



**POLITEKNIK**  
Jabatan Pengajian Politeknik

## **GARIS PANDUAN PELAKSANAAN PENILAIAN KERJA KURSUS**

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## **BAHAGIAN 1 : PENGENALAN**

### **1.0 NAMA DAN TARIKH BERKUATKUASA**

Panduan ini dinamakan '**Garis Panduan Pelaksanaan Penilaian Kerja Kursus Politeknik Kementerian Pengajian Tinggi**' dan hendaklah mula berkuatkuasa pada **28 Julai 2011**.

### **2.0 TUJUAN**

Pensyarah adalah fasilitator dalam proses pembelajaran dan pengajaran idea, kemahiran dan konsep serta mengukur pencapaian hasil pembelajaran pelajar dari semasa ke semasa.

Penilaian Kerja Kursus dilaksanakan secara berterusan dengan menggunakan pelbagai kaedah yang ditetapkan dalam dokumen kurikulum. Penilaian Kerja Kursus digunakan untuk memantau pencapaian pelajar sepanjang semester, menyediakan maklum balas tentang perkembangan pencapaian pelajar dan menjana pemberian gred.

Garis panduan ini disediakan untuk memudahkan pensyarah melaksanakan Penilaian Kerja Kursus bagi Sistem Pengajian Politeknik secara sistematik. Garis panduan ini diharap dapat:

- i. memberi kefahaman kepada pensyarah mengenai konsep Penilaian Kerja Kursus.
- ii. membantu pensyarah melaksanakan Penilaian Kerja Kursus.
- iii. membantu pensyarah menyediakan dokumen dan rekod proses Penilaian Kerja Kursus.

### **3.0 TAFSIRAN**

Dalam panduan ini, melainkan jika konteksnya menghendaki makna yang lain:-

"**Kerja Kursus**" bermaksud kerja yang dilaksanakan oleh pelajar di politeknik yang menyumbang kepada keputusan penilaian keseluruhan yang dinilai secara berasingan dari peperiksaan akhir. Kerja Kursus boleh dilaksanakan secara individu atau berkumpulan.

"**Penilaian Kerja Kursus**" bermaksud kaedah pentaksiran yang dibuat secara berterusan bagi mengukur hasil pembelajaran pelajar dalam mencapai pengetahuan, kemahiran praktikal dan kemahiran insaniah yang ditetapkan.

#### **4.0 SKOP**

Garis panduan ini perlu dipatuhi dalam proses pelaksanaan Penilaian Kerja Kursus yang menyumbang kepada gred keseluruhan pelajar. Penilaian Kerja Kursus mengukur hasil pembelajaran pelajar dalam aspek pengetahuan, kemahiran praktikal dan kemahiran insaniah.

#### **5.0 OBJEKTIF PENILAIAN KERJA KURSUS**

Penilaian Kerja Kursus dijalankan bertujuan untuk:

- i. mengukur perkembangan pengetahuan.
- ii. mengukur tahap pencapaian kemahiran praktikal.
- iii. menilai kemahiran insaniah.
- iv. membantu pelajar mengenal pasti tahap pencapaian semasa untuk merancang, mengubahsuai dan menambahbaik kaedah pembelajaran.
- v. membantu pensyarah menilai keberkesanan pengajaran dan seterusnya merancang, mengubahsuai dan menambahbaik kaedah pengajaran.

## BAHAGIAN 2 : BENTUK DAN KAEDAH PENILAIAN KERJA KURSUS

### 6.0 BENTUK PENILAIAN KERJA KURSUS

Terdapat tiga bentuk penilaian yang boleh dijalankan:

#### 6.1 Penilaian Kendiri (*Self Assessment*)

Penilaian kendiri adalah merujuk kepada peluang yang diberikan kepada pelajar untuk menilai pencapaian atau pembelajaran diri mereka sendiri. Penilaian kendiri membolehkan pelajar menganalisis pencapaian mereka dan memberikan peluang untuk pelajar bertanggungjawab terhadap pembelajaran. Bagi menjalankan penilaian kendiri, pelajar perlu mengetahui dengan tepat tujuan penilaian kendiri dan hasil pembelajaran yang dijangkakan. Pensyarah bertindak sebagai moderator dengan memberi maklum balas kepada pelajar mengenai kualiti penilaian kendiri mereka.

#### 6.2 Penilaian Rakan Sebaya (*Peer Assessment*)

Penilaian rakan sebaya membolehkan:

- i. ahli kumpulan untuk menilai ahli kumpulan yang lain dan juga diri mereka sendiri.
- ii. pelajar melihat satu sama lain sebagai sumber untuk memahami dan menyemak kualiti kerja berdasarkan kriteria yang telah ditetapkan.

Penilaian rakan sebaya dapat membantu pelajar memperoleh pengetahuan dan kefahaman, menggalakkan penglibatan aktif dalam proses penilaian, meningkatkan penumpuan dan memotivasikan pelajar. Data penilaian rakan sebaya boleh digunakan untuk menetapkan markah individu bagi tugas berkumpulan.

