**COURSE PACK**

**SCHEME**

The scheme is an overview of work-integrated learning opportunities and gets students out into the real world. This will give what a course entails.

| **Course Title** | Advanced Aptitude Skills | | | | **Course Type** | | | LAB | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course Code** | O1UA304L | | | | **Class** | | | B.Tech (CSE) Sem 3 | | |
| **Instruction delivery** | **Activity** | **Credits** | **Weekly Hours** | | **Total Number of Classes per Semester** | | | | **Assessment in Weightage** | |
| **Lecture** | 2.00 | 0 | |
| **Tutorial** | 0 | 0 | | **Theory** | **Tutorial** | **Practical**  **Practical** | **Self-study** | **CIE** | **SEE** |
| **Practical** | 0 | 4 | |
| **Self-study** | 0 | 4 | |
| **Total** | 2.00 | 8 | | 00 | 00 | 60 | 60 | 50% | 50% |
| **Course Lead** | Mr. Anupam Kirtivardhan | | | **Course Coordinator** | Mr. Anupam Kirtivardhan  Ms. Priyanka | | | | | |
| **Names Course Instructors** | **Theory** | | | | **Practical** | | | | | |
|  | | | | Mr. Anupam Kirtivardhan  Ms. Priyanka  Mr Kaushal Kumar Singh  Mr ChetanKumar  Mr Chakradhari Pandey  Mr Kamal Deep  Mr Mohit Singh  Mr Mohit Singh Solanki  Ms. Simran Thakur  Ms. Surbhi Nagar  Ms.Shilpi Singh  Mr. Vishal Raj  Mr. Aakash  Mr. Deepak Chauhan | | | | | |

**COURSE OVERVIEW**

The entire objective of the “**Advanced Aptitude Skills**” subject is to develop the basics of the students towards three segments of Aptitude that are Verbal Aptitude, Logical Reasoning and Quantitative Aptitude. The subject is offered in order to make the students industry ready/corporate ready and to help them understand the need to improve on the areas of aptitude.

**PREREQUISITE COURSE**

| **PREREQUISITE COURSE REQUIRED** | **YES** | |
| --- | --- | --- |
| **If, yes please fill in the Details** | **Prerequisite course code** | **Prerequisite course name** |
| **O1UA104B** | **Communication Skills for Engineers** |

**COURSE OBJECTIVE**

At the end of the course, the students would be able to develop knowledge, skills, and judgement around human communication that facilitate their ability to work collaboratively with others. Through a rigorous blend of conceptual depth and applied problem-solving, the students would be able to navigate complex aptitude assessments with precision, clarity, and time efficiency for competitive recruitment and professional success.

**COURSE OUTCOMES (COs)**

After the completion of the course, the student will be able to:

| **CO No.** | **Course Outcomes** |
| --- | --- |
| CO.1 | Exhibit creativity and model corporate communication in a simulated environment. |
| CO.2 | Gain useful insight about grammatical concepts for improving communication skills. |
| CO.3 | Develop basic data analyzing techniques which will help in forecasting and decision making. |
| CO.4 | Enhance basic skills related to aptitude i.e. Common methodologies of solving questions related to Verbal Aptitude, Logical Reasoning and Quantitative Aptitude |

**BLOOM’S LEVEL OF THE COURSE OUTCOMES**

**LAB**

| CO No. | Remember  **KL1** | Understand **KL 2** | Apply  **KL 3** | Analyse **KL 4** | Evaluate **KL 2** | Create  **KL 6** |
| --- | --- | --- | --- | --- | --- | --- |
| CO.1 |  |  | √ |  |  |  |
| CO.2 |  |  | √ |  |  |  |
| CO.3 |  |  | √ |  |  |  |
| CO.4 |  |  | √ |  |  |  |

