



B6:

FORMAT INSTRUMEN PENTAKSIRAN

TERHAD



**BAHAGIAN Matrikulasi
KEMENTERIAN PENDIDIKAN MALAYSIA**

**Buku Panduan Rubrik
Penilaian Berterusan
Program Matrikulasi KPM**

Disediakan oleh:

Sektor Hal Ehwal Akademik
Bahagian Matrikulasi
Kementerian Pendidikan Malaysia

Edisi Pertama

TERHAD

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Kementerian Pendidikan Malaysia

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Bahagian Matrikulasi
Aras 6-7, Blok E15, Kompleks E
Pusat Pengabdian Kerajaan Persekutuan
62604 Putrajaya.
Tel : +603-88844083
Fax : +603-88844028
Laman sesawang: <http://www.moe.gov.my/vbm>

Buku Panduan Rubrik Penilaian Berterusan
Program Matrikulasi, Kementerian Pendidikan Malaysia
Sesi 2017/2018

Kata Abu-Aluan

**TIMBALAN PENGARAH BAHAGIAN Matrikulasi
KEMENTERIAN PENDIDIKAN MALAYSIA**



Alhamdulillah, syukur ke hadrat Allah S.W.T yang telah memberikan taufik dan hidayah-Nya sehingga membolehkan Bahagian Matrikulasi KPM menghasilkan salah satu dokumen yang penting dalam sistem pentaksiran Program Matrikulasi KPM. Ini selaras dengan penekanan Penilaian Berterusan (PB) yang merupakan salah satu komponen utama dalam penilaian prestasi pelajar Program Matrikulasi KPM.

Melalui PB yang telah dilambah baik ini, pelajar dikehendaki menghasilkan tugas dan amali yang ditaksir oleh pensyarah mata pelajaran di kolej matrikulasi secara formatif dan berterusan dalam aspek kemahiran bukan kognitif seperti kemahiran manipulatif dan kemahiran insaniah (*soft skills*) semasa proses pengajaran dan pembelajaran (PdP) berlangsung.

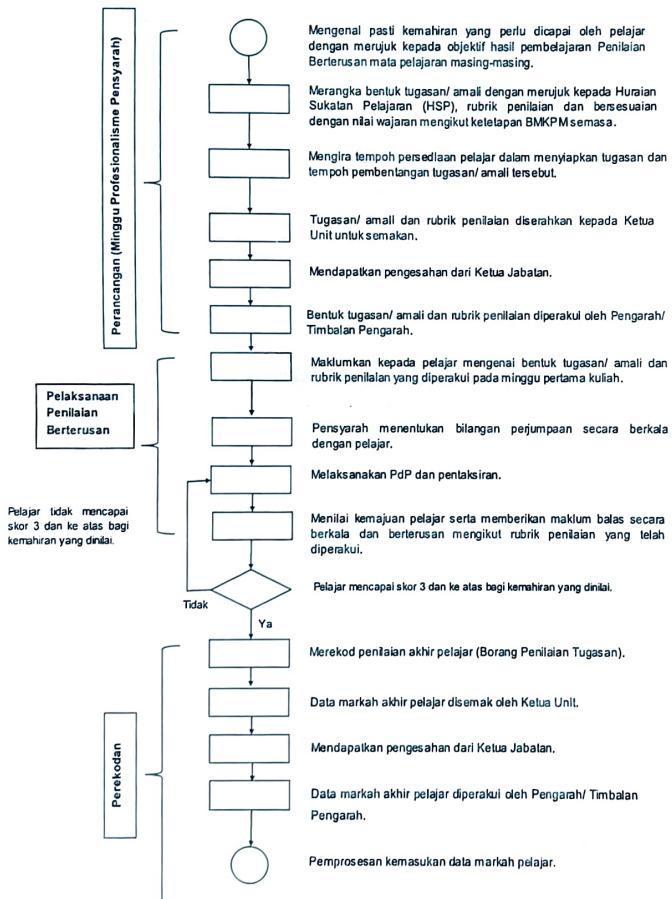
Bahagian Matrikulasi KPM berharap buku Panduan Rubrik Penilaian Berterusan Program Matrikulasi KPM dapat dijadikan sebagai sumber rujukan oleh semua pihak yang terlibat dalam proses pelaksanaan PB di kolej matrikulasi khususnya dalam aspek perancangan, penladibiran, penghasilan, pemeriksaan, penskoran dan pelaporan PB. Buku panduan ini juga hendaklah dibaca bersama-sama dengan Panduan Komponen dan Wajaran Penilaian Berterusan bagi mata pelajaran masing-masing. Sehubungan dengan itu, semua maklumat yang terkandung dalam buku ini hendaklah dipatuhi demi memastikan keberkesanannya pelaksanaan PB dalam Program Matrikulasi KPM.

Akhir kata, Bahagian Matrikulasi KPM mengucapkan ribuan terima kasih kepada semua pihak yang terlibat dalam merealisasikan penghasilan buku ini.

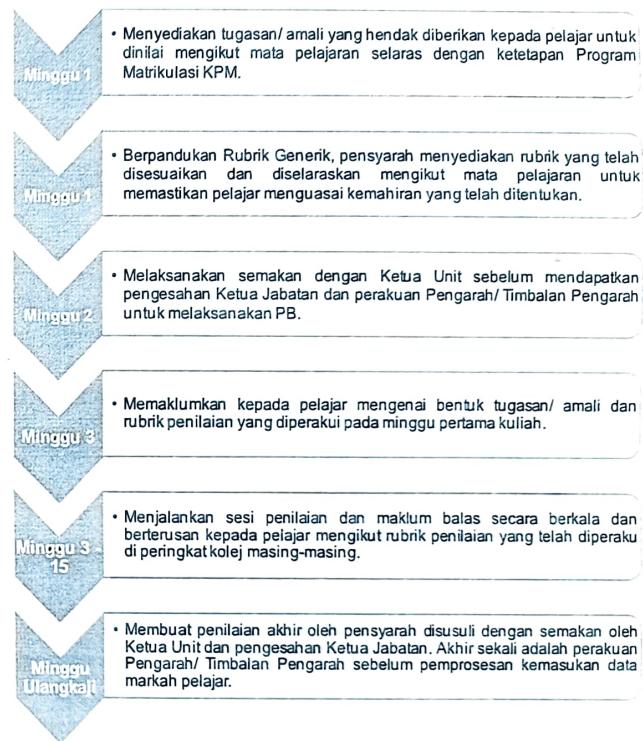
Sekian, terima kasih.

Timbalan Pengarah
Bahagian Matrikulasi
Kementerian Pendidikan Malaysia

**CARTA ALIR PENILAIAN BERTERUSAN PROGRAM MATEMATIKULASI
KEMENTERIAN PENDIDIKAN MALAYSIA**



**LANGKAH-LANGKAH PELAKSANAAN PENILAIAN BERTERUSAN
PROGRAM MATEMATIKULASI KPM**



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PENDAHULUAN

1. Buku Panduan Rubrik Penilaian Berterusan ini dihasilkan sebagai sumber sokongan dan panduan kepada pensyarah untuk melaksanakan penilaian berdasarkan komponen dan wajaran yang telah ditetapkan bagi pencapaian hasil pembelajaran mata pelajaran masing-masing.
2. Buku ini tidak bersifat preskriptif atau eksklusif tetapi lebih kepada amalan baik yang boleh dirujuk untuk mereka bentuk hasil pembelajaran dan merangka tugasan yang sejajar dengan keperluan mata pelajaran yang diajar.
3. Buku ini menyediakan rubrik secara generik bagi setiap mata pelajaran dan boleh diselaras mengikut kesesuaian tugas/ amali di peringkat jabatan/ unit.
4. Buku panduan ini diharapkan dapat membantu pensyarah dalam proses penilaian dan pentaksiran yang sewajarnya terhadap pencapaian hasil pembelajaran pelajar dalam **aspek kemahiran bukan kognitif** selaras dengan objektif tugas/ amali PB yang ditetapkan dalam setiap mata pelajaran masing-masing.