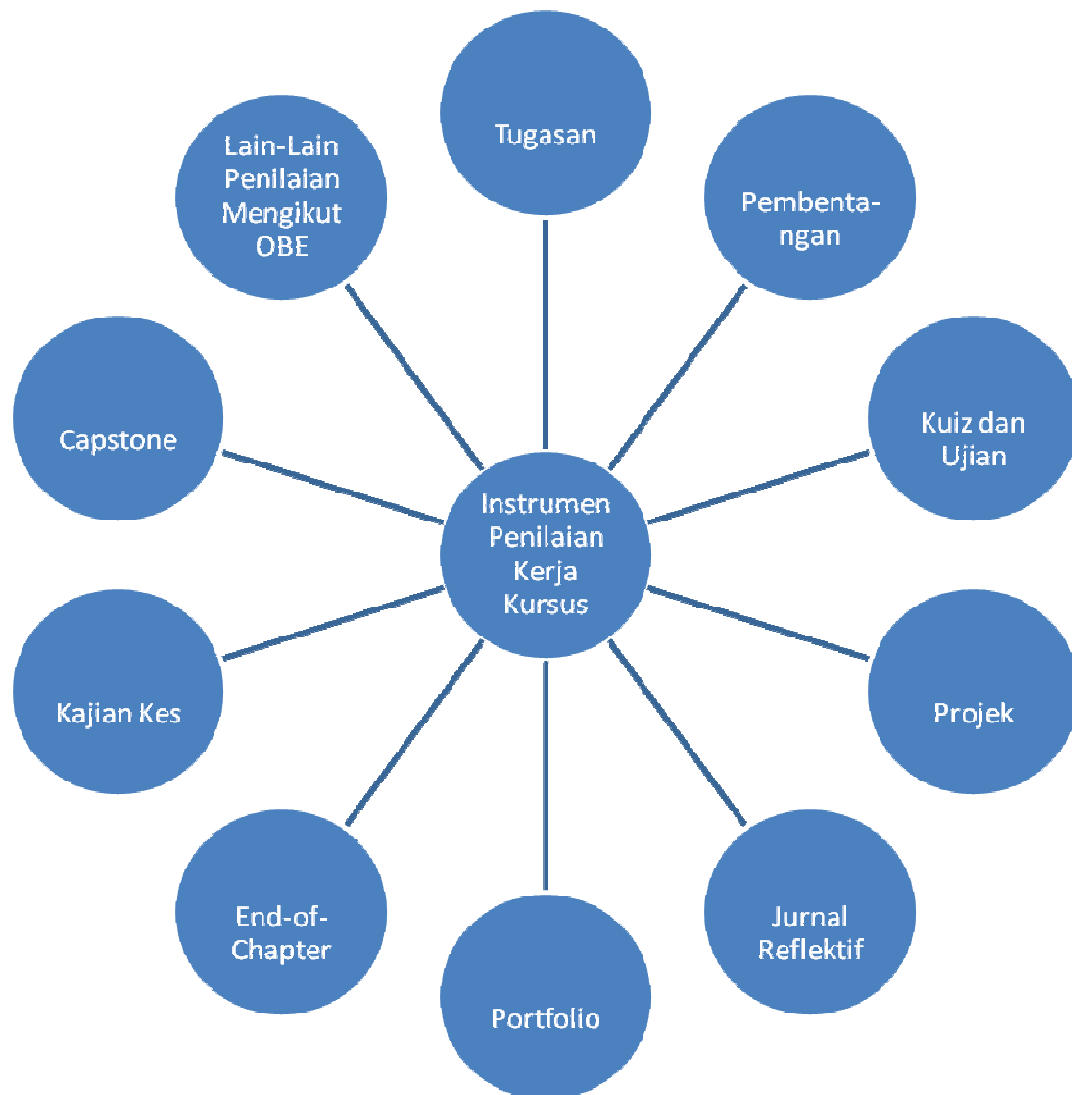
#### 6.3 Penilaian Oleh Pensyarah

Penilaian oleh pensyarah atau penilai luar merupakan penilaian diagnostik yang boleh dijadikan panduan dalam perancangan pensyarah. Pensyarah perlu memberi maklum balas tentang pencapaian pelajar berdasarkan kriteria yang telah ditetapkan. Maklum balas berkaitan dengan tahap pengetahuan, kemajuan dan pencapaian setiap pelajar perlu disampaikan dengan jelas supaya dapat digunakan untuk menambah baik pengajaran dan pembelajaran.

Bentuk-bentuk penilaian di atas dapat dinilai menggunakan kaedah-kaedah yang terdapat di dalam Lampiran A.

## 7.0 KAEDAH PENILAIAN KERJA KURSUS

Pelbagai kaedah telah dibangunkan bagi menentukan hasil pembelajaran. Rajah 1 menunjukkan contoh kaedah Penilaian Kerja Kursus.



Rajah 1 : Contoh Kaedah Penilaian Kerja Kursus

### **7.1 Tugas**

Tugas adalah satu bentuk aktiviti bagi sesuatu kursus yang perlu dilaksanakan oleh pelajar di luar bilik kuliah. Tugas merangkumi pelbagai kerja berasaskan individu atau kumpulan dan mungkin melibatkan capaian maklumat melalui perpustakaan, internet dan sebagainya.

### **7.2 Ujian dan Kuiz**

Ujian adalah instrumen yang digunakan bagi mengukur hasil pembelajaran pelajar dalam pengetahuan, kemahiran praktikal, kemahiran insaniah, bakat dan kecergasan fizikal. Ujian terdiri daripada beberapa bentuk seperti soalan bercetak atau lisan, prestasi tahap fizikal, pemerhatian tingkah laku, hasil pembelajaran kemahiran praktikal.

