

## Assessment Components

S/N	Component	Type	Weightage
1	Participation and Individual Presentation	Indiv	30%
1a	- Participation in Discussion (15%)		
1b	- Individual Presentation on Team Project (15%)		
2	Assignment	Team	10%
3	Project	Team	30%
4	Computer Based Assessment	Indiv	30%

## Assessment Rubrics

### Rubric for Participation & Individual Presentation: Critical Thinking

Learning Goal	Traits	Performance	
<b>Critical Thinking</b>	Identifies and summarizes the issue at hand.	<b>Not Yet</b> Does not identify and summarize the issue, is confused.	<b>Substantially Developed</b> Identifies the main issue and its implicit aspects, addresses their relationships to each other and recognizes nuances of the issue.
		Evaluation: Not Yet ___1___2___3___4___5___6___7___8___9___10 Substantially Developed	
	Identifies and considers key assumptions and the influence of the context on the issue.	<b>Not Yet</b> Does not surface the assumptions of the model and does not examine the contexts, e.g., cultural and political.	<b>Substantially Developed</b> Identifies and questions the validity of the assumptions and analyzes the issue with a clear sense of scope and context.
		Evaluation: Not Yet ___1___2___3___4___5___6___7___8___9___10 Substantially Developed	
	Identifies and assesses conclusions, implications and consequences	<b>Not Yet</b> Fails to identify conclusions, implications, and consequences of the issue or the key relationships among the various elements such as context, evidence or assumptions. Regardless of the evidence or reasons, maintains or defends views based on self-interest or preconceptions.	<b>Substantially Developed</b> Identifies and discusses conclusions, implications, and consequences, considering context, assumptions, data, and evidence. Objectively reflects upon own assertions. Draw warranted, judicious, non-fallacious conclusions.
		Evaluation: Not Yet ___1___2___3___4___5___6___7___8___9___10 Substantially Developed	

## Rubric for Assignment: Problem Solving & Decision Making

Learning Goal	Traits	Performance	
<b>Problem Solving &amp; Decision Making</b>	Define the Problem	<b>Not Yet</b> Does not identify the problem clearly; demonstrates limited understanding of the problem or related contextual factors.	<b>Substantially Developed</b> Identifies the problem clearly and thoroughly; demonstrates the ability to construct a clear and insightful problem statement with evidence of all relevant context factors.
		Evaluation: Not Yet ___1___2___3___4___5___6___7___8___9___10 Substantially Developed	
	Devise Strategies to Solve the Problem	<b>Not Yet</b> Selects a strategy without regard to fit; does not demonstrate the ability to consider new strategies even if his/her approach is clearly not appropriate; identifies alternatives that reflect limited understanding of the situation.	<b>Substantially Developed</b> Identifies multiple strategies for solving the problem that apply within a specific context; demonstrates the ability to invert a process to form a plan and clearly articulates his/her decision making process; identifies alternatives that reflect an in depth understanding of the situation.
		Evaluation: Not Yet ___1___2___3___4___5___6___7___8___9___10 Substantially Developed	
	Evaluate Outcomes	<b>Not Yet</b> Reviews results superficially in terms of the problem defined with no consideration of need for further work.	<b>Substantially Developed</b> Reviews results relative to the problem defined with thorough, specific considerations of need for further work.
		Evaluation: Not Yet ___1___2___3___4___5___6___7___8___9___10 Substantially Developed	

### Rubric for Project: Written & Oral Communication

Learning Goal	Traits	Performance	
Written & Oral Communication	<b><u>Design Factors – Content (Written)</u></b> <ul style="list-style-type: none"> <li>Presents relevant information.</li> <li>Substantiates claims with strong evidence</li> </ul>	<b>Not Yet</b> Uses inappropriate and irrelevant content to develop simple ideas in some parts of the work.	<b>Substantially Developed</b> Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.
		Evaluation: Not Yet ___1___2___3___4___5___6___7___8___9___10 Substantially Developed	
	<b><u>Communication Outcome</u></b> <ul style="list-style-type: none"> <li>Has a clear message for audience</li> <li>Maximizes likelihood of audience accepting the message</li> </ul>	<b>Not Yet</b> Central message is not explicitly stated in the presentation. Main points are not clearly identified, audience unsure of the direction of the message.	<b>Substantially Developed</b> Central message if precisely stated; main points are clearly identified.
		Evaluation: Not Yet ___1___2___3___4___5___6___7___8___9___10 Substantially Developed	
	<b><u>Design Factors – Content (Oral)</u></b> <ul style="list-style-type: none"> <li>Presents relevant information.</li> <li>Supports main points with strong evidence</li> </ul>	<b>Not Yet</b> Content is erroneous or irrelevant; references and supporting materials are absent. Lacks of depth in content and little insights are exhibited. Presentation falls outside set time parameters.	<b>Substantially Developed</b> Content is accurate, thorough, and directly on point; strong support and references are provided. Exhibits depth and insight in content. Effective use of time and stays within time parameters.
		Evaluation: Not Yet ___1___2___3___4___5___6___7___8___9___10 Substantially Developed	

## Rubric for Computer Based Assessment: Problem Solving & Decision Making

Learning Goal	Traits	Performance	
<b>Problem Solving &amp; Decision Making</b>	Define the Problem	<b>Not Yet</b> Does not identify the problem clearly; demonstrates limited understanding of the problem or related contextual factors.	<b>Substantially Developed</b> Identifies the problem clearly and thoroughly; demonstrates the ability to construct a clear and insightful problem statement with evidence of all relevant contextual factors.
		Evaluation: Not Yet ___1___2___3___4___5___6___7___8___9___10 Substantially Developed	
	Devise Strategies to Solve the Problem	<b>Not Yet</b> Selects a strategy without regard to fit; does not demonstrate the ability to consider new strategies even if his/her approach is clearly not appropriate; identifies alternatives that reflect limited understanding of the situation.	<b>Substantially Developed</b> Identifies multiple strategies for solving the problem that apply within a specific context; demonstrates the ability to invert a process to form a plan and clearly articulates his/her decision making process; identifies alternatives that reflect an in depth understanding of the situation.
		Evaluation: Not Yet ___1___2___3___4___5___6___7___8___9___10 Substantially Developed	
	Evaluate Outcomes	<b>Not Yet</b> Reviews results superficially in terms of the problem defined with no consideration of need for further work.	<b>Substantially Developed</b> Review results relative to the problem defined with thorough, specific considerations of need for further work.
		Evaluation: Not Yet ___1___2___3___4___5___6___7___8___9___10 Substantially Developed	