TATACARA PENGGUNAAN RUBRIK

1. Buku panduan ini mengandungi rubrik tugasan dan amali bagi semua mata pelajaran seperti di Lampiran 1 dan Lampiran 2.
2. Rubrik tugasan diperincikan dalam Lampiran 1 bagi mata pelajaran seperti berikut:
 - a. Mathematics
 - b. Chemistry
 - c. Physics
 - d. Biology
 - e. Computer Science
 - f. Perakaunan
 - g. Ekonomi
 - h. Pengurusan Perniagaan
 - i. Civil Engineering Studies (Tugasan Kumpulan Semester II)
 - j. Mechanical Engineering Studies (Tugasan Kumpulan Semester II)
 - k. Electric & Electronic Engineering Studies (Tugasan Individu dan Kumpulan Semester II)

Rubrik amali mengikut mata pelajaran yang berkaitan. adalah seperti Lampiran 2.

3. Buku panduan ini hendaklah digunakan sebagai rujukan bagi pembinaan atau pemurnian rubrik sedia ada agar selaras dengan tugasan atau amali mengikut ketetapan mata pelajaran masing-masing.
4. Rubrik yang telah diselaraskan di peringkat jabatan atau unit perlu disemak oleh Jawatankuasa Pengesahan Markah PB di peringkat kolej pada awal setiap semester dan disahkan oleh Pengarah Kolej Matrikulasi yang berkenaan.
5. Rubrik pemarkahan hendaklah diberikan kepada pelajar pada awal semeseter dan dimaklumkan kepada pelajar sebelum penilaian dilaksanakan.

6. Butiran maklumat bagi pengiraan tugasan dalam Lampiran 1 adalah seperti berikut:
 - a. Terbahagi kepada empat atribut iaitu Penulisan, Kerja Kumpulan, Pembentangan dan Sikap dan Nilai.
 - b. Kombinasi dua atau lebih atribut boleh dipilih mengikut keperluan objektif hasil pembelajaran Penilaian Berterusan mata pelajaran masing-masing.
 - c. Markah penuh bagi setiap atribut adalah 30 markah. Markah bagi setiap atribut yang dipilih hendaklah dijumlahkan dan dibahagi dengan markah penuh mengikut bilangan atribut. Seterusnya, nilai tersebut didarab dengan peratus wajaran PB mengikut mata pelajaran.
 - d. Contoh pengiraan markah bagi mendapatkan wajaran adalah seperti di bawah:
 - i. Sekiranya ketetapan hasil pembelajaran mata pelajaran bagi tugasan PB Physics adalah dua (2) atribut:
Markah pelajar: 40 markah
Jumlah markah penuh: $30 + 30 = 60$ markah
 $\frac{40}{60} \times 15\% = 10\%$
 - ii. Sekiranya ketetapan hasil pembelajaran mata pelajaran bagi tugasan PB Computer Science memilih tiga (3) atribut:
Markah pelajar: 60 markah
Jumlah markah penuh: $30 + 30 + 30 = 90$ markah
 $\frac{60}{90} \times 5\% = 3.3\%$
 - iii. Sekiranya ketetapan hasil pembelajaran mata pelajaran bagi tugasan PB Perakaunan memilih empat (4) atribut:
Markah pelajar: 90 markah
Jumlah markah penuh: $30 + 30 + 30 + 30 = 120$ markah
 $\frac{90}{120} \times 20\% = 15\%$
7. Butiran maklumat bagi pengiraan amali untuk mata pelajaran Chemistry, Physics dan Biology dalam Lampiran 2 adalah seperti berikut:
 - a. Bilangan kerja amali hendaklah dilaksanakan mengikut ketetapan mata pelajaran masing-masing bagi setiap semester.
 - b. Markah bagi semua laporan amali dijumlahkan dan dijadikan 7%.
 - c. Laporan amali hendaklah diberi markah mengikut skema jawapan yang telah disediakan oleh mata pelajaran masing-masing.

- d. Penilaian kerja amali hendaklah dilaksanakan sekurang-kurangnya sekali bagi setiap pelajar pada sesuatu semester dengan wajaran sebanyak 3%.
- e. Penilaian kerja amali hendaklah diberi skor mengikut rubrik yang telah disediakan oleh mata pelajaran masing-masing.
- f. Markah akhir pelajar bagi komponen amali adalah jumlah markah laporan dan penilaian kerja amali.
- g. Contoh pengiraan markah bagi mendapatkan wajaran amali untuk mata pelajaran *Physics* adalah seperti di bawah:

Bilangan amali yang ditetapkan: 9 amali.

Markah laporan amali pelajar:

Amali Ke-	1	2	3	4	5	6	7	8	9
Markah	70	75	80	80	85	85	90	90	95

Jumlah markah: $70 + 75 + 80 + 80 + 85 + 85 + 90 + 90 + 95 = 750$ markah

Jumlah markah penuh: 9 amali \times 100 markah = 900 markah

$$\frac{750}{900} \times 7\% = 5.8\%$$

Skor penilaian kerja amali pelajar:

Skor pelajar: 20

Jumlah skor penuh: 5 (score) \times 5 (criteria) = 25

$$\frac{20}{25} \times 3\% = 2.4\%$$

Markah akhir bagi komponen amali adalah: $5.8\% + 2.4\% = 8.2\%$

8. Butiran maklumat bagi pengiraan kuiz untuk mata pelajaran yang berkenaan adalah seperti berikut:
- a. Penilaian kuiz hendaklah dilaksanakan sebanyak **dua kuiz sahaja** bagi setiap pelajar pada sesuatu semester dengan wajaran sebanyak 5%.
 - b. Markah bagi semua kuiz dijumlahkan dan dijadikan 5%.
 - c. Kuiz hendaklah diberi markah mengikut skema jawapan yang telah disediakan oleh mata pelajaran masing-masing.
 - d. Contoh pengiraan markah bagi mendapatkan wajaran kuiz untuk mata pelajaran *Physics* adalah seperti di bawah:

Bilangan kuiz yang ditetapkan: 2 kuiz.

Markah kuiz pelajar:

Kuiz Ke-	1	2
Markah	7	9

Jumlah markah: $7 + 9 = 16$ markah

Jumlah markah penuh: 2 kuiz \times 10 markah = 20 markah

$$\frac{16}{20} \times 5\% = 4\%$$

Maka, markah PB keseluruhan mengikut komponen bagi mata pelajaran *Physics* adalah seperti berikut:

Jumlah markah: tugas + amali + kuiz

$$10\% + 8.2\% + 4\% = 22.2\%$$

Lampiran 1

**RUBRIK TUGASAN
BAGI JURUSAN SAINS & PENGAJIAN KEJURUTERAAN**

Attribute 1: Writing - Critical thinking, problem solving, Information management and lifelong learning skills rubric

Subattribute	1	2	3	4	5
Originality	Perform a task with lack of trust, honesty, sincerity and transparency.	Perform a task with limited trust, honesty, sincerity and transparency.	Perform a task with acceptable trust, honesty, sincerity and transparency.	Perform a task with trust, honesty, sincerity and transparent in most situations.	Always perform a task with trust, honesty, sincerity and transparent in any situation.
Coherency written academic discourse	Not able to write ideas coherently and systematically.	Able to write ideas with limited coherence but require further improvements.	Able to write ideas fairly coherently and systematically but require minor improvements.	Able to write ideas coherently and systematically.	Able to write ideas systematically with excellent coherence.
Problem identification	Not able to explain a problem, even with assistance.	Able to partially explain a problem with assistance.	Able to explain a problem with minimum assistance.	Independently able to explain a problem clearly without assistance.	Able to provide explanation of problem very clearly and accurately.

Subattribute	1	2	3	4	5
Analysis	Not able to organise and analyse gathered information or data and fails to define the root of the problem.	Finds difficulty in organising and analysing gathered information or data and finds difficulty in describing the root of the problem.	Able to organise and analyse gathered information or data, but does not clearly describe the root of the problem.	Able to organise and analyse gathered information or data and clearly describe the possible roots of the problem.	Able to organise and analyse gathered information or data and clearly describe the root of the problem.
Application	Not able to apply any new idea or knowledge to a given problem.	Limited ability to apply new idea or knowledge.	Able to apply new idea or knowledge to a given problem with assistance from lecturer or student.	Able to apply new idea or knowledge to a given problem independently.	Able to apply new idea or knowledge to a given problem and able to propose alternative applications.
Relevance of References	<ul style="list-style-type: none"> Fail to fulfil the required number of references. No appropriateness and relevance of reference. 	<ul style="list-style-type: none"> Minimally fulfil the required number of references according to APA citation format. Limited appropriateness and relevance of reference. 	<ul style="list-style-type: none"> Partially fulfil the required number of references according to APA citation format. Sufficient appropriateness and relevance of reference. 	<ul style="list-style-type: none"> Fullfill the required number of references according to APA citation format. Good appropriateness and relevance of reference. 	<ul style="list-style-type: none"> Exceed the required number of references according to APA citation format. Excellent appropriateness and relevance of reference.