Kuiz merupakan set item pendek dan ringkas yang diberikan oleh pensyarah ketika habis pengajaran sesebuah topik atau sub-topik. Tempoh pelaksanaan kuiz biasanya antara 5 hingga 10 minit dan markah yang diperuntukkan mestilah bersesuaian dengan item. Kuiz selalunya dijalankan di dalam kelas pada waktu itu juga atau secara atas talian (*online quiz*). Bilangan kuiz bagi setiap kursus adalah seperti yang ditetapkan dalam dokumen kurikulum.

### **7.3 Portfolio**

Portfolio adalah pengumpulan sistematik hasil kerja (ujian, jurnal, tugas, esei peribadi, laporan amali, projek dan kajian kes) pelajar yang mempamerkan keupayaan, perkembangan dan pencapaian dalam kursus tertentu. Penilaian Portfolio dilaksanakan dengan menggunakan rubrik yang bersesuaian (contoh rubrik seperti Lampiran B1).

### **7.4 Pembentangan**

Pembentangan adalah satu agenda visual dan lisan yang dirancang dan direkabentuk bagi tujuan mendapatkan kefahaman, persetujuan atau tindakan. Pengukuran kognitif dalam pembentangan menumpukan kepada kejelasan tujuan dan maklumat yang perlu disampaikan (berpandukan kepada peraturan pemarkahan atau rubrik). Kemahiran komunikasi pula perlu diukur menggunakan rubrik yang bersesuaian. Penilaian terhadap pembentangan boleh dinilai oleh pelajar sendiri, rakan sebaya, pensyarah atau penilai luar.

### **7.5 Projek**

Projek mengaplikasi pengetahuan, konsep dan kemahiran yang diperolehi sepanjang program. Pelajar perlu menggabungkan beberapa aspek pengalaman mereka sepanjang program berkenaan. Projek berasaskan kepada kajian literatur, penyelidikan, penyelesaian masalah, rekabentuk, penghasilan prototaip atau penyediaan perancangan perniagaan (contoh rubrik seperti Lampiran B2).

## 7.6 Jurnal Reflektif

Jurnal reflektif ialah satu penulisan yang membolehkan pelajar merekod pemikiran dan pandangan mengenai pengalaman pembelajaran mereka sendiri. Jurnal reflektif merupakan penulisan tentang apa dan bagaimana mereka belajar dan memahami sesuatu tajuk. Jurnal reflektif juga melibatkan pelajar meneliti semula proses pembelajaran, membuat penilaian sendiri terhadap prestasi mereka dan merancang pembelajaran masa hadapan berdasarkan pengalaman lepas.

## 7.7 *End-of-Chapter*

Penilaian melalui masalah *end-of-chapter* digunakan bagi memantapkan dan mengaplikasi beberapa konsep dan kemahiran yang dipelajari dalam bilik kuliah. Penilaian ini selalunya melibatkan item yang memerlukan jawapan pendek dan boleh dilaksanakan setelah tamat sesuatu topik atau tamat sesuatu sesi kuliah.

## 7.8 Kajian Kes

Kajian kes menerangkan tentang sesuatu isu atau masalah. Kajian kes memberikan pelajar peluang untuk meletakkan diri mereka sebagai pembuat keputusan dalam sesuatu situasi. Senario ini selalunya diambil dari keadaan sebenar dan dipersembahkan dari perspektif pembuat keputusan. Kes yang berjaya membolehkan beberapa tindakan alternatif diperdebat.

## 7.9 *Capstone*

*Capstone* dilaksanakan di peringkat akhir kursus atau program. *Capstone* merupakan satu instrumen pentaksiran yang mengukur kognitif dan kemahiran insaniah dalam konteks yang lebih luas seperti penyelesaian masalah, literasi komputer, kerja berpasukan, kemahiran komunikasi dan sebagainya. *Capstone* juga berupaya mengenalpasti sama ada pelajar telah memperoleh pengetahuan teras dan kemahiran dalam pencapaian hasil pembelajaran tertentu bagi sesuatu program (contoh rubrik seperti Lampiran B3).



### **BAHAGIAN 3 : PELAKSANAAN PENILAIAN KERJA KURSUS**

#### **8.0 PROSEDUR PENILAIAN KERJA KURSUS**

Langkah umum yang perlu diambil oleh pensyarah semasa melaksanakan Penilaian Kerja Kursus adalah seperti berikut:

- 8.1 Pensyarah perlu merujuk kepada dokumen kurikulum mengenai hasil pembelajaran dan kaedah penilaian.
- 8.2 Pensyarah membekalkan sinopsis kursus yang mengandungi maklumat tentang hasil pembelajaran, kriteria penilaian dan kaedah penilaian kepada pelajar pada sesi awal pengkuliahahan.
- 8.3 Pensyarah melaksanakan kaedah penilaian yang telah ditetapkan dalam dokumen kurikulum berdasarkan perkara berikut:
  - i. hasil pembelajaran yang ditetapkan dalam dokumen kurikulum tidak boleh diubah.
  - ii. kriteria penilaian yang digunakan bagi mengukur tahap pencapaian pelajar dalam sesuatu hasil pembelajaran perlu dimaklumkan kepada pelajar.
- 8.4 Pensyarah menyemak hasil kerja pelajar dan memberikan maklum balas deskriptif. Maklum balas deskriptif yang berkesan perlu:
  - i. berfokuskan hasil pembelajaran yang diinginkan.
  - ii. mengenal pasti kekuatan.
  - iii. mencadangkan penambahbaikan yang boleh dilakukan oleh pelajar.
  - iv. pensyarah memberikan markah berdasarkan peraturan pemarkahan dan rubrik, seterusnya merekodkan markah berkenaan.
  - v. Pensyarah melaksanakan pengukuran hasil pembelajaran dan mencadangkan penambahbaikan berterusan (CQI) bagi petunjuk prestasi yang tidak dapat dicapai sebagaimana yang telah ditetapkan.

## **9.0 REKOD DAN DOKUMENTASI**

Pensyarah perlu merekod dan mendokumentasikan hasil pembelajaran selaras dengan keperluan MQF dan dokumen kurikulum, merangkumi:

- i. Course Learning Outcome (CLO).
- ii. Jenis Kerja Kursus, bilangannya dan peratus pemberatan pemarkahan yang telah ditentukan di dalam silibus.
- iii. *Assessment Specification Table (AST)*
- iv. Matrix of PLO Vs PEO.
- v. Matrix of Course Vs PLO.
- vi. Matrix of CLO Vs PLO.

## **10.0 PENUTUP**

Penilaian Kerja Kursus adalah proses pengumpulan bukti pencapaian hasil pembelajaran oleh pelajar sepanjang semester. Melalui pengumpulan data tersebut pensyarah dapat memperbaiki kaedah pengajaran dan pembelajaran disamping memberi panduan kepada pelajar untuk meningkatkan penglibatan yang lebih aktif dalam proses pembelajaran.

**LAMPIRAN A**

**Lampiran A1**

**SELF AND PEER-ASSESSMENT FORM**

Statement/Criteria	Trainee Name					
The technical level in class						
Creativity and thinking level						
Motivation and progress during the class						
Planning and organizing skills						
Communication and social-interactive skills						
Controlling amount of talking I/he do.						
Being brief and concise.						
Supporting others' ideas.						
Being aware of my/his behavior						
Initiating proposals and suggestions.						
Explaining with the points of view of others.						
Controlling amount of giving own views.						
Sensing feelings of others.						
Thinking before talking.						
Being aware of behavior of others.						
Being positive in the group.						
Controlling how much I/he try/tries to dominate						
Getting others to listen to my/his view.						
Telling others what my /his feelings are.						
Being helpful to others.						

Give a number out of max 5 (use 1, 2, 3,4 and 5). The highest mark is for te positive side of the statement.

Evaluator Name : ..... Date:

**Lampiran A2**

**Rubric for Teamwork Evaluation**

Use the following criteria as the basis for evaluating yourself and your team members. Place a score (1, 2 or 3) for each dimension in the table below.

	<b>DIMENSION</b>	<b>POOR (1 point)</b>	<b>AVERAGE (2 points)</b>	<b>EXCELLENT (3 points)</b>
I	Effort	Did little, almost no work or did all the work.  Did not support team members.	Did average amount of work, but could have done more.  Support team members, but could helped others more.	Did fair share of work.  Supported others in their share.
II	Contribution to Discussions and Decision	Make little contribution to team discussions and decision.  Contribution was of poor quality.	Make average contributions to team discussions and decision.  Contribution was of average quality.	Contribution beyond average to the team discussions and decision.  Contribution was of high quality.
III	Team Spirit	Removed from commitment to the team effort, or over bearing and inconsiderate of team members.	Respected team members, considerate and cooperative, more than half of the time.	Exceptionally helpful, respectful and considerate of other team members.
IV	Dependability	Unreliable, skipped many meeting or arrived late.  Generally poor prepared.	Dependable, attended most team meeting, generally punctual prepared more than half of the time.	Exceptionally dependable, always attended meeting on time.  Fully prepared.

**Lampiran A3**

**SELF ASSESSMENT**

	I need to work on this!	I did this OK.	I did well.	I did this very well!
1. I contributed to the class brainstorming about this course/lab questions.				
2. I listened to the teacher and to others in order to learn.				
3. I asked and answered questions correctly and with good pronunciation.				
4. I kept a clear record of answers to my course/lab question.				
5. I checked with group members and the teacher to make sure I was doing things properly.				
6. I co-operated and shared the work fairly with the other group members.				
7. I showed respect for the ideas and contributions of my classmates.				
8. I thought about the lab/course results carefully and came up with correct findings.				
9. My written statement of findings was clear, had good detail, and was easy for others to understand.				
10. My spelling, grammar, punctuation / character formation was good.				
11. I formatted my documents correctly.				
12. I asked for help when I needed it for all parts of the task.				
13. I have made this project part of my portfolio.				

**Comments:**

I did well on:

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My favorites part of this project was:

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One thing I didn't like was:

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I need help with:

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I need to learn more about:

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Next time I will:

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**LAMPIRAN B**

**Lampiran B1**

**Sample Student Portfolio Rubric**

<b>Points</b>	<b>Required items</b>	<b>Concepts</b>	<b>Reflection/ Critique</b>	<b>Overall Presentation</b>
90-100	All required items are included, with a significant number of additions.	Items clearly demonstrate that the desired learning outcomes for the term have been achieved. The student has gained a significant understanding of the concepts and applications.	Reflections illustrate the ability to effectively critique work, and to suggest constructive practical alternatives.	Items are clearly introduced, well organized, and creatively displayed, showing connection between items.
75-89	All required items are included, with a few additions.	Items clearly demonstrate most of the desired learning outcomes for the term. The student has gained a general understanding of the concepts and applications.	Reflections illustrate the ability to critique work, and to suggest constructive practical alternatives.	Items are introduced and well organized, showing connection between items.
60-75	All required items are included.	Items demonstrate some of the desired learning outcomes for the term. The student has gained some understanding of the concepts and attempts to apply them.	Reflections illustrate an attempt to critique work, and to suggest alternatives.	Items are introduced and somewhat organized, showing some connection between items.
40-59	A significant number of required items are missing.	Items do not demonstrate basic learning outcomes for the term. The student has limited understanding of the concepts.	Reflections illustrate a minimal ability to critique work.	Items are not introduced and lack organization.
0	No work submitted			

**Lampiran B2(a)**

**Project Rubric - Designing an Intellectual Product, Service, or System**

<b>Category</b>	<b>Exceeds Standard</b>	<b>Meets Standard</b>	<b>Below Standard</b>
<b>Design Ideas</b>	<ul style="list-style-type: none"> <li>· Develops an analytical, critical paper that provides a detailed description of how the ideas for the paper were formulated.</li> </ul>	<ul style="list-style-type: none"> <li>· Develops an analytical, critical paper that demonstrates how the ideas for the paper were formulated.</li> </ul>	<ul style="list-style-type: none"> <li>· Develops a paper that is not analytical and fails to demonstrate how the ideas for the paper were formulated.</li> </ul>
<b>Research</b>	<ul style="list-style-type: none"> <li>· Chooses and analyzes sophisticated research for intended product.</li> <li>· Reflects thorough understanding of similar work done by others and presents it in a acceptable literary format.</li> </ul>	<ul style="list-style-type: none"> <li>· Chooses and analyzes adequate and valid research for intended product.</li> <li>· Reflects awareness of similar work done by others and presents it in an acceptable literary format.</li> </ul>	<ul style="list-style-type: none"> <li>· Fails to provide adequate and valid research.</li> <li>· Lacks awareness of similar work done by others in an unacceptable literary form.</li> </ul>
<b>Choices</b>	<ul style="list-style-type: none"> <li>· Demonstrates sophisticated justification of choices with reference to functional, aesthetic, social, economic, or environmental consideration.</li> </ul>	<ul style="list-style-type: none"> <li>· Justifies choices made with reference to functional, aesthetic, social, economic, or environmental considerations.</li> </ul>	<ul style="list-style-type: none"> <li>· Lacks justification of choices with little or no references to functional, aesthetic, social, economic, or environmental considerations.</li> </ul>
<b>Establishing Criteria</b>	<ul style="list-style-type: none"> <li>· Establishes detailed criteria for analysis, developmental and critiquing of the topic.</li> </ul>	<ul style="list-style-type: none"> <li>· Establishes criteria for analysis, development and critique of the topic.</li> </ul>	<ul style="list-style-type: none"> <li>· Lacks establishment of criteria for analysis, developmental and critiquing of the topic.</li> </ul>
<b>Implementation</b>	<ul style="list-style-type: none"> <li>· Demonstrates sophisticated evidence of planning and development of the topic.</li> </ul>	<ul style="list-style-type: none"> <li>· Demonstrates evidence of planning and development of the topic.</li> </ul>	<ul style="list-style-type: none"> <li>· Does not establish criteria for development of the topic.</li> </ul>



<b>Conventions</b>	<ul style="list-style-type: none"><li>· Demonstrates sophisticated use of appropriate conventions to establish the topic.</li></ul>	<ul style="list-style-type: none"><li>· Uses appropriate conventions to establish the topic.</li></ul>	<ul style="list-style-type: none"><li>· Demonstrates poor use of conventions to establish the topic.</li></ul>
<b>Product Analysis / Evaluation</b>	<ul style="list-style-type: none"><li>· Demonstrates sophisticated evaluation and critical analysis of the topic in terms of research and comparison to similar work done by others.</li></ul>	<ul style="list-style-type: none"><li>· Demonstrates thoughtful evaluation and critical analysis of the topic in terms of research and comparison to similar work done by others.</li></ul>	<ul style="list-style-type: none"><li>· Provides insufficient evaluation and critical analysis of the topic in terms of research and comparison to similar work done by others.</li></ul>

