read the Syllabus (RPS), Learning Implementation Plan (SAP), Course Agreement, and Learning Materials. 3. Responding to the opening question</p> <p>Mode (Learning Management System): elearning@usu.ac.id</p>	<p>TM (1 week x 2 credits x 50 minutes)</p> <p>Activity: 1. <i>Offline Learning</i> 2. <i>Class Discussion</i> 3. <i>Note Taking</i></p> <p>Media: 1. <i>Power Point Presentation</i> 2. <i>Text Book</i></p> <p>Learning methods: 1. <i>Lecturer</i> 2. <i>Discussion</i> 3. <i>Self-Paced</i></p>	<p>Subject: 1. Safety of the pack 2. Feed regulations 3. Feed storage</p>	5%
14-15	Sub-CLO 9: After taking this course, students will be able to formulate toxin testing analysis.	<ol style="list-style-type: none"> 1. Accuracy in explaining feed toxin analysis 2. Accuracy in explaining analysis method 3. Accuracy in explaining elisa 4. Accuracy in explaining chromatography 	<p>Criteria: Assessment rubric.</p> <p>Technique: <i>Test:</i> 1. <i>Case method</i></p>	<p>KM+PT (1 week x 2 credits x 120 minutes)</p> <p>Activity: 1. Attendance absence 2. Download and read the Syllabus (RPS), Learning Implementation Plan (SAP), Course Agreement, and Learning Materials. 3. Responding to the opening question</p>	<p>TM (1 week x 2 credits x 50 minutes)</p> <p>Activity: 1. <i>Offline Learning</i> 2. <i>Class Discussion</i> 3. <i>Note Taking</i></p> <p>Media: 1. <i>Power Point Presentation</i> 2. <i>Text Book</i></p> <p>Learning methods:</p>	<p>Subject: 1. Toxin analysis methods 2. ELISA 3. Chromatography</p>	Case Method 5: 10%

				<p>Case Method 4: <u>1.</u> Divide the groups evenly (the lecturer divides) <u>2.</u> Create a 15-page probiotic paper from the table of contents to the bibliography, TMR font size 12, 1.5 spacing, sent in PDF format.</p> <p>Mode (Learning Management System): elearning@usu.ac.id</p>	<p>1. <i>Lecturer</i> 2. <i>Discussion</i> 3. <i>Self-Paced</i></p>		
16	FINAL EXAMINATION						15%

Assessment Design:

CLO Code and Percentage	Sub-CLO Code	Evaluation Form	Percentage (%)	Total	Implementation of Evaluation
CLO0322 (7,69%)	Sub-CLO1	Mid Therm Exam	6	7,69%	Week 8
CLO0619 (53,85%)	Sub-CLO1	Mid Therm Exam	5.5	53,85%	Week 8
	Sub-CLO2	Mid Therm Exam	5.5		Week 8
	Sub-CLO3	Case Method	5		Week 3

	Sub-CLO4	Quis	5		Week 4
	Sub-CLO5	Case Method	5		Week 6
	Sub-CLO6	Case Method	5		Week 9
	Sub-CLO7	Final Exam	6		Week 10
CLO0909 (30,77%)	Sub-CLO3	Case method	5	30,77%	Week 3
	Sub-CLO6	Case method	5		Week 9
	Sub-CLO7	Final Exam	5		Week 10
	Sub-CLO8	Case method	5		Week 11
CLO1123 (7,69%)	Sub-CLO9	Case method	7,69	7,69%	Week14
Total			100%	100%	



Assessment Plan:

Evaluation Form	Sub-CLO	Assessment Instrument [Frequency]		Invoice (proof)	Assessment Credit (%)
		Formative	Summative		
Quiz/Q&A	Sub-CLO3 and Sub-CLO8	Assessment rubric [2 times]	-	Quiz answers uploaded to kelas.usu.ac.id	10
Case Methode	Sub-CLO4 and Sub-CLO9	Feedback results case analysis [5 times]	Assessment rubric [2 times]	Logbook/worksheet/slides uploaded to kelas.usu.ac.id	50
Written exam 1 (UTS)	Sub-CLO1, Sub-CLO2, Sub-CLO3, Sub-CLO4, Sub-CLO5, Sub-CLO6 and Sub-CLO7	-	Assessment rubric [1 time]	Written exam result sheet	20
Written exam 2 (UAS)	Sub-CLO8, Sub-CLO9, Sub-CLO10, Sub-CLO11, Sub-CLO12, Sub-CLO13 and Sub-CLO14	-	Assessment rubric [1 time]	Written exam result sheet	20
Total					100%

Explanation:

- 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 RPS.

b) *Case Method* 50%

During the semester there will be a case method, each student will make a paper and report from each case method in groups. The case method in this course is done 5 times. The paper that has 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 are presenting.

c) 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.

d) Final Exam 20%

The final semester exam covers all the material that has been discussed since the 9th to 15th meeting, both reading and lecture. This exam is conducted in class in the form of 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 4 times 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 $200 \times 10\%[\text{quiz percentage}] = 20$



Assessment Rubric for Group Presentation Assignment Case Method Knowledge of Livestock Products

Matter	Evaluation criteria				
Contents	Complete, with additional good material (20)	Complete (18)	Same as text book (16)	Not complete, but most of the material is covered (14)	Substantially incomplete (12)
Answering Discussion Questions	Able to answer all questions correctly (20)	Can answer most of the questions correctly but there are some questions that are not answered (18)	Able to answer some questions correctly, some others did not reach the target and there were questions that were not answered (16)	Most of the answers did not reach the target and there were unanswered questions (14)	Can't answer all questions (12)
Presentation	Clear, concise with good flow (20)	Clear, concise with sometimes poor flow (18)	Moderate presentation skills (16)	Presentation stutters (14)	Presentation not working (12)
Group organization	Very good organization, supporting each other's presentations (20)	Good organization (18)	Medium organization, some people are less organized (16)	Lack of organization often results in communication errors (14)	The organization was chaotic so the presentation was very disrupted (12)
Creativity	Very creative without going off target (20)	Creative creates enthusiasm (18)	Occasionally attracts attention (15)	Occasionally attracts attention (13)	Boring, makes you sleepy (11)
TOTAL	100 (Very Good)	90-80 (Very well)	79-70 (Good)	69-50 (Pretty good)	59-40 (Not good)

Information :

The total maximum score is 100. The numbers in brackets are the scores for each criterion. The number 100 will later be accumulated with the percentage of the Presentation Assignment (PjBL) value of 50%.

$$100 \times 50\% = 50 \text{ points}$$

There are 4 presentation implementations (case method), so the percentage of the Case Method Group Assignment score for each implementation is: $50\% : 4 = 12.5\%$. Points for each implementation of the Case Method Group Assignment: $100 \times 12.5\% = 12.5$ points.

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 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

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

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.