**PROGRAM OUTCOMES (POs):** AS DEFINED BY CONCERNED THE APEX BODIES

| **PO1** | **Engineering Knowledge:** Apply knowledge of mathematics, natural science, computing, engineering fundamentals and an engineering specialization as specified in WK1 to WK4 respectively to develop the solution of complex engineering problems. |
| --- | --- |
| **PO2** | **Problem analysis:** Identify, formulate, review research literature and analyze complex engineering problems reaching substantiated conclusions with consideration for sustainable development. (WK1 to WK4). |
| **PO3** | **Design/development of solutions:** Design creative solutions for complex engineering problems and design/develop systems/components/processes to meet identified needs with consideration for the public health and safety, whole-life cost, net zero carbon, culture, society and environment as required. (WK5). |
| **PO4** | **Conduct Investigations of Complex Problems:** Conduct investigations of complex engineering problems using research-based knowledge including design of experiments, modelling, analysis & interpretation of data to provide valid conclusions. (WK8). |
| **PO5** | **Modern tool usage:** Create, select, and apply appropriate techniques, resources, and modern engineering & IT tools, including prediction and modelling recognizing their limitations to solve complex engineering problems. (WK2 and WK6). |
| **PO6** | **The Engineer and The World:** Analyze and evaluate societal and environmental aspects while solving complex engineering problems for its impact on sustainability with reference to economy, health, safety, legal framework, culture and environment. (WK1, WK5, and WK7). |
| **PO7** | **Ethics:** Apply ethical principles and commit to professional ethics, human values, diversity and inclusion; adhere to national & international laws. (WK9). |
| **PO8** | **Individual and Collaborative Team work:** Function effectively as an individual, and as a member or leader in diverse/multi-disciplinary teams. |
| **PO9** | **Communication:** Communicate effectively and inclusively within the engineering community and society at large, such as being able to comprehend and write effective reports and design documentation, make effective presentations considering cultural, language, and learning differences. |
| **PO10** | **Project management and Finance:** Apply knowledge and understanding of engineering management principles and economic decision-making and apply these to one’s own work, as a member and leader in a team, and to manage projects and in multidisciplinary environments. |
| **PO11** | **Life-long learning:** Recognize the need for, and have the preparation and ability **for:**  i) independent and life-long learning  ii) adaptability to new and emerging technologies and  iii) critical thinking in the broadest context of technological change. (WK8). |

**COURSE ARTICULATION MATRIX**

| **COs#/ Pos** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO**  **10** | **PO11** | **PSO1** | **PSO2** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **CO.**1 | 1 |  |  |  |  |  |  |  |  | 1 | 2 |  |  |
| **CO**.2 |  |  | 1 |  |  | 2 |  |  |  | 2 | 2 |  |  |
| **CO**.3 | 1 | 2 |  |  |  |  |  |  |  |  | 1 |  |  |
| CO.4 | 1 | 2 |  |  |  |  |  |  |  |  | 1 |  |  |

**Note:** 1-Low, 2-Medium, 3-High

COURSE ASSESSMENT

The course assessment patterns are the assessment tools used both in formative and summative examinations.

| **Type of Course**  **(L)** | **CIE** | | **Total Marks** | | **Grand Total Marks** | **Weightage**  (CIE-SEE) |
| --- | --- | --- | --- | --- | --- | --- |
| LAB  (Daily Work/  Record) | LAB EXAM | CIE | SEE |  |  |
| **Laboratory** | 25 | 25 | 50 | 50 | 100 | 50-50 |

Assignment, Quiz, Class test, SWAYAM/NPTEL/MOOCs etc.

| **Rubrics for LAB component** | **Marks** |
| --- | --- |
| Class Tests (3 x 5 marks each) | 15 |
| Class Assignments /Notebook (Timely submission, neatness, completeness, accuracy and regularity - 1mark each) | 5 |
| Performance in Viva (Understanding of the question, clarity of the concept, application, presentation ability and handling of the query - 1mark each) | 5 |
| **Total** | **25** |

**COURSE CONTENT**

**( PRACTICAL)**

| **CONTENT** |
| --- |
| |  | | --- | | * Vedic maths * Number System * Class Test-1 * Percentage * Profit & Loss * SI and CI * Cover-up + Class Test-2 * Data Interpretation * Directions/ Ratio * Proportion * Partnership and variation * Series * Coding-decoding * Average, Mixtures & Alligation * Class Test-3. | |  | | **1. Functional English**   * All Conditionals (Zero to Three) * Implementing Conjunctions of Conditions, Contrast, and Comparison * Prepositions in Meaning (Intermediate) * Prepositions in Phrasal Verbs and Collocation   · Sentence Correction- Spotting Error  **2. Verbal Ability**   * Reading for Global Understanding  *(Understanding Inference and Tone)* * Reading for Specific Details * Parajumbles * Analogy   **3. Communication Assessment**   * Speaking at Length with Stress and Rhythm   **4. Writex**   * Writing Essays – Following Rubrics and Time Management * Writing Emails – Formal and Semi-Formal with Rubrics   **5. Hands-on Practice**   * Personal Branding – LinkedIn and Resumes | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |

**LESSON PLAN FOR LAB COURSES** 

**FOR PRACTICAL 15 weeks \* 4 Hours = 60 Hours lab sessions (1 credit = 2 lab hours)**

| **L No.** | **TOPIC FOR THE DELIVERY** | **Tutorial/Practical plan** | **Skill** | **Competency** |
| --- | --- | --- | --- | --- |
| 1 | Vedic maths-1 VINCULAM, Base Method Multiplication (Base 100) | Practical |  | CO4 |
| 2 | Vedic maths-2 Square, Square-root, Cube (Base 100), Cube-root, comparison of fractions. | Practical |  | CO4 |
| 3 | Classification of numbers, | Practical |  | CO4 |
| 4 | Divisibility rules by 2, 4, 8, 16, 5, 25, 10, 3 and 9 | Practical |  | CO4 |
| 5 | Divisibility rules by 11, 7, 13, 6, 12, 14, 15, 36 and 72 | Practical |  | CO4 |
| 6 | Unit digit, Factorial problems | Practical |  | CO4 |
| 7 | Trailing zeroes, Factor theorems, | Practical |  | CO4 |
| 8 | Remainder Theorem | Practical |  | CO4 |
| 9 | LCM & HCF (Basics & Advance) | Practical |  | CO4 |
| 10 | Class Test-1 | Practical |  | CO3 |
| 11 | Basic Calculations, increase/decrease | Practical |  | CO3 |
| 12 | Successive percentage change, error-based questions | Practical |  | CO4 |
| 13 | Basic concepts and calculation of CP, SP, | Practical |  | CO4 |
|  |  |  |  |  |
| 14 | MP, Discount, Successive discounts, false weights including advanced problems | Practical |  | CO4 |
| 15 | Basic concepts, Calculation of P, R, T and SI | Practical |  | CO4 |
| 16 | Compound Interest, Shortcuts for difference in CI and SI in 2-3 yrs | Practical |  | CO4 |
| 17 | Cover up the remaining from the previous classes | Practical |  | CO3 |
| 18 | Class Test-2 | Practical |  | CO3 |
| 19 | Tables, multiple line graph, – calculation of percentage, percentage change, ratio, difference, average | Practical |  | CO3 |
| 20 | Cumulative bar graphs, pie charts – calculation of percentage, percentage change, ratio, difference, average | Practical |  | CO3 |
| 21 | Angular directions, turning left/right, distance and shadow-based puzzles | Practical |  | CO3 |
| 22 | Introduction to Ratio | Practical |  | CO4 |
| 23 | Proportion | Practical |  | CO4 |
| 24 | Partnership and variation | Practical |  | CO4 |
| 25 | Series: Numeric, Alphabetical, Mixed (Tier-1,2,3 Level) discussing different patterns | Practical |  | CO3 |
| 26 | Coding-Decoding: rotational, mathematical relations in coding, word coding in sentences etc. | Practical |  | CO3 |
| 27 | Average: Basic concepts, Weighted Avg, Mixture | Practical |  | CO4 |
| 28 | Mixture & Alligation 1: Mixture, Rule of alligation | Practical |  | CO4 |
| 29 | Mixture & Alligation 2: Adding/replacing quantities, successive replacement | Practical |  | CO4 |
| 30 | Class test-3 | Practical |  | CO3 |
| 31 | **Revisiting Grammar- Brainstorming Session** | Practical |  | CO2 |
| 32 | **All Conditionals -Zero to Three** | Practical |  | CO2 |
| 33 | **Practice Sheet-1 - All Conditionals** | Practical |  | CO2 |
| 34 | **Implementing Conjunctions of Conditions, Contrast and Comparison** | Practical |  | CO2 |
| 35 | **Prepositions in Meaning (Intermediate)** | Practical |  | CO2 |
| 36 | **Practice Sheet - 2** | Practical |  | CO2 |
| 37 | **Sentence Correction- Spotting Error** | Practical |  | CO2 |
| 38 | **Prepositions in Phrasal Verbs and Collocation** | Practical |  | CO2 |
| 39 | **Class test -1** | Practical |  | CO2 |
| 40 | **Reading for Global Understanding (Understanding Inference and Tone)** | Practical |  | CO4 |
| 41 | **Reading for Specific Details** | Practical |  | CO4 |
| 42 | **LMS Quiz (Lab Test -1 )** | Practical |  | CO2 |
| 43 | **Parajumbles** | Practical |  | CO4 |
| 44 | **Cloze Test** | Practical |  | CO4 |
| 45 | **Analogy** | Practical |  | CO4 |
| 46 | **Practice Sheet -3** | Practical |  | CO4 |
| 47 | **Speaking at Length with Stress and Rhythm** | Practical |  | CO1 |
| 48 | **Assessment of Speaking Learning (ASL)** | Practical |  | CO1 |
| 49 | **Writing Essays - Following Rubrics and Time Management** | Practical |  | CO1 |
| 50 | **Practice Session -1** | Practical |  | CO1 |
| 51 | **Writing Emails - Formal and Semi Formal with Rubrics** | Practical |  | CO2 |
| 52 | **LMS Quiz - 2 (Lab test -2 )** | Practical |  | CO2 |
| 53 | **Writex Practice Session** | Practical |  | CO2 |
| 54 | **Personal Branding – LinkedIn and Resumes** | Practical |  | CO2 |
| 55 | **Practice Sheet - 4** | Practical |  | CO2 |
| 56 | **Concept of GD** | Practical |  | CO3 |
| 57 | **GD Practice Session** | Practical |  | CO3 |
| 58 | **Resume Crafting** | Practical |  | CO3 |
| 59 | **Hands on Practice** | Practical |  | CO3 |
| 60 | **LMS Quiz (Lab Test -3 )** | Practical |  | CO3 |

**`**

**BIBLIOGRAPHY:**

**Text Books:**

1. Delivering Employability Skills in the Lifelong Learning Sector by Ann Gravells,  ISBN10: 1844452956
2. [What employers want : the work skills handbook - Karen Holmes](http://cat.lib.unimelb.edu.au/search/i?SEARCH=1844553841), Publication Date: 2011
3. **The 2020 Workplace** by Jeanne C. Meister and Karie Willyerd
4. The whole new mind Drive by Daniel H Pink - 2011
5. Enhancing Employability @ Soft Skills by [Shalini Verma](http://www.homeshop18.com/shalini-verma/author:Shalini+Verma/categoryid:10000/), Pearson.
6. Productivity and Employability Skills  by John Heap and Mike Dillon, ISBN-13: 978-0957272620

**Reference Books:**

1. Practical English Usage - ISBN: 019431197X
2. Learning Spoken English - ©2012 by Lynn Lundquist - ASIN: B0094XNOPW
3. Essential English Grammar: A Self-Study Reference and Practice Book for Elementary
4. 4. Murphy’s English Grammar with CD, Murphy, Cambridge University Press.
5. Quantitative Aptitude by R S Aggarwal
6. Reasoning by R S Aggarwal
7. Quantitative Aptitude by Abhijeet Guha

**List of e-books:** URL- <https://nptel.ac.in/courses/109104030>

URL- <https://nptel.ac.in/courses/109104031>

SLLL e- Book

1. SWAYAM/NPTEL/MOOCs
   1. Introduction to Peace and Conflict Management (<https://onlinecourses.swayam2.ac.in/nou23_hs01/preview>)
   2. Enhancing Soft Skills and Personality

(<https://onlinecourses.nptel.ac.in/noc23_hs30/preview>)

c. Speaking Effectively

( https://onlinecourses.nptel.ac.in/noc23\_hs13/preview)

1. Webliography (Two electronic documents or websites that relate to the Course)
   1. <https://campus2corporate.in/career-guidance>.
   2. https://www.udemy.com/course/essentials-for-campus-to-corporate/

c. How To Speak and Communicate Effectively:

<https://www.youtube.com/watch?v=7sZMFM9_D8c>

1. How To Perform SWOT Analysis: <https://articles.bplans.com/how-to-perform-swot-analysis/>
2. How To Make and Give Effective Presentations: <https://www.youtube.com/watch?v=MnIPpUiTcRc>
3. Effective Business English: <https://www.youtube.com/watch?v=IlhuJwfQJmY&list=PL7x45KHuu46l1lMErNTx6gkTRMt48oRLV>

Dressing Etiquette- How to Dress Smartly: [https://www.youtube.com/watch?v=I7- YbVPz5p0](https://www.youtube.com/watch?v=I7-%20YbVPz5p0)

PROBLEM-BASED LEARNING

Exercises in Problem-based Learning (Assignments) (Min 60 Problems\*)

| **S No** | **Problem** | **KL** |
| --- | --- | --- |
| 1 | What is the sum of this series 1 + 1 + 2 + 8 + 3+ 27 + 4 + 64 +----------+10 + 1000? | K1 |
| 2 | Find the sum of the first 100 natural numbers. | K1 |
| 3 | Find the unit digit of 7157. | K1 |
| 4 | What is the units digit of (6374)1793 x (625)317 x (341)491 | K1 |
| 5 | What is the product of the first 15 prime numbers? | K1 |
| 6 | Divide Rs 1200 in the ratio of 8 : 4 : 3 | K2 |
| 7 | Yogesh started a business investing Rs. 45000. After 3 months, Pranab joined him with a capital of Rs. 60000. After another 6 months, Atul joined them with a capital of Rs. 90000. At the end of the year, they made a profit of Rs. 20000. What would be Atul's share in it? | K2 |
| 8 | If a person invests ₹5,000 at an annual interest rate of 8%, calculate the compound interest after 2 years. | K2 |
| 9 | A train covers a distance of 240 km at a speed of 60 km/h. How long will it take to cover the same distance at a speed of 80 km/h? | K3 |
| 10 | Solve the quadratic equation: 2*x2*−5*x*+3=0. | K3 |
| 11 | Amit started a business by investing Rs. 30,000. Rahul joined the business after some time and invested Rs. 20,000. At the end of the year, profit was divided in the ratio of 2 : 1. After how many months did Rahul join the business? | K3 |
| 12 | Break down the steps involved in solving a system of linear equations with three variables. | K4 |
| 13 | If in a particular language, ROBERT is coded as REROBT, which word would be coded as PNIICC ? | K2 |
| 14 | In a certain code language, '526' means 'sky is black' ; '24' means 'black colour' and '436' means 'colour is fun'. Which digit in that language means 'fun'? | K2 |
| 15 | If a mountain is called pond, pond is called water, water is called air, air is called cloud and cloud is called river, then what do we drink when thirsty? | K2 |
| 16 | The headmaster distributed a certain amount of chocolate to students of three different classes V, VI and VII. The headmaster gave 42(6/7)% of the chocolate to VII, the remaining 75% of the chocolate to V and the remaining chocolate gave class VI. If class VI gets the chocolate is 175, then find the initial number of chocolate? | K3 |
| 17 | A fruit seller had some oranges and apples. He sold 20% oranges to A, 40% of the remaining to B and had 72 oranges left. Similarly, he sold 40% apples to A, 100 apples to B and had 10% apples left. Find the total number of apples and oranges that the shopkeeper had initially | K2 |
| 18 | On selling an article for ₹800, a person loses 20% of its selling price. At what price should be sell it to gain 25% on its cost price? | K1 |
| 19 | Anil bought two articles A and B at a total cost of ₹10,000. He sold article A at 15% profit and article B at 10% loss. In the whole deal, he made no profit or no loss. Find the selling price of the article A. | K2 |
| 20 | The population of a city was 500,000 in 2010 and 700,000 in 2020. Calculate the average annual population growth rate over this period. | K3 |
| 21 | A company's sales data for five consecutive months are as follows: ₹120,000, ₹150,000, ₹180,000, ₹135,000, and ₹200,000. Calculate the average monthly sales. | K3 |
| 22 | A car travels at an average speed of 60 km/h. Calculate the time it takes to cover a distance of 240 km. | K3 |
| 23 | Analyze a household budget for a month. Identify the percentage of income spent on different categories such as rent, utilities, and groceries. | K4 |
| 24 | Analyze the scores of a class of students in a math exam. Identify the mean, median, and mode of the scores. | K4 |
| 25 | Analyze the temperature data for a week. Identify trends and patterns, and explain any anomalies in the data. | K4 |
| 26 | The value of a precious stone varies directly with the square of its weight. It had a value of Rs. 25000. It broke into two pieces whose weights are in the ratio 2 : 3. Find the loss due to breakage (in Rs.) | K3 |
| 27 | The total expenditure for a party consists of two parts. One part remains constant and the second part depends on the number of guests. The expenditure of Rs. 650 for 7 guests and Rs. 970 for 11 guests. Find the expenditure for 18 guests? | K3 |
| 28 | A dog pursues a cat and takes 5 leaps for every 6 leaps of the cat and 4 leaps of the dog are equal to the 5 leaps of the cat. Find the ratio of the speed of the dog and the cat. | K3 |
| 29 | Sriram sold 16 pens at the cost of 20 pens. What is the profit or loss percentage made by him? | K3 |
| 30 | Find the two 2-digit numbers if their HCF is 15 and their sum is 120. | K3 |
| 31 | What strategies do you use to organize and structure your presentations effectively? | K2 |
| 32 | How do you engage your audience and maintain their interest during a presentation? | K3 |
| 33 | How do you ensure your written communication, such as emails and reports, is clear, concise, and well-structured? | K3 |
| 34 | What role does body language play in effective communication, and how do you pay attention to it in your interactions? | K2 |
| 35 | What do you consider to be the most important elements of effective communication? | K2 |
| 36 | Analyze the reasons why professionals should embrace public speaking. In your opinion, does it help in the career advancement of an individual? Support your points using examples. | K4 |
| 37 | What are some ways to conclude a presentation effectively and leave a lasting impression on your audience? | K2 |
| 38 | You have been requested by the senior management to present the data of the annual financial report of a company in the annual general meeting. Which visual aid will you choose to present the data effectively? Give reasons to support your answer. | K3 |
| 39 | Identify some common corporate environment expectations for dress and appearance? | K4 |
| 40 | What is the general rule for grooming and personal hygiene in the workplace? | K3 |
| 41 | What role does listening play in resolving arguments? Explain with some suitable examples. | K3 |
| 42 | As per your learnings identify some qualities that make a successful corporate employee. How will you develop these qualities in yourself during college to better prepare for the corporate world? | K4 |
| 43 | What is considered appropriate attire for professional work environment? | K2 |
| 44 | Observe a Group Discussion and note down your 5 observations of it. | K4 |
| 45 | What are the challenges of candidates while sitting in the group Discussion | K1 |
| 46 | Describe the main components of effective email writing | K1 |
| 47 | Observe any two formal and informal emails and draw a contrast between them | K4 |
| 48 | Analyze the reasons why professionals should embrace public speaking. In your opinion, does it help in the career advancement of an individual? Support your points using examples. | K4 |
| 49 | What role does body language play in effective communication, and how do you pay attention to it in your interactions? | K2 |
| 50 | What techniques do you employ to create visually appealing and informative slides or visual aids? | K3 |

Basis of Marks for Aptitude part in LAB component:

I. There will be three class tests on LMS each having 25 questions. The weightage of each test will be 5 marks.

II. The students will be awarded marks (maximum 10 marks) for completing the class-assignments written in a copy.

VERBAL-

LAB TEST

Quiz on LMS -1+2+3 = 10Marks

GD - 10 Marks

Classroom Activity - 5 Marks

**SELF-LEARNING THROUGH MOOCs (Cognitive Skills):** Certification

Assessment Rubric – Group Discussion

|  | **Criteria** | **Excellent (4)** | **Good (3)** | **Satisfactory (2)** | **Needs Improvement (1)** |
| --- | --- | --- | --- | --- | --- |
|  | **Content Knowledge (5)** | Deep understanding with relevant CSE insights/examples | Good understanding, some technical points | Limited understanding, few technical references | Lacks knowledge, no relevant contributions |
|  | **Communication Skills(5)** | Clear, confident, professional tone | Mostly clear, minor errors | Somewhat unclear, hesitant | Unclear, poor language use |
|  | **Critical Thinking & Problem-Solving(5)** | Logical, innovative ideas/solutions | Logical reasoning, some originality | Weak arguments, limited problem-solving | No reasoning, repeats others |
|  | **Teamwork & Collaboration(5)** | Encourages peers, builds on ideas | Listens/responds, limited encouragement | Rarely acknowledges peers | Dominates or passive |
|  | **Initiative & Participation(4)** | Leads without dominating, balanced participation | Participates regularly, slightly dominant/quiet | Occasional participation, minimal initiative | Avoids participation |
|  | **Time Management (3)** | Concise, relevant, within time | Mostly concise, some off-track points | Sometimes irrelevant or lengthy | Frequently off-topic |
|  | **Body Language & Confidence (3)** | Eye contact, open posture, confident | Mostly confident, occasional nervousness | Limited eye contact, hesitant | Avoids eye contact, nervous |
|  |  |  |  |  |  |
|  | **Score Range** | **Performance Level** | **Scoring Matrix** |  |  |
|  | **24–28** | Excellent |  |  |  |
|  | **19–23** | Good | Total criteria = 7 |  |  |
|  | **14–18** | Satisfactory | Maximum score = 30 **points** |  |  |
|  | **Below 14** | Needs Improvement |  |  |  |
|  |  |  |  |  |  |
| Listening Skills Rubrics | | | | | |
| **Criteria** | | **Excellent (4)** | **Good (3)** | **Satisfactory (2)** | **Needs Improvement (1)** |
| Fluency & Pronunciation(5) | | Speaks fluently, accurate pronunciation, natural pace | Mostly fluent, few pronunciation errors | Hesitant, frequent pauses, some mispronunciations | Very hesitant, difficult to follow |
| Grammar & Vocabulary(5) | | Correct grammar, wide range of vocabulary | Few grammar/vocabulary errors | Limited vocabulary, noticeable grammar mistakes | Frequent errors, very limited vocabulary |
| Clarity & Coherence(5) | | Clear, logical, well-structured ideas | Mostly clear, minor lapses in logic | Somewhat disorganized, needs clarity | Disorganized, hard to understand |
| Confidence & Expression(2) | | Confident, engaging tone, good body language | Generally confident, some nervousness | Limited confidence, weak expression | Very nervous, monotone, poor expression |
| Relevance & Content(3) | | Strong, relevant, topic-specific ideas | Mostly relevant with minor digressions | Limited relevance, general statements | Off-topic, lacks substance |
|  | |  |  |  |  |
| Assessment for Speaking | | | | | |
| **Criteria** | | **Excellent (4)** | **Good (3)** | **Satisfactory (2)** | **Needs Improvement (1)** |
| Fluency & Pronunciation(5) | | Speaks fluently, accurate pronunciation, natural pace | Mostly fluent, few pronunciation errors | Hesitant, frequent pauses, some mispronunciations | Very hesitant, difficult to follow |
| Grammar & Vocabulary(5) | | Correct grammar, wide range of vocabulary | Few grammar/vocabulary errors | Limited vocabulary, noticeable grammar mistakes | Frequent errors, very limited vocabulary |
| Clarity & Coherence(5) | | Clear, logical, well-structured ideas | Mostly clear, minor lapses in logic | Somewhat disorganized, needs clarity | Disorganized, hard to understand |
| Confidence & Expression(2) | | Confident, engaging tone, good body language | Generally confident, some nervousness | Limited confidence, weak expression | Very nervous, monotone, poor expression |
| Relevance & Content(3) | | Strong, relevant, topic-specific ideas | Mostly relevant with minor digressions | Limited relevance, general statements | Off-topic, lacks substance |
|  | |  |  |  |  |
| **Score Range** | | **Performance Level** |  |  |  |
| **16–20** | | **Excellent** |  |  |  |
| **11–15** | | **Good** |  |  |  |
| **6–10** | | **Satisfactory** |  |  |  |
| **Below 6** | | **Needs Improvement** |  |  |  |