**Lampiran B2(b)**

**Project Rubric — Planning an Event or Activity**

Category	Exceeds Standard	Meets Standard	Below Standard
<b>Purpose of the Project</b>	<ul style="list-style-type: none"> <li>· Utilizes content standards from a variety of disciplines as a rationale for planning and as integral components of the event or activity.</li> </ul>	<ul style="list-style-type: none"> <li>· Utilizes content standards as a basis for the rationale for planning, and as an integrated component of the event or activity.</li> <li>· Presents evidence that references the problem or the need for the event or activity.</li> </ul>	<ul style="list-style-type: none"> <li>· Lacks sufficient evidence of use of content standards as a rationale for planning the event or activity.</li> </ul>
<b>Plan</b>	<ul style="list-style-type: none"> <li>· Demonstrates in-depth research into a broad range of precedents and regulations.</li> <li>· Develops a very detailed planning schedule that facilitates implementation and takes into account the resources necessary, and the goals of the event or activity.</li> <li>· Thoroughly describes the steps necessary to put the plan into action.</li> </ul>	<ul style="list-style-type: none"> <li>· Demonstrates that proper research into relevant precedents and regulations has been completed.</li> <li>· Writes a logical and achievable planning schedule that: efficiently uses the resources available; reflects the goals of the event or activity; and is easily understood by the intended audience.</li> <li>· Clearly describes the steps necessary to put the plan into action.</li> </ul>	<ul style="list-style-type: none"> <li>· Shows insufficient research of relevant precedents and regulations.</li> <li>· Fails to include important details or research or to reflect the goals of the event or activity in the planning schedule.</li> <li>· Inadequately describes or fails to describe the steps necessary to put the plan into action.</li> </ul>
<b>Implementation</b>	<ul style="list-style-type: none"> <li>· Includes detailed annotations or documentation of the implementation and adjusts the schedule in a manner that reflects reaction to as well as anticipation of established priorities and/or unforeseen circumstances.</li> </ul>	<ul style="list-style-type: none"> <li>· Implements the plan and adjusts the schedule in ways that reflect the established criteria and responds effectively to unforeseen circumstances.</li> <li>· Makes efficient use of time, money, people, resources and facilities.</li> </ul>	<ul style="list-style-type: none"> <li>· Omits details in schedule or fails to make key steps clear or fails to demonstrate completion of the event or activity.</li> <li>· Fails to adjust the schedule to compensate for unforeseen circumstances.</li> </ul>

	<ul style="list-style-type: none"> <li>· Makes excellent use of time, money, people, resources and facilities within the schedule.</li> </ul>		<ul style="list-style-type: none"> <li>· Uses time, money, people, resources or facilities inefficiently.</li> </ul>
<b>Evaluation</b>	<ul style="list-style-type: none"> <li>· Evaluates the success of the completed event or activity using a variety of quantitative and/or qualitative methods.</li> <li>· Makes well-constructed and thoughtful recommendations for planning and organizing subsequent similar events or activities.</li> </ul>	<ul style="list-style-type: none"> <li>· Evaluates the success of the completed event using appropriate qualitative and/or quantitative methods in terms of the established criteria.</li> <li>· Makes recommendations for others planning a similar event or activity in the future.</li> </ul>	<ul style="list-style-type: none"> <li>· Uses inappropriate or insufficient quantitative and/or qualitative methods to evaluate the success of the completed event or activity.</li> <li>· Does not include or shows insufficient reflection on recommendations for future events or activities.</li> </ul>

**Lampiran B2(c)**

**Project Rubric**

<b>Project Rubric</b>	<b>Does Not Meet Expectations (1)</b>	<b>Meets Expectations (2)</b>	<b>Exceeds Expectations (3)</b>
1. Definition of Project/Introduction Or Statement of Hypothesis	Introduction does not clearly explain the nature and structure of the capstone, its rationale and relevance to discipline.	Introduction clearly presents the capstone, its nature, relevance and structure.	Introduction makes strong case for the value the capstone provides to the discipline, as well as presenting its nature and structure.
2. Project/Argument	Argument is unclear, inconsistent, inappropriate, or not suitably original.	Argument is appropriate, clearly presented, consistently applied, and suitably original.	Argument is clear, consistent, sophisticated, and strikingly original.
3. Familiarity with/ Grounded in Literature. Knowledgeable of the current state of discipline	Does not indicate familiarity with literature; has large gaps and shows little grounding of the capstone in the literature. No substantive engagement.	Displays familiarity with reasonably full range of literature; demonstrates an appropriate grounding and engagement with the literature.	Displays impressive familiarity with full range of and grounding in literature; engages with it substantively and productively.
4. Methodology or Plans for the Project	Methodology is not clearly presented, not appropriate or not adequately applied to capstone.	Methodology is clearly presented, relevant and appropriately applied to capstone.	Methodology and project are mutually enriching.

5. Results/Findings/ Demonstration of Project Argument and Claims	Outcomes minimally address research questions and fail to demonstrate its claims persuasively. Presentation minimally addresses research questions; structure reflects a lack of organization, detail, understanding and/or accuracy.	Outcomes address research questions. Presentation of evidence uses argumentation and is reasonably persuasive in making connections with research ideas.	Outcomes thoroughly address research questions. Presentation of evidence conveys a mastery of argumentation. Structure provides a coherent and clear focus of new understandings.
6. Summary/ Conclusion or closing argument	Project summary is minimally supported by results and/or findings; exhibits a lack of original ideas, personal interpretation of findings, and/or an inability to draw an inventive synopsis.	Summary sufficiently supported by results and/or findings while adequately and accurately summarizing the capstone.	Summary presents carefully analyzed information to present inventive and originally developed decisions and/or conclusions supported by results and/or findings.
7. Bibliography/ References	Lack of proper format and limited details with many sources missing or incomplete.	Bibliography/References are mostly complete and correctly formatted. Project contains a variety of sources.	Bibliography/References are complete (all sources shown) and correctly formatted; inserted to validate evidence.
8. Writing	Writing is unclear, distracts from meaning, is not at appropriate level, or contains excessive errors.	Writing is clear and appropriately sophisticated, with virtually no errors, and supports meaning.	Writing is at or near professional level, has no errors, and enhances meaning.

**Lampiran B2(d)**

**Final Product Rubric**

**Content Rubric**

This rubric should be used to evaluate the content of both the written and oral components of the student's Project, regardless of the Applied Learning standard the student selects for his/her project.

<b>Category</b>	<b>Exceeds Standard (10 points)</b>	<b>Meets Standard ( 5 points)</b>	<b>Below Standard ( 2 points)</b>
<b>Finding/ Citing Information</b>	<ul style="list-style-type: none"> <li>· Acquires extensive and relevant information from multiple sources such as print, graphic, internet, computer databases, and experimentation. When appropriate generates primary source information.</li> <li>· Shows evidence in research processes that is both extensive and relevant and uses a variety of appropriate options to enhance report.</li> <li>· Uses proper MLA or APA format.</li> </ul>	<ul style="list-style-type: none"> <li>· Acquires adequate information from multiple sources such as print, graphic, internet, computer databases, and experimentation. When appropriate generates primary source information.</li> <li>· Supports arguments with detailed evidence, citing sources of information as appropriate.</li> <li>· Uses proper MLA or APA format.</li> </ul>	<ul style="list-style-type: none"> <li>· Does not provide necessary information from outside sources.</li> <li>· Shows limited evidence of adequate research processes.</li> <li>· Lacks proper MLA or APA citations.</li> </ul>
<b>Evaluating Information</b>	<ul style="list-style-type: none"> <li>· Clearly distinguishes the relevancy and reliability of information and its impact on the credibility of topic.</li> <li>· Provides an indepth evaluation of the accuracy and quality of the information using multiple sources.</li> </ul>	<ul style="list-style-type: none"> <li>· Includes relevant, accurate, and reliable information appropriate for the topic.</li> <li>· Evaluates the accuracy and quality of the information along with sources used to access it.</li> </ul>	<ul style="list-style-type: none"> <li>· Excludes information that is relevant and/or critical that could enhance report.</li> <li>· Is unable to differentiate between what is and is not accurate or reliable material.</li> </ul>
<b>Analyzing and Synthesizing Information</b>	<ul style="list-style-type: none"> <li>· Conducts a thorough analysis of information and synthesizes it into new knowledge.</li> <li>· Advances a judgment that is interpretive, analytical, evaluative, and reflective and supported with multiple references.</li> </ul>	<ul style="list-style-type: none"> <li>· Conducts clear analysis of the information gathered.</li> <li>· Advances a judgment that is interpretive or analytic.</li> <li>· Uses a range of strategies to elaborate and/or persuade such as definitions, descriptions, illustrations, and examples from evidence and/or anecdotes.</li> </ul>	<ul style="list-style-type: none"> <li>· Includes a basic analysis with little or no attempt at synthesizing information into new knowledge.</li> <li>· Fails to use a range of strategies to elaborate and/or persuade.</li> </ul>

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	<ul style="list-style-type: none"> <li>· Uses a range of sophisticated strategies to elaborate and/or persuade such as definitions, descriptions, illustrations, and examples from evidence and/or anecdotes.</li> </ul>		
<b>Conventions</b>	<ul style="list-style-type: none"> <li>· Demonstrates exemplary control of grammar, paragraph structure, punctuation, sentence construction, spelling, and usage.</li> <li>· Uses appropriate methods of transition and exhibits an awareness of the importance of precise word choice and imagery.</li> </ul>	<ul style="list-style-type: none"> <li>· Demonstrates control of grammar, paragraph structure, punctuation, sentence construction, spelling, and usage.</li> <li>· Uses appropriate methods of transitions including an introduction and a sense of closure.</li> </ul>	<ul style="list-style-type: none"> <li>· Fails to demonstrate control of most aspects of grammar, paragraph structure, punctuation.</li> <li>· Lacks a clear introduction and/or closure.</li> </ul>
<b>Organization and Structure of Information</b>	<ul style="list-style-type: none"> <li>· Includes a clear and insightful thesis statement.</li> <li>· Uses a range of sophisticated strategies to reply to core question and /or thesis statement.</li> <li>· Provides extensive facts and details such as: describing or analyzing the subject, comparing and contrasting, naming and explaining benefits and limitations, demonstrating claims or assertions and providing a scenario to illustrate.</li> </ul>	<ul style="list-style-type: none"> <li>· Includes a clear thesis statement.</li> <li>· Uses a range of appropriate strategies to answer the core question and /or address the thesis statement.</li> <li>· Supplies pertinent facts and details to validate and/or support thesis.</li> </ul>	<ul style="list-style-type: none"> <li>· Fails to include a clear thesis statement.</li> <li>· Does not adequately address the core question and/or thesis statement.</li> <li>· Fails to provide facts and details to support thesis.</li> </ul>
<b>Distribution of Information in Many Forms</b>	<ul style="list-style-type: none"> <li>· Expertly and creatively establishes a means of presenting information by employing a variety of methods, which may include use of technology and/or graphics while also highlighting the primary topic.</li> </ul>	<ul style="list-style-type: none"> <li>· Employs an appropriate mix of text, headings, bulleted lists, graphics, tables, charts, print and electronic media to represent the collected and analyzed information.</li> </ul>	<ul style="list-style-type: none"> <li>· Lacks any attempt at varying the overall presentation and/or its appearance.</li> </ul>

**Lampiran B3**

**Capstone: Evaluation Rubrics**

**Final Product Rubric**

Content of Written and Oral Information Rubric

This rubric should be used to evaluate the content of both the written and oral components of the student's Capstone Project, regardless of the Applied Learning standard the student selects for his/her project.

<b>Category</b>	<b>Below Standard</b>	<b>Meets Standard</b>	<b>Exceeds Standard</b>
<b>Finding/ Citing Information</b>	<ul style="list-style-type: none"> <li>· Does not provide necessary information from outside sources</li> <li>· Shows limited evidence of adequate research processes</li> <li>· Lacks proper MLA or APA citations</li> </ul>	<ul style="list-style-type: none"> <li>· Acquires adequate information from multiple sources such as print, graphic, internet, computer databases, experimentation, and when appropriate generates primary source information</li> <li>· Supports arguments with detailed evidence, citing sources of information as appropriate using proper MLA or APA format</li> </ul>	<ul style="list-style-type: none"> <li>· Acquires extensive and relevant information from multiple sources such as print, graphic, internet, computer databases, experimentation, and when appropriate generates primary source information</li> <li>· Shows evidence that is both extensive and relevant in research processes and uses a variety of appropriate options to enhance report, using proper MLA or APA format</li> </ul>
<b>Evaluating Information</b>	<ul style="list-style-type: none"> <li>· Excludes information that is relevant and/or critical that could enhance report</li> <li>· Is unable to differentiate between what is and is not accurate or reliable material</li> </ul>	<ul style="list-style-type: none"> <li>· Includes relevant, accurate, and reliable information appropriate for the topic</li> <li>· Differentiates between what is relevant and credible to understanding of premise/topic.</li> <li>· Uses a range of strategies to elaborate and persuade such as definitions, descriptions, illustrations, and examples from evidence and anecdotes</li> </ul>	<ul style="list-style-type: none"> <li>· Clearly distinguishes the relevancy and reliability of information and its impact on the credibility of topic</li> <li>· Evaluates the accuracy and quality of the information along with sources used to access it</li> </ul>



<b>Analyzing and Synthesizing Information</b>	<ul style="list-style-type: none"> <li>· Includes a basic analysis with little or no attempt at synthesizing information into new knowledge</li> </ul>	<ul style="list-style-type: none"> <li>· Conducts clear analysis of the information gathered</li> <li>· Advances a judgment that is interpretive or analytic</li> </ul>	<ul style="list-style-type: none"> <li>· Conducts a thorough analysis of information and synthesizes it into new knowledge</li> <li>· Advances a judgment that is interpretive, analytical, evaluative, and reflective</li> </ul>
<b>Conventions</b>	<ul style="list-style-type: none"> <li>· Displays intrusive errors in control of most aspects of grammar, paragraph structure, punctuation that detract from the purpose and meaning of writing</li> <li>· Lack a clear introduction and/or closure</li> </ul>	<ul style="list-style-type: none"> <li>· Demonstrates control of grammar, paragraph structure, punctuation, sentence construction, spelling, and usage</li> <li>· Uses appropriate methods of transitions including an introduction and a sense of closure</li> </ul>	<ul style="list-style-type: none"> <li>· Demonstrates exemplary control of grammar, paragraph structure, punctuation, sentence construction, spelling, usage, and mastery of all aspects of writing process</li> <li>· Uses appropriate methods of transition and exhibits an awareness of the importance of precise word choice and imagery</li> </ul>
<b>Organization and Structure of Information</b>	<ul style="list-style-type: none"> <li>· Does not adequately address the core question and/or thesis statement</li> <li>· Fails to organize paper in a format that will enhance over-all integrity of topic and its purpose</li> </ul>	<ul style="list-style-type: none"> <li>· Includes a well-defined thesis statement</li> <li>· Uses a range of appropriate strategies to answer the core question and /or thesis statement</li> <li>· Supplies pertinent facts and details to validate and/or support conceptualization of material</li> </ul>	<ul style="list-style-type: none"> <li>· Uses a wide variety of skilled methods to reply to core question and /or thesis statement in a very substantive and meaningful manner</li> <li>· Provides extensive facts and details: describing or analyzing the subject, comparing and contrasting, naming and explaining benefits and limitations, demonstrating claims or assertions and providing a scenario to illustrate</li> </ul>

<b>Distribution of Information in Many Forms</b>	<ul style="list-style-type: none"><li>· Lacks any attempt at varying the over-all presentation and/or its appearance</li></ul>	<ul style="list-style-type: none"><li>· Employs an appropriate mix of text, headings, bulleted lists, graphics, tables, charts, print and electronic media to represent the collected and analyzed information</li></ul>	<ul style="list-style-type: none"><li>· Expertly and creatively establishes a means of presenting information by employing a variety of methods, which may include use of technology and/or graphics while also highlighting the primary topic</li></ul>
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