Attribute 2: Group work – Leadership, decision making and collaborative skills rubric

Subattribute	1	2	3	4	5
Respect for others	No sensitivity towards the rights and needs of other individuals.	Little sensitivity towards the rights and needs of other individuals.	Show sensitivity to the rights and needs of other individuals.	Show respect and appreciation for the rights and needs of other individuals.	Show high respect and appreciation for the rights and needs of other individuals.
Interaction with others	<ul style="list-style-type: none"> • Less interest to participate in conversations. • No eye contact. • Always disrupt or monopolise conversations. 	<ul style="list-style-type: none"> • Take part in conversations when initiated by others. • Limited eye contact. • Interfere or monopolise conversations. 	<ul style="list-style-type: none"> • Take the initiative to start a conversation. • Appropriate eye contact. • Take turn to talk. 	<ul style="list-style-type: none"> • Start, maintain and end a conversation in a friendly manner. • Use appropriate eye contact and body language. • Take turn to talk with respect and actively listen to others. 	
Work Responsibility	Does not perform assigned tasks within the scope of work even with close supervision.	Perform assigned tasks within the scope of work with close supervision.	Perform assigned tasks within the scope of work and meets expectation.	Perform assigned tasks beyond the scope of work and exceeds expectation.	Perform assigned tasks beyond the scope of work and beyond expectation.

Subattribute	1	2	3	4	5
Foster good relationship	No clear evidence of ability to foster good relationships and work together effectively with other group members towards goal achievement.	Able to foster relationship and work together effectively with other group members towards goal achievement but with limited effect and require improvements.	Able to foster relationship and work together with other group members towards goal achievement with some effect(s) and require minor improvements.	Able to foster good relationship and work together with other group members towards goal achievement.	High ability to foster good relationship and work together effectively with other group members towards goal achievement.
Respect and accept opinions	Not able to respect and accept opinion of others that leads to conflicts.	Limited respect and acceptance of others' opinions in achieving group's objectives.	Able to respect and accept opinion of others in achieving group's objectives.	Able to well respect and accept opinion of others in achieving group's objectives.	Able to very well respect and accept opinion of others in achieving group's objectives.
Alternate roles	No clear evidence of ability to assume alternate roles as a group leader and group members demonstrated in practice.	Attempt to demonstrate in practice the ability to alternate roles as a group leader and group members but with limited effect and require improvements.	Able to demonstrate in practice the ability to assume alternate roles as a group leader and group members with some effect(s) and require minor improvements.	Able to demonstrate in practice the ability to assume alternate roles as a group leader and a group member to achieve the same goal.	Show clear evidence to assume alternate roles as a group leader and a group member demonstrated in practice.

Attribute 3 : Presentation – Communication and public speaking skills rubric

Subattribute	1	2	3	4	5
Clear delivery of ideas	Not able to deliver ideas clearly and require major improvements.	Able to deliver ideas and require further improvements.	Able to deliver ideas fairly clearly and require minor improvements.	Able to deliver ideas clearly.	Able to deliver ideas with great clarity.
Effective and articulate delivery of ideas	Not able to deliver ideas effectively.	Able to deliver ideas with limited effect and require further improvements.	Able to deliver ideas fairly effectively and require minor improvements.	Able to deliver ideas effectively and fluently.	Ability to deliver ideas with great effect and fluency.
Confident delivery of ideas	Not able to deliver ideas confidently.	Able to deliver ideas with limited confidence and require further improvements.	Able to deliver ideas fairly confidently and require minor improvements.	Able to deliver ideas confidently.	Able to deliver ideas with great confidence.
Creativity	No use of multimedia.	Limited use of multimedia.	Fair use of multimedia.	Effective use of multimedia.	Highly and creatively use of multimedia.
Understand and respond to questions	Not able to understand and respond to a question.	Able to understand and answer questions but not able to accurately answer the questions.	Able to understand and answer questions satisfactorily.	Able to respond to questions well.	Able to fully understand and respond to questions very well.

Subattribute	1	2	3	4	5
Body language	No movement or descriptive gestures.	Very little movement or descriptive gestures.	Made movements or gestures that enhances articulation.	Effective movements or gestures that enhances articulation.	Movements seem fluid and help the audience visualize.

Attribute 4: Attitude & values rubric

Subattribute	1	2	3	4	5
Effort	No effort to complete task.	Minimal effort to complete task.	Sufficient effort to complete task.	Good effort to complete task.	Excellent effort to complete task.
Work Ethics	Practise inappropriate working culture such as bad behaviour, no punctuality as well as not being efficient, productive and ethical at work in all situations.	Practise less appropriate working culture such as inconsistent behaviour, less punctuality as well as being less efficient, productive and ethical at work in many situations.	Practise good working culture such as good moral, punctual as well as being efficient, productive and ethical at work in general.	Practise good working culture such as good moral, punctual as well as being efficient, productive and ethical at work in most situations.	Always practise excellent working culture such as good moral, punctual as well as being efficient, productive and ethical at work in all situations.
Integrity	Perform a task with lack of honesty, sincerity and transparency.	Perform a task with limited degree of honesty, sincerity and transparency.	Perform a task with acceptable degree of honesty, sincerity and transparency.	Perform a task honestly, sincerely and transparent in most situations.	Always perform a task honestly, sincerely and transparent in any situation.
Moral	Does not practice good values or does not behave decently in any situation.	Practice good values or behave decently only in some situation.	Practice good values and behave decently in many situations.	Practice good values and behave decently in most situations.	Always practice good values and behave decently in any situation.

Subattribute	1	2	3	4	5
Proactive	Not able to demonstrate active attitude in all situations.	Demonstrate limited active attitude in many situations.	Demonstrate positive and active attitude in many situations.	Demonstrate positive and active attitude in most situations.	Always demonstrate positive and active attitude in all situations even if it is critical.
Appearance	Show appearance not appropriate to situations or wear improper attire at all times.	Show appearance less appropriate to situations or wear improper attire many times.	Show appearance appropriate to situations and wear proper attire in general.	Show appearance appropriate to situations and wear proper attire at most times.	Always show appearance appropriate to situations and wear proper attire at all times.

Adapted from ICGPA Rubric Learning Outcomes Assessment Guide, Ministry of Higher Education (2016)

Lampiran 1

**RUBRIK TUGASAN
BAGI JURUSAN SASTERA IKHTIASIS**

Atribut 1: Penulisan - Pemikiran kritis, penyelesaian masalah, kemahiran pengurusan maklumat dan pembelajaran sepanjang hayat

Subatribut	1	2	3	4	5
Keaslian	Melaksanakan tugas dengan kurangnya kepercayaan, kejurran, keikhlasan dan ketelusuran.	Melaksanakan tugas dengan terhad dan sudut amanah, kejujuran, keikhlasan dan ketelusuran.	Melaksanakan tugas dengan amanah, kejujuran, keikhlasan dan ketelusuran.	Melaksanakan tugas dengan amanah, jujur, ikhlas dan telus dalam pelbagai situasi.	Selalu melaksanakan tugas dengan amanah, jujur, ikhlas dan telus dalam pelbagai situasi.
Kesinambungan dalam Penulisan	Tidak berupaya menulis idea.	Boleh menulis idea dan memerlukan pambahbaikan lanjut.	Boleh menulis idea dan memerlukan pambahbaikan lanjut.	Boleh menulis idea dengan baik.	Boleh menulis idea dengan sangat baik.
Kenal Pasti Masalah	Tidak boleh mengenal pasti dan menerangkan masalah walaupun dengan bantuan yang maksimum.	Boleh mengenal pasti dan menerangkan masalah dengan bantuan yang maksimum.	Boleh mengenal pasti dan menerangkan masalah dengan sedikit bantuan.	Boleh mengenal pasti dan menerangkan masalah dengan tepat dan jelas tanpa bantuan.	Boleh mengenal pasti dan menerangkan masalah dengan sangat lepas, terperinci dan jelas.

Subatribut	1	2	3	4	5
Analisis	Tidak boleh menyusun dan menganalisis data atau maklumat yang dicerap / didapati dan tidak berjaya mengenal pasti faktor yang menyumbang kepada masalah / isu atau menjelaskan punca masalah.	Kurang berkemampuan menyusun dan menganalisis data atau maklumat yang dicerap / didapati tetapi kurang berjaya mengenal pasti faktor yang menyumbang kepada masalah / isu atau tidak menerangkan punca masalah dengan jelas.	Boleh menyusun dan menganalisis data atau maklumat yang dicerap / didapati, boleh mengenal pasti faktor yang menyumbang kepada masalah / isu atau boleh menerangkan punca masalah dengan jelas.	Boleh menyusun dan menganalisis data atau maklumat yang dicerap / didapati, boleh mengenal pasti faktor yang menyumbang kepada masalah / isu dengan tepat atau boleh menerangkan punca masalah dengan jelas.	Boleh menyusun dan menganalisis data atau maklumat yang dicerap / didapati, boleh mengenal pasti faktor yang menyumbang kepada masalah / isu dengan tepat atau boleh menerangkan punca masalah dengan jelas.
Aplikasi	Tidak boleh mengaplikasi idea / ilmu baharu kepada masalah yang diberi.	Boleh mengaplikasi sedikit idea / ilmu baharu kepada masalah yang diberi.	Boleh mengaplikasi idea / ilmu baharu kepada masalah yang diberi dengan bantuan rakan atau persyarikat.	Boleh mengaplikasi idea / ilmu baharu kepada masalah yang diberi tanpa sebarang bantuan.	Boleh mengaplikasi idea / ilmu baharu kepada masalah yang diberi serta mencadangkan aplikasi alternatif.

Subatribut	1	2	3	4	5
Senarai Rujukan yang Relevant	<ul style="list-style-type: none"> Tidak memenuhi keperluan jumlah senarai rujukan yang diperlukan. Tidak rujukan yang sesuai dan relevan. 	<ul style="list-style-type: none"> Kurang memenuhi keperluan jumlah senarai rujukan yang diperlukan tertakluk kepada format penulisan APA. Rujukan yang dikumpul kurang sesuai dan terhad. 	<ul style="list-style-type: none"> Memenuhi sebahagian keperluan jumlah senarai rujukan yang diperlukan tertakluk kepada format penulisan APA. 	<ul style="list-style-type: none"> Memenuhi keperluan jumlah senarai rujukan yang diperlukan tertakluk kepada format penulisan APA. Rujukan yang dikumpul memenuhi tugas yang diberikan pada tahap baik. 	<ul style="list-style-type: none"> Melebihi keperluan jumlah senarai rujukan tertakluk kepada format penulisan APA. Rujukan yang dikumpul adalah relevan dan sangat bersesuaian dengan tugas.

Atribut 2: Kerja Kumpulan - Kepimpinan, membuat keputusan dan kemahiran kolaboratif

Subatribut	1	2	3	4	5
Menghormati Orang Lain	<ul style="list-style-type: none"> Tiada sensitiviti terhadap hak dan keperluan individu lain. 	<ul style="list-style-type: none"> Tiada sensitiviti terhadap hak dan keperluan individu lain. 	<ul style="list-style-type: none"> Tiada sensitiviti terhadap hak dan keperluan individu lain. 	<ul style="list-style-type: none"> Tiada sensitiviti terhadap hak dan keperluan individu lain. 	<ul style="list-style-type: none"> Tiada sensitiviti terhadap hak dan keperluan individu lain.
Interaksi dengan Orang Lain	<ul style="list-style-type: none"> Kurang berminat mengambil bahagian dalam perbualan. Tiada hubung pandang. Seniasa mengganggu atau memoropoli perbualan. 	<ul style="list-style-type: none"> Mengambil bahagian dalam perbualan apabila dimulakan oleh orang lain. Hubung pandang yang sesuai. Hubung pandang yang terhad. Mengganggu atau memoropoli perbualan. 	<ul style="list-style-type: none"> Mengambil inisiatif memulakan perbualan. Hubung pandang dengan ramah. Mengambil hubung pandang yang baik. Mengambil giliran dalam perbualan dengan hormat. 	<ul style="list-style-type: none"> Memulakan, mengekalakan dan mengakhiri perbualan secara semula jadi. Menggunakan hubung pandang dan bahasa badan yang sesuai. Mengambil giliran perbualan dengan hormat & aktif mendengar. 	<ul style="list-style-type: none"> Memulakan, mengekalakan dan mengakhiri perbualan secara semula jadi. Menggunakan hubung pandang dan bahasa badan yang sesuai. Mengambil giliran perbualan dengan hormat & aktif mendengar.
Tanggungjawab Keja	Tidak menjalankan tugas yang diberi walaupun dengan pengawasan.	Tidak menjalankan tugas yang diberi walaupun dengan pengawasan.	Tidak menjalankan tugas yang diberi walaupun dengan pengawasan.	Tidak menjalankan tugas yang diberi walaupun dengan pengawasan.	Tidak menjalankan tugas yang diberi walaupun dengan pengawasan.

Subatribut	1	2	3	4	5
Membina Hubungan Baik	Tiada bukti jelas kebolehan membina hubungan baik dan bekerjasama dengan anggota kumpulan secara berkesan dalam mencapai objektif.	Boleh membina hubungan baik, dan bekerjasama dengan anggota lain dengan kesan terhad untuk mencapai objektif yang sama dan memerlukan sedikit penambahbaikan.	Boleh membina hubungan baik, dan bekerjasama dengan anggota lain dengan kesan terhad untuk mencapai objektif yang sama dan memerlukan sedikit penambahbaikan.	Boleh membina hubungan baik, dan bekerjasama dengan anggota lain untuk mencapai objektif yang sama dan memerlukan sedikit penambahbaikan.	Mempamerkan bukti jelas kebolehan membina hubungan baik dan bekerjasama dengan anggota lain untuk mencapai objektif yang sama.
Menghormati dan Menerima Pendapat	Tidak menunjukkan rasa hormat dan tidak menerima pendapat anggota kumpulan sehingga menyebabkan konflik.	Kurang menghormati dan menerima pendapat ahli kumpulan dalam mencapai objektif kumpulan.	Menghormati dan menerima pendapat ahli kumpulan bagi mencapai objektif.	Menghormati dan menerima dengan baik pendapat ahli kumpulan bagi mencapai objektif.	Menghormati dan menerima dengan sangat baik pendapat ahli kumpulan bagi mencapai objektif.
Peranan Bersihlih Ganti	Tiada bukti yang jelas agihan peranan bersihlih ganti antara ketua kumpulan dan ahli kumpulan yang dizahirkan dalam amalan.	Berusaha mempamerkan agihan peranan yang bersihlih ganti antara ketua kumpulan untuk mencapai objektif yang sama tetapi memerlukan sedikit penambahbaikan.	Boleh mempamerkan agihan peranan yang bersihlih ganti antara ketua kumpulan untuk mencapai objektif yang sama tetapi memerlukan sedikit penambahbaikan.	Boleh mempamerkan agihan peranan yang bersihlih ganti antara ketua kumpulan untuk mencapai objektif yang sama.	Mempamerkan bukti jelas agihan peranan bersihlih ganti antara ketua kumpulan dan ahli kumpulan yang dizahirkan dalam amalan.

Atribut 3 : Persembahan – Komunikasi and kemahiran pengucapan awam

Subatribut	1	2	3	4	5
Kejelasan Idea	Tidak boleh menyampaikan idea dan memerlukan banyak penambahbaikan.	Boleh menyampaikan idea dengan jelas namun memerlukan sedikit penambahbaikan.	Boleh menyampaikan idea dengan sangat jelas.	Boleh menyampaikan idea dengan sangat jelas.	Boleh menyampaikan idea dengan sangat jelas.
Keberkesaan dan Artikulasi Idea	Tidak boleh menyampaikan idea dengan berkesan.	Boleh menyampaikan idea dengan berkesan namun memerlukan penambahbaikan lanjut.	Boleh menyampaikan idea dengan berkesan namun memerlukan sedikit penambahbaikan lanjut.	Boleh menyampaikan idea dengan berkesan dan fasih.	Boleh menyampaikan idea dengan sangat berkesan dan fasih.
Keyakinan Idea	Tidak boleh menyampaikan idea dengan yakin.	Boleh menyampaikan idea dengan yakin namun memerlukan penambahbaikan lanjut.	Boleh menyampaikan idea dengan yakin namun memerlukan sedikit penambahbaikan.	Boleh menyampaikan idea dengan yakin.	Boleh menyampaikan idea dengan sangat yakin.
Kreativiti	Tiada penggunaan multimedia.	Penggunaan multimedia yang terhad.	Penggunaan multimedia yang sederhana.	Penggunaan multimedia yang berkesan.	Penggunaan multimedia yang sangat kreatif.

Subatribut	1	2	3	4	5
Kelahaman dan menjawab soalan	Tidak memahami dan tidak dapat menjawab soalan.	Boleh memahami dan menjawab soalan tetapi kurang bertepatan dengan tahanan soalan.	Boleh memahami dan menjawab soalan dengan memuaskan.	Boleh memahami dan menjawab soalan dengan baik.	Boleh memahami dan menjawab soalan dengan cemerlang.
Bahesa Badan	Tidak pergerakan atau deskriptif gerak isyarat.	Pergerakan yang sangat sedikit atau gerak isyarat.	Pergerakan yang dibuat atau gerak isyarat yang meningkatkan artikulasikan.	Pergerakan yang berkesan atau gerak isyarat yang meningkatkan artikulasikan.	Pergerakan lancar dan membantu penonton menggambarkan situasi.

Atribut 4: Sikap dan nilai

Subatribut	1	2	3	4	5
Daya Usaha	Tidak mempunyai daya usaha dalam menyiapkan tugas.	Mempunyai daya usaha yang sedikit dalam menyiapkan tugas.	Mempunyai daya usaha yang memuaskan dalam menyiapkan tugas.	Mempunyai daya usaha yang baik dalam menyiapkan tugas.	Mempunyai daya usaha yang sangat baik dalam menyiapkan tugas.
Etika Kerja	Tidak mengamalkan budaya kerja yang baik seperti berakhlaq, meneplat waktu, cekap, berhemah dan produktif di tempat kerja dan mempunyai masalah disiplin semasa menjalankan tugas.	Kurang mengamalkan budaya kerja yang baik seperti berakhlaq, meneplat waktu, cekap, berhemah dan produktif di tempat kerja.	Mengamalkan budaya kerja yang baik seperti berakhlaq, meneplat waktu, cekap, produktif dan berhemah di tempat kerja secara umum.	Mengamalkan budaya kerja yang baik seperti berakhlaq, meneplat waktu, cekap, produktif dan berhemah di tempat kerja pada kebanyakan masa.	Sentiasa mengamalkan budaya kerja yang sangat baik seperti berakhlaq, meneplat waktu, cekap, produktif dan berhemah di tempat kerja pada setiap masa.

Subatribut	1	2	3	4	5
Integriti	Tidak amanah, jujur, tulus dan telus dalam menjalankan sesuatu tugas.	Kurang amanah, jujur, tulus dan telus dalam menjalankan sesuatu tugasan.	Menjalankan sesuatu tugasan dengan sifat amanah, jujur, tulus dan telus yang memuaskan.	Menjalankan sesuatu tugasan dengan sifat amanah, jujur, tulus dan telus yang sepenuhnya.	Sentiasa menjalankan sesuatu tugasan dengan sifat amanah, jujur, tulus dan telus yang sepenuhnya dalam apa jua keadaan.
Moral	Tidak mengamalkan nilai-nilai murni atau tidak berkelakuan baik seperti mana-mana sepatutnya.	Mengamalkan nilai-nilai murni atau berkelakuan baik hanya dalam beberapa keadaan.	Mengamalkan nilai-nilai murni dan berkelakuan baik dalam banyak keadaan.	Mengamalkan nilai-nilai murni dan berkelakuan baik dalam hampir semua keadaan.	Sentiasa mengamalkan nilai-nilai murni dan berkelakuan baik dalam apa jua keadaan.
Proaktif	Tidak dapat menunjukkan sikap aktif pada mana-mana keadaan.	Menunjukkan sikap aktif yang terhad dalam banyak keadaan.	Menunjukkan sikap aktif dan positif dalam banyak keadaan.	Menunjukkan sikap aktif dan positif dalam hampir semua keadaan.	Sentiasa menunjukkan sikap aktif dan positif dalam apa jua keadaan walaupun kritis.

Subatribut	1	2	3	4	5
Penampilan	Menunjukkan penampilan diri dan pemakaian yang tidak sesuai.	Menunjukkan penampilan diri atau pemakaian yang kurang sesuai.	Menunjukkan penampilan diri dan pemakaian yang sesuai dengan keadaan secara umum.	Menunjukkan penampilan diri dan pemakaian yang sesuai dengan keadaan pada kebanyakan masa.	Sentiasa menunjukkan penampilan diri dan pemakaian yang sesuai dengan keadaan sepanjang masa.

RUBRIK AMALI BAGI MATA PELAJARAN CHEMISTRY			
Criteria	Performance Indicator	Score	Criteria
Preparation	Setting up <ul style="list-style-type: none"> ▪ Apparatus ▪ Work area Choosing correct apparatus	3	All equipment accurately placed. All necessary supplies on hand. Very neat and organised.
		2	Set-up of equipment is generally accurate with 1 or 2 small details that need refinement. All necessary supplies on hand.
		1	Set-up of equipment is generally workable with several details that need refinement. Some necessary supplies have to be searched out.
	The ability to conduct experiment using the given materials/ apparatus	3	Able to show all 4 performance indicators correctly.
	Able to use and handle the material/ apparatus carefully and correctly	2	Able to show any 2 or 3 performance indicators correctly.
	Able to clean the material apparatus in a correct way	1	Able to show at least one performance indicator correctly.

Lampiran 2

Criteria	Performance Indicator	Score	Criteria
	Able to store material/ apparatus correctly and safely.		
Handling Chemical (Chemistry)	The ability to handle and dispose hazardous chemical. Able to avoid contamination when using chemicals. Able to handle spillage. Able to use correct apparatus/ glassware when transferring solutions. Able to measure the correct amount of chemicals.	3	Able to use tools, equipment and material with high degree of competence. Routinely follow safety procedures with little to no reminders.
		2	Able to use tools, equipment and materials with considerable competence. Follow safety procedures with only minimal reminders.
		1	Able to use tools, equipment and materials with limited competence. Require constant reminders to follow safety procedures.
Carry out experiment	Systematic Making observations Measurements Scientific drawing	3	Able to apply appropriate strategies and/ or skills specific to the task without error, and may applies some in innovative ways.
		2	Able to apply appropriate skills and/ or strategies required by the task, but makes a number of non-critical errors in doing so.

Criteria	Performance Indicator	Score	Criteria
Work Area	Condition of the work station after experiment.	1	Able to apply appropriate or inappropriate skills and/ or strategies required by the task and with critical errors in applying them.
		3	Consistently use proper clean-up procedures. Station is always left neat and clean.
		2	Proper clean-up procedures generally used. Station is generally left clean.
		1	Proper clean-up procedures are seldom used. More items are left at station or station not cleaned.

RUBRIK AMALI BAGI MATA PELAJARAN PHYSICS					
Criteria	1	2	3	4	5
Set-up and Equipment Care	<ul style="list-style-type: none"> • Set-up of equipment is not accurate with help required with several major details. • Many necessary supplies have to be searched out. 	<ul style="list-style-type: none"> • Set-up of equipment is generally workable with several details that need refinement. • Some necessary supplies have to be searched out. 	<ul style="list-style-type: none"> • Set-up of equipment is generally accurate with 1 or 2 small details that need refinement. • All necessary supplies on hand. 	<ul style="list-style-type: none"> • All equipment accurately placed. • All necessary supplies on hand. 	<ul style="list-style-type: none"> • All equipment accurately placed. • All necessary supplies on hand. • Very neat and organised.
Following Procedure	<ul style="list-style-type: none"> • Lack of appropriate knowledge of the lab procedures. • Often require help from the teacher to even complete basic procedures. 	<ul style="list-style-type: none"> • Demonstrate general knowledge of lab procedures. • Require help from peers for help with problems in lab procedures. • Generally able to follow each step before moving on to the next step/ accordingly. 	<ul style="list-style-type: none"> • Demonstrate good knowledge of the lab procedures. • Ask peers for help with problems in lab procedures. • Carefully follow each step. 	<ul style="list-style-type: none"> • Demonstrate sound knowledge of lab procedures. • Discuss with peers to solve problems in procedures. 	<ul style="list-style-type: none"> • Demonstrate very good knowledge of the lab procedures. • Gladly help other students to follow procedures. • Thoroughly and carefully follow each step before moving on to the next step.

Criteria	1	2	3	4	5
Data Collection	<ul style="list-style-type: none"> Measurements are incomplete, inaccurate and imprecise. Observations are incomplete or not included. Data was recorded in an incomplete, haphazard manner or only after considerable assistance. 	<ul style="list-style-type: none"> Measurements are somewhat inaccurate and very imprecise. Observations are incomplete or recorded in a confusing way. Data was recorded in a disorganized manner or only with assistance. 	<ul style="list-style-type: none"> Measurements are mostly accurate. Observations are generally complete. Work is organised. Data was recorded in a manner that probably represents the results of the experiment with assistance. 	<ul style="list-style-type: none"> Measurements are accurate with reasonable precision. Observations are thorough. Work is generally neat and organised. Data was collected and recorded in a manner that probably represents the results of the experiment. 	<ul style="list-style-type: none"> Measurements are both accurate and precise. Observations are very thorough and may recognise possible errors in data collection. Work is neat and organised. Data was collected and recorded in an orderly manner that accurately reflects the results of the experiment.
Safety	<ul style="list-style-type: none"> Proper safety precautions are consistently missed. Need to be reminded often during experiment. 	<ul style="list-style-type: none"> Proper safety precautions are often missed. Need to be reminded more than once during experiment. 	<ul style="list-style-type: none"> Proper safety precautions are generally used. May need to be reminded once during experiment. 	<ul style="list-style-type: none"> Proper safety procedures are consistently used. Use general reminders of safe practices independently. 	<ul style="list-style-type: none"> Proper safety precautions are consistently used. Consistently think ahead to ensure safety. Often help other students to conduct experiment safely.

Criteria	1	2	3	4	5
Clean-up	<ul style="list-style-type: none"> Proper clean-up procedures are seldom used. Often require help to complete clean-up. 3 or more items left at station or station not cleaned. 	<ul style="list-style-type: none"> Need to be reminded more than once during the lab to use proper clean-up procedures. May need some help on occasion to complete tasks. 1 or 2 items left at station or not cleaned. 	<ul style="list-style-type: none"> Proper clean-up procedures generally used. Station generally left clean. 	<ul style="list-style-type: none"> Consistently use proper clean-up procedures. Station generally left neat and clean. 	<ul style="list-style-type: none"> Consistently use proper clean-up procedures. Often will help other students to complete tasks properly. Station always left neat and clean.

Lampiran 2

RUBRIK AMALI BAGI MATA PELAJARAN BIOLOGY				
Criteria	4	3	2	1
Interpersonal Skills in Group Work	Interact positively with all group members, encourage such interaction in others, contribute and participate actively.	Interact with all group members spontaneously and in a way, has abilities to express opinion.	Interact with other group members if prompted, sometimes able to express opinion.	Rarely interact positively within a group, even with prompts, and lack in abilities to express opinion.
Participation to Achieve Group Goals	Actively help to identify group goals and work effectively to meet them in all roles assigned.	Demonstrates commitment to group goals and carry out assigned roles effectively.	Demonstrate commitment to group goals, but has difficulty in performing assigned roles.	Show little commitment to group goals and fail to perform assigned roles.
Procedural - Knowledge and Science Process Skills	Apply appropriate strategies and/or skills specific to the task without error, and may apply some in innovative ways.	Apply the appropriate strategies and/or skills specific to the task without significant errors.	Apply appropriate skills and/or strategies required by the task, but make a number of insignificant errors in doing so.	Select appropriate or inappropriate skills and/or strategies required by the task but make significant errors in applying them.

Criteria	4	3	2	1
Handling Apparatus and Materials	<ul style="list-style-type: none"> ▪ Use apparatus and materials with a high degree of competence. ▪ Always properly clean and store apparatus. 	<ul style="list-style-type: none"> ▪ Use apparatus and materials with considerable competence. ▪ Properly clean and store apparatus with minimal help. 	<ul style="list-style-type: none"> ▪ Use apparatus and materials with some competence. ▪ Some apparatus not properly cleaned and stored. 	<ul style="list-style-type: none"> ▪ Use apparatus and materials with limited competence. ▪ Most apparatus not properly cleaned and stored.
Work Area & Safety	<ul style="list-style-type: none"> ▪ Consistently use proper clean-up procedures. ▪ Often help other students to complete tasks properly. ▪ Station is always left neat and clean. 	<ul style="list-style-type: none"> ▪ Proper clean-up procedures generally used. ▪ May need some help on occasion to complete tasks. ▪ Station is generally left clean. 	<ul style="list-style-type: none"> ▪ Proper clean-up procedures are seldom used. ▪ Often require help to complete clean-up. ▪ More items are left at station or station not cleaned. 	<ul style="list-style-type: none"> ▪ Proper clean-up procedures are not used. ▪ Always require help to complete clean-up. ▪ Most items are left at station or station not cleaned.

RUBRIK AMALI BAGI MATA PELAJARAN COMPUTER SCIENCE				
Criteria	Performance Indicators			
	1	2	3	4
Depth of coverage (Knowledge)	<ul style="list-style-type: none"> Show minimum understanding of the content covered. No extension of ideas evident. 	<ul style="list-style-type: none"> Show basic level of understanding of key ideas only. Attempt extension of a few ideas. 	<ul style="list-style-type: none"> Show solid understanding of most of the content. Show extensions of most key ideas. 	<ul style="list-style-type: none"> Show solid understanding of all the content covered. Extensions of the key ideas show a deep understanding of the content.
Central Image (Communication)	Pictures or images are used but difficult to separate from other information.	Pictures or images are used but not clearly related to key idea.	Clear use of pictures or images that are related to key idea.	Pictures or images chosen are meaningful and clearly represented the key idea.

Lampiran 2

Criteria	Performance Indicators			
	1	2	3	4
Ideas have key images (Communication)	A little evidence of key images. Has only a few keywords.	Images and keywords are evident, but either too few or some are inaccurate.	Images and key words used clearly show an understanding of the content.	Images and key words used clearly and dynamically show an understanding of the content. (One or more of: use of cut-outs from magazines, clipart, illustrations).
Colour or codes or links used to illustrate connections between ideas (Thinking)	Little use of colour, codes or links to illustrate connections between ideas.	Obvious attempt is made to use colour, codes or links to enhance clarity and memory with some inconsistency.	Clearly use colour, codes, or links to clarify connections and to assist with memory for most aspects of mind map.	Effectively use colour, codes, or links to meaningfully clarify connections for all aspects of mind map.
Ideas radiate out from central image from most to least complex (Application)	<ul style="list-style-type: none"> Some ideas are connected central image and idea. 	<ul style="list-style-type: none"> All ideas show connection to central image and idea. Ideas developed from most to least complex with some confusion. 	<ul style="list-style-type: none"> Ideas clearly connected to central image and idea. Ideas generally developed from most to least complex with some confusion. 	<ul style="list-style-type: none"> Ideas clearly connected to central image and idea. Ideas consistently and accurately developed from most to least complex.

RUBRIC FOR POSTER / MAGAZINE COVERS

Criteria	5	4	3	2	1
Content	Content is accurate and all required information is presented in a logical order.	Content is accurate, but some required information is missing and/or not presented in a logical order, but still generally easy to follow.	Content is accurate, but some required information is missing and/or not presented in a logical order, making it difficult to follow.	Content is questionable. The information is not presented in a logical order, making it difficult to follow.	Content is inaccurate. The information is not presented in a logical order, making it difficult to follow.
Presentation	<ul style="list-style-type: none"> • Presentation flows well and logically organised. Presentation reflects extensive use of tools in a creative way. • Each of the group members' information is presented. 	<ul style="list-style-type: none"> • Presentation flows well. Tools are used correctly. • Each of the group members' information is presented. The overall presentation is interesting. 	<ul style="list-style-type: none"> • Presentation flows well. Some tools are used to show acceptable understanding. • Each of the group members' information is presented. 	<ul style="list-style-type: none"> • Presentation is unorganised. • Tools are not used in a relevant manner. Lacking some of the group members' information. 	The presentation has no flow. Insufficient information on some of the group members' details..

Criteria	5	4	3	2	1
Pictures, Clip Art Background	<ul style="list-style-type: none"> • Images are appropriate. • Layout is pleasing to the eye. 	<ul style="list-style-type: none"> • Images are appropriate. • Layout is cluttered. 	Most images are appropriate.	Images are inappropriate or layout is messy.	No image.
Mechanics	<ul style="list-style-type: none"> • Minimum spelling and grammar errors. • Text is in authors' own words. 	<ul style="list-style-type: none"> • Few spelling and grammar errors. • Text is in authors' own words. 	<ul style="list-style-type: none"> • Some spelling and grammar errors. • Most of the text is in authors' own words. 	<ul style="list-style-type: none"> • Some spelling and grammar errors. • Text is copied. 	<ul style="list-style-type: none"> • Many spelling and grammar errors.

RUBRIC FOR SPREADSHEET				
Criteria	4	3	2	1
Neatness and Organisation	The spreadsheet has exceptional formatting and the information is well organised. It's easy to read.	The spreadsheet has attractive formatting and is somewhat organised. Data can be read and interpreted, but with some difficulty.	The spreadsheet is somewhat organised. Readability needs improvement, as there is great difficulty in interpreting information.	The spreadsheet formatting and organisation can be confusing to reader. Information is not readable.
Functions	<p>The spreadsheet has all functions including:</p> <ul style="list-style-type: none"> a) basic arithmetic operators (+, -, *, /) b) arithmetic functions such as SUM, COUNT, COUNTIF c) statistical functions such as AVERAGE, MAX, MIN d) VLOOKUP 	<p>The spreadsheet has functions such as:</p> <ul style="list-style-type: none"> a) basic arithmetic operators (+, -, *, /) b) arithmetic functions such as SUM, COUNT, COUNTIF c) statistical functions such as AVERAGE, MAX, MIN 	<p>The spreadsheet has at least functions such as:</p> <ul style="list-style-type: none"> a) basic arithmetic operators (+, -, *, /) b) arithmetic functions such as SUM, COUNT, COUNTIF 	The spreadsheet has minimum function such as basic arithmetic operators (+, -, *, /)

Criteria	4	3	2	1
Chart	<ul style="list-style-type: none"> • Contains a title that is clearly related to the data displayed. • Clearly labelled rows and columns. 	<ul style="list-style-type: none"> • Contains a title that is somewhat related to the data displayed. • Clearly labelled rows and columns, but the row-column organisation was not completely thought out. 	<ul style="list-style-type: none"> • Title is not present at the top of the graph. • Does not contain labels for some of the rows or columns, and spreadsheet shows some signs of disorganisation. 	<ul style="list-style-type: none"> • Does not contain appropriate title. • Does not contain appropriate labels for columns and rows.

RUBRIK TUGASAN BAGI MATA PELAJARAN CIVIL/ MECHANICAL/ ELECTRIC & ELECTRONIC ENGINEERING STUDIES			
SEMESTER I			
CAD DESIGN PROJECT			
Item	Scale	Criteria of Evaluation	Score
Design Methodology	1	Draw the product that is not according to the specified theme.	
	2	Draw the product in accordance to the specified theme but with major modification from the original theme.	
	3	Draw the product in accordance to the specified theme but with slight modification from the original theme.	
	4	Draw the product in accordance to the specified theme - MULTIPURPOSE STUDY TABLE	
Design Solution	1	Generate only 1 idea with incomplete rendering and poor refining process without any aesthetic value.	
	2	Generate at least 2 ideas with complete rendering but poor refining process and aesthetic value.	
	3	Generate at least 3 ideas with complete rendering and moderate refining process but with aesthetic value.	

Item	Scale	Criteria of Evaluation	Score
Design Documentation	4	Generate at least 3 ideas with complete rendering and refining process with great aesthetic value.	
	1	Produce a complete but improper design drawing and not well organised design documentation.	
	2	Produce a complete and a proper design drawing without well organised design documentation.	
	3	Produce a complete and a proper design drawing with well organised design documentation.	
Design Presentation	4	Produce a complete and a proper design drawing with outstanding structure of formal design documentation.	
	1	Present the final product without aids.	
	2	Present the final product only using the design to help the presentation.	
	3	Present the final product with brochure used to enhance the presentation.	
			Total Marks (/16) 0
			Sub-Total Percentage (X/10) 0.00

RUBRIK TUGASAN
BAGI MATA PELAJARAN CIVIL ENGINEERING STUDIES

SEMESTER II

TASK 1: ROOF LOADS AND TRUSS FORCES

Item	Criteria	Score		
		1	2	3
1	Able to interpret roof truss layout			
2	Able to apply coefficient of Dead Load and Live Load on rafter			
3	Able to calculate equivalent joint load (e _{ji})			
4	Able to calculate reaction force			
5	Able to calculate and determine compression force and tension force for each member			
Score				
Total (X/15)				

TASK 2: DESIGN OF ROOF BEAMS

Item	Criteria	Score		
		1	2	3
1	Able to interpret building layout plan			
2	Able to calculate self-weight of the beam			
3	Able to calculate bending moment			
4	Able to calculate neutral axis depth, x			
5	Able to calculate compressive force in concrete			
6	Able to calculate tensile force in steel			
7	Able to determine the size of steel bar			
Score				
Total (X/21)				

TASK 3: DESIGN OF COLUMN

Item	Criteria	Score		
		1	2	3
1	Able to interpret building layout plan			
2	Able to analyse load on the beam supported by the column			
3	Able to identify load transferred on the column			
4	Able to calculate total axial load on column			
5	Able to calculate the size of steel bar			
Score				
Total (X/15)				

TASK 4: DESIGN OF FLOOR

Item	Criteria	Score		
		1	2	3
1	Able to identify one-way or two-way spanning floor panels			
2	Able to calculate the Live Load and Dead Load			
3	Able to identify distribution of floor loads onto supporting beams.			
4	To calculate the design loads of slab in kN/m ²			
Score				
Total (X/12)				

TASK 5: DESIGN OF PAD FOOTING

Item	Criteria	Score		
		1	2	3
1	Able to interpret building layout plan			
2	Able to calculate the service design axial load on pad footing			
3	Able to calculate the base area			
Score				
Total (X/9)				

RUBRIK AMALI
BAGI MATA PELAJARAN CIVIL ENGINEERING STUDIES

SEMESTER II**LAB 1: TENSILE TEST**

Item	Criteria	Score		
		1	2	3
1	Soft Skill			
	1.1 Communication			-
	1.2 Time Management			
	1.3 Involvement			
2	Technical Skill			
	2.1 Work Procedure			
	2.2 Adhering to the safety regulations (before, current and after)			
	2.3 Equipment and specimen preparation			
3	Report			
	3.1 Introduction			
	3.2 Analysis			-

Item	Criteria	Score		
		1	2	3
	3.3 Discussion			
	3.4 Answer of questions			
	3.5 Conclusion			
	3.6 Reference			
	Score			
	Total (X/36)			

Item	Criteria	Score		
		1	2	3
1	Soft Skill			
	1.1 Communication			
	1.2 Time Management			
	1.3 Involvement			
2	Technical Skill			
	2.1 Work Procedure			
	2.2 Adhering to the safety regulations (before, current and after)			
	2.3 Equipment and specimen preparation			
3	Report			
	3.1 Introduction			
	3.2 Analysis			
	3.3 Discussion			
	3.4 Answer of questions			

Item	Criteria	Score		
		1	2	3
	3.5 Conclusion			
	3.6 Reference			
Score				
Total (X/36)				

Item	Criteria	Score		
		1	2	3
1	Soft Skill			
	1.1 Communication			
	1.2 Time Management			
	1.3 Involvement			
2	Technical Skill			
	2.1 Work Procedure			
	2.2 Adhering to the safety regulations (before, current and after)			
	2.3 Equipment and specimen preparation			
3	Report			
	3.1 Introduction			
	3.2 Analysis			
	3.3 Discussion			
	3.4 Answer of questions			

Item	Criteria	Score		
		1	2	3
	3.5 Conclusion			
	3.6 Reference			
Score				
Total (X/36)				

Item	Criteria	Score		
		1	2	3
1	Soft Skill			
	1.1 Communication			
	1.2 Time Management			
	1.3 Involvement			
2	Technical Skill			
	2.1 Work Procedure			
	2.2 Adhering to the safety regulations (before, current and after)			
	2.3 Equipment and specimen preparation			
3	Report			
	3.1 Introduction			
	3.2 Analysis			
	3.3 Discussion			
	3.4 Answer of questions			

Item	Criteria	Score		
		1	2	3
3.5 Conclusion				
3.6 Reference				
Score				
Total (X/36)				

Item	Criteria	Score		
		1	2	3
1	Soft Skill			
1.1	Communication			
1.2	Time Management			
1.3	Involvement			
2	Technical Skill			
2.1	Work Procedure			
2.2	Adhering to the safety regulations (before, current and after)	-		-
2.3	Equipment and specimen preparation			
3	Workmanship Verification			
3.1	Checking Laying Out the Corner (90°)			
3.2	Bond joining(10 mm) - 9 courses			
3.3	Straightness			
3.4	Plumb Alignment (4 parts)			

	3.5 Levelling (2 parts on top surface)		
	3.6 Diagonal Checking (1 part on top surface)		
	3.7 Diagonal Surface (4 parts)		
	3.8 Tall Align Checking		
	3.9 Finishing		
4	Report		
	4.1 Introduction		
	4.2 Discussion		
	4.3 Answer of questions		
	4.4 Conclusion		
	4.5 Reference		
	Score		
	Total (X/60)		

WORKSHOP 2: PLASTERING

Item	Criteria	Score		
		1	2	3
1	Soft Skill			
	1.1 Communication			
	1.2 Time Management			
	1.3 Involvement			
2	Technical Skill			
	2.1 Work Procedure			
	2.2 Adhering to the safety regulations (before, current and after)			
	2.3 Equipment and specimen preparation			
3	Workmanship Verification			
	3.1 Checking Plaster Out of the corner			
	3.2 Thickness plastering (10 mm)			
	3.3 Plumb Alignment (4 parts)			
	3.4 Diagonal Surface (4 parts)			

Item	Criteria	Score		
		1	2	3
3.5 Straightness				
3.6 Finishing				
4	Report			
	4.1 Introduction			
	4.2 Discussion			
	4.3 Answer of questions			
	4.4 Conclusion			
	4.5 Reference			
Score				
Total (X/51)				

WORKSHOP 3: TEMPORARY OF FORMWORK AND REINFORCEMENT FOR BEAM OR COLUMN				
Item	Criteria	Score		
		1	2	3
1	Soft Skill			
	1.1 Communication			
	1.2 Time Management			
	1.3 Involvement			
2	Technical Skill			
	2.1 Work Procedure			
	2.2 Adhering to the safety regulations (before, current and after)			
	2.3 Equipment and specimen preparation			
3	Workmanship Verification			
	3.1 Assemble formwork			
	3.2 Arrangement of rebar			
	3.3 Checking horizontal/vertical alignment			
	3.4 Finishing			

Item	Criteria	Score		
		1	2	3
4	Report			
	4.1 Introduction			
	4.2 Discussion			
	4.3 Answer of questions			
	4.4 Conclusion			
	4.5 Reference			
Score				
Total (X/45)				

COMPUTER LABORATORY: MICROSOFT PROJECT (GANTT CHART) AND NETWORK DIAGRAM

Item	Criteria	Score		
		1	2	3
1	Able to fill in task name			
2	Able to list activities sequentially			
3	Able to identify sub-activities			
4	Able to predict duration for each activity			
5	Able to implement change working time menu			
6	Able to identify critical path			
7	Able to identify the types of resources in estimating the cost of construction activities			
8	Able to produce Gantt Chart			
9	Able to produce Network Diagram			
10	Conclusion and report			
Score				
Total (X/30)				

RUBRIK TUGASAN BAGI MATA PELAJARAN MECHANICAL ENGINEERING STUDIES			
SEMESTER II			
PROJECT 1: COMPONENT DESIGN			
Item	Scale	Criteria of Evaluation	Score
Preparation	1	Able to identify only a few tools use for work piece preparation. Incorrect use of marking and measurement techniques. Safety measures are not being observed fully.	
	2	Able to identify some of the tools for work piece preparation. Able to use of marking and measurement techniques correctly with some errors. Safety measures are partly observed.	
	3	Able to identify most of the tools for work piece preparation. Able to use of marking and measurement techniques correctly with minor errors. Most of safety measures are observed.	
	4	Able to correctly identify all the tools during the work piece preparation. Able to use of marking and measurement techniques correctly in producing the work piece as well as practise good safety measures.	
Process	1	Able to perform marking, filing, chiselling and drilling process with incorrect procedures and techniques and safety precaution are not being observed.	
	2	Able to perform marking, filing, chiselling and drilling process with correct procedures and poor techniques while safety precaution are partly observed.	

Item	Scale	Criteria of Evaluation	Score
Product	3	Able to perform marking, filing, chiselling and drilling process with correct procedures, good techniques and most of safety precaution are observed.	
	4	Able to perform the correct techniques of the marking, filing, chiselling and drilling procedures as well as practise good safety measures.	
Review Question	1	Able to produce either one component according to the right size and dimension. Tolerance more ± 3 mm	
	2	Able to produce the component according to the right size and dimension. Tolerance ± 3 mm	
	3	Able to produce the component according to the right size and dimension. Tolerance ± 2 mm	
	4	Able to produce the component according to the right size and dimension. Tolerance ± 1 mm	
	1	Able to answers the review questions up to 20%	
	2	Able to answer the review questions 21% to 50%	
	3	Able to answer the review questions 51% to 80%	
	4	Able to answer the review questions 81% to 100%	
Total Score			

RUBRIK AMALI BAGI MATA PELAJARAN MECHANICAL ENGINEERING STUDIES			
SEMESTER II			
PROJECT 1: FITTING WORK			
Item	Scale	Criteria of Evaluation	Score
Preparation	1	Able to identify only a few tools use for work piece preparation. Incorrect use of marking and measurement techniques. Safety measures are not being observed fully.	
	2	Able to identify some of the tools for work piece preparation. Able to use of marking and measurement techniques correctly with some errors. Safety measures are partly observed.	
	3	Able to identify most of the tools for work piece preparation. Able to use of marking and measurement techniques correctly with minor errors. Most of safety measures are observed.	
	4	Able to correctly identify all the tools during the work piece preparation. Able to use of marking and measurement techniques correctly in producing the work piece as well as practise good safety measures.	
Process	1	Able to perform marking, filing, chiselling and drilling process with incorrect procedures and techniques and safety precaution are not being observed.	
	2	Able to perform marking, filing, chiselling and drilling process with correct procedures and poor techniques while safety precaution are partly observed.	

Item	Scale	Criteria of Evaluation	Score
Product	3	Able to perform marking, filing, chiselling and drilling process with correct procedures, good techniques and most of safety precaution are observed.	
	4	Able to perform the correct techniques of the marking, filing, chiselling and drilling procedures as well as practise good safety measures.	
Review Question	1	Able to produce either one component according to the right size and dimension. Tolerance more ± 3 mm	
	2	Able to produce the component according to the right size and dimension. Tolerance ± 3 mm	
	3	Able to produce the component according to the right size and dimension. Tolerance ± 2 mm	
	4	Able to produce the component according to the right size and dimension. Tolerance ± 1 mm	
	1	Able to answers the review questions up to 20%	
	2	Able to answer the review questions 21% to 50%	
	3	Able to answer the review questions 51% to 80%	
	4	Able to answer the review questions 81% to 100%	
Total Score			

PROJECT 2: FITTING WORK

Item	Scale	Criteria of Evaluation	Score
Preparation	1	Able to identify only a few tools use for work piece preparation. Incorrect use of marking and measurement techniques. Safety measures are not being observed fully.	
	2	Able to identify some of the tools for work piece preparation. Able to use of marking and measurement techniques correctly with some errors. Safety measures are partly observed.	
	3	Able to identify most of the tools for work piece preparation. Able to use of marking and measurement techniques correctly with minor errors. Most of safety measures are observed.	
	4	Able to correctly identify all the tools during the work piece preparation. Able to use of marking and measurement techniques correctly in producing the work piece as well as practise good safety measures.	
Process	1	Able to perform marking, filing, chiselling and drilling process with incorrect procedures and techniques and safety precaution are not being observed.	
	2	Able to perform marking, filing, chiselling and drilling process with correct procedures and poor techniques while safety precaution are partly observed.	
	3	Able to perform marking, filing, chiselling and drilling process with correct procedures, good techniques and most of safety precaution are observed.	
	4	Perform marking, filing, chiselling and drilling procedures correctly, with correct techniques and observe safety precaution fully.	

Item	Scale	Criteria of Evaluation	Score
Product	1	Able to produce either one component according to the right size and dimension. Tolerance more ± 3 mm	
	2	Able to produce the component according to the right size and dimension. Tolerance ± 3 mm	
	3	Able to produce the component according to the right size and dimension. Tolerance ± 2 mm	
	4	Able to produce the component according to the right size and dimension. Tolerance ± 1 mm	
Review Question	1	Able to answers the review questions up to 20%	
	2	Able to answer the review questions 21% to 50%	
	3	Able to answer the review questions 51% to 80%	
	4	Able to answer the review questions 81% to 100%	
		Total Score	

PROJECT 3: WELDING 1

Item	Scale	Criteria of Evaluation	Score
Preparation	