

Name:

	Criteria	High (3)	Average (2)	Low (1)	None (0)	TOTAL
<b>PO4 (5%) Communication</b>	<b>Non Verbal Skills</b>					
	Eye contact	Holds attention of entire audience with the use of direct eye contact, seldom looking at notes/slides	Consistent use of direct eye contact with audience, but still returns to notes occasionally	Display minimal eye contact with audience, while reading mostly from the notes/slides	No eye contact with audience, entirely read from notes/slides	
	Body language	Movement seems fluid and helps the audience to visualise	Makes movement or gestures that enhance articulation	Very little movement or descriptive gestures	No movement or descriptive gestures	
	Poise	Displays relaxed, self-confident, makes no mistake	Makes minor mistakes, but quickly recovers from them, displays little or no tension	Display mild tension; has trouble recovering from mistakes	Tension and nervousness is obvious; has trouble recovering from mistakes	
	<b>Verbal skills</b>					
	Enthusiasm	Demonstrates strong and positive feelings about topic during entire presentation	Occasionally shows positive feelings about topic	Shows some negative feelings towards topic presented	Shows absolutely no interest in topic presented	
	Elocution	Uses clear voice and correct, precise pronunciation of terms so that all audience can hear the presentation	Uses clear voice. Able to pronounce most word correctly. Most of the audience can hear the presentation	Voice is almost inaudible. Incorrect pronunciation of terms. Audience has difficulty to hear the presentation	Mumbles, incorrectly pronounce terms and speaks too quietly for a majority of students to hear	
	Verbal Interaction	Highly responsive to audience comments and needs. Consistently clarifies, restates, and responds to questions. Summarizes when needed.	Generally responsive to audience comments and needs. Most of the times clarifies, restates, and responds to questions. Misses some opportunities for interaction	Reluctantly interacts with audience. Responds to questions inadequately	Avoids or discourages active audience participation. Does not respond to questions	
	<b>Attributes</b>					
	Commitment	High commitment in carrying out task. Conscientious. Shows much interest and independence	Moderately committed in carrying out task. Less conscientious. Show some interest	Less committed in carrying out task. Less conscientious. Show little interest	Not committed in carrying out task. Lackadaisical. Show no interest	
	Collaboration	Shows high level of positive interdependence	Shows moderate level of positive interdependence	Shows low level of positive interdependence	Difficult to work with others	

	Personal appearance	Appearance is completely appropriate for the occasion and audience	Appearance is appropriate for the occasion and audience	Appearance is somewhat inappropriate for the occasion and audience	Appearance is completely inappropriate for the occasion and audience	
<b>Content</b>						
<b>PO2 (10%) Content</b>	Subject Knowledge	Student demonstrates excellent understanding of information/ knowledge through elaborated explanation (presentation and answering questions)	Student is at ease with expected explanation without thorough elaboration during presentation and answering questions	Student is uncomfortable in providing convincing explanation and only able to answer rudimentary questions	Student does not have grasp information which is expressed through verbal/behavioural proof during presentation and answering questions	
	Organization	Student presents information in logical, interesting sequence which audience can follow easily	Student presents information in logical sequence which audience can follow	Student does not present in orderly manner which leads to difficulty for the audience to follow the presentation and stay attentive	Student does not have the organisation of ideas during presentation that makes the audience cannot understand the presentation	
	Mechanics	Presentation has no misspelling or grammatical error	Presentation has no more than two misspelling and grammatical error	Presentation has three misspelling and/or grammatical error	Presentation has four or more misspelling and/or grammatical error	
	Creativity	Very high creativity level. Student uses many graphics, videos etc. that relevant, attractive and make the audience more attentive	High creativity level. Student uses many graphics, videos etc. that relevant and attractive but make the audience become bored.	Moderate creativity level. Student uses moderate graphics, videos etc. that relevant	Low creativity level. Student uses many graphics, videos etc. that unrelated and irrelevant to topic	

Marks for PO4 = / 27 x 5%

Marks for PO2 = /12 x 10%

Comments:

Name:

	Criteria	High (3)	Average (2)	Low (1)	None (0)
<b>PO2 (10%) Content</b>	Content coverage	All primary concepts are included on the map and depict accurate associations	Most primary concepts are included on the map and depict accurate associations	Several primary concepts are included on the map but mostly are depicted by inaccurate associations	Most primary concepts are missing and many those included are depicted by inaccurate associations
	Organisation	Well organised, provide a very clear picture of the ideas, contain main concepts and contain an appropriate number of concepts. All concepts are clearly related to the topic	Thoughtfully organised, easy to follow most of the time. Contain most of the main concepts. Most of the key words and concepts from the units are covered in a meaningful way.	Contains only a few of the main concepts. Many key words and concepts from the unit are covered and organised in incoherent manner	Confusing. Contain limited or no main concepts. Most key words and concepts from the unit are missing
	Linkages	All relationships are indicated by connecting lines. All lines are labelled with linking words. Linking words are expressive and purposeful; enhance the communication of the concept to its relationship	Most relationships are indicated by connecting lines. Most lines are labelled with linking words. Linking words are expressive and varied.	Some relationships are indicated by connecting lines. Some lines are labelled with linking words. Linking words show variety.	Most relationships are indicated by connecting lined but wrongly done. Most lines are labelled with linking words but wrongly done. Linking words are simple and repetitive
	Hierarchical structure	All concepts are connected in a hierarchical structure leading from more complex to less complex and from generic to specific	Most concepts are connected in hierarchical structure moving from major to minor ideas	Some sense of hierarchical structure is used but still there are some inconsistencies	No sense of hierarchical structure
	Graphic	Graphics used are appropriate and greatly enhanced the topic and aid in comprehension. Clear and well situated on the page	Graphics used are appropriate most of the time. Most graphics selected enhanced the topic. Well situated on the page	Graphics used are inappropriate. Few graphics selected enhanced the topic. Some graphics are situated in logical places on the page	Graphics used are inappropriate and excessively done. Graphics are poorly selected and do not enhance the topic. Most graphics are blurry and ill-placed.
	Text	Easy to read with appropriate size. No more than three different fonts. Amount of the text is appropriate for the intended audience. Boldface is used for emphasis.	Most texts are easy to read with appropriate size. Use more than three different fonts. Amount of the text is appropriate for the intended audience. Boldface is used for emphasis.	Most text is easy to read. Uses more than three different fonts. Amount of text is appropriate for intended audiences. Boldface is used for emphasis.	Fonts used are too small for easy reading. More than four different fonts are used. Text amount is excessive for audience
	Design	Clean and clear design. Color/Bold/Highlighter is consistently used to differentiate levels of topics. Consistent use of geometric shapes.	Clean and clear design. Color/Bold/Highlighter is consistently used to differentiate levels of topics.	Messy design. Color/Bold/Highlighter is consistently used to differentiate levels of topics.	Illegible design. Use minimal color/bold/highlighter or inconsistent use of color/bold/highlighter

Comments:

Name of students: \_\_\_\_\_

	Criteria	High (3)	Average (2)	Low (1)	None (0)	TOTAL
<b>PO2 (15%) Content</b>	Identification and explanation of issue	Clearly identifies and summarises issue. Able to identify issue in relation to specific theories or concepts	Briefly identifies and summarises issue. Able to identify issue in relation to some theories or concepts	Identify and summarises issue. Able to identify issue in relation to some concepts. Use of inappropriate theories to explain the issue	Not specifying the issue and does not provide any summary of the issue	
	Content development	Content is accurate, focused and consistent. Exhibits control in development of ideas. Unified with a fresh insight	Content is less accurate, lack of focus and inconsistent. Development of ideas is clear with lack of flow	Content is insufficient to explain issue. Development of ideas are unstructured	Content is haphazard and vague	
	Organisation and structure	Method of organization is well-suited to assignment; clear introduction, body and conclusion with effective transitions (flow of thoughts)	Method of organization is acceptable to assignment; introduction, body and conclusion are explained in organised manner	Method of organization is acceptable to assignment; introduction, body and conclusion are explained but not in detailed.	Organisation of the report is unstructured. Does not follow the organisation and structure as stated in the instruction of the assignment.	
	Writing mechanics	Written work has no major errors in word selection. Use relevant concepts and terms correctly in relation to the issue discussed. Sense structure, spelling and punctuation are appropriate	Written work has no major errors in word selection. Use relevant concepts and terms correctly in relation to the issue discussed. Sense structure, spelling and punctuation are appropriate	Written work has major errors in word selection. Use relevant concepts and terms incorrectly in relation to the issue discussed. Sense structure, spelling and punctuation are inappropriate	Report is unstructured.	
	Style and formatting	Essay looks neat and professional which follows the instructions given in the Assignment 2 instruction	Essay looks presentable which follows the instructions given in the Assignment 2 instruction	Essay is structured with some missing headings/subheadings as stated in the instructions (Assignment 2 instruction)	Essay <u>does not</u> follow the instructions given in the Assignment 2 instruction	
<b>PO7 (5%) Teamwork</b>	Combined effort of report preparation	The report was written by all of the members. Each member takes part in the report preparation.	The report was written by more than TWO members	The report was written by TWO members	The report was written by one member. There is element of plagiarism identified.	
	Task division	The work load and variety on each member seems fair. Each member double checked each other work.	The work load and variety on each member seem fair	The work load and variety on each member does not seem to be fair or at least one member has been	The work load and variety on each member does not seem to be fair. There is evident of only	

				assigned trivial non-technical tasks (e.g. binding the report)	one member prepare the report.	
	Individual accountability	Individual role being assumed by each member for different tasks is evident and structured	Individual role being assumed by some members for different tasks is evident	Individual role being assumed by few members for different tasks is evident	Individual role being assumed by each member for different tasks is <u>not</u> apparent	
	Schedule of meetings	Scheduled meetings minutes are <u>always</u> recorded and the contribution of each team members are identified	Scheduled meetings minutes are <u>usually</u> recorded and the contribution of each team members are identified	Scheduled meetings minutes are <u>rarely</u> recorded and the contribution of each team members are NOT identified	Scheduled meetings minutes are <u>not</u> recorded and the efforts are scattered.	
	Reflection	Each member provide clear and precise description (reflection) of the processes involved based on the tasks assigned to them	Some members provide clear and precise description (reflection) of the processes involved based on the tasks assigned to them	Each member provide vague and undetailed description (reflection) of the processes involved based on the tasks assigned to them	No member provide any individual reflection of the processes involved based on the tasks assigned to them	

Marks for PO7 = / 15 x 5%

Marks for PO2 = /15 x 15%

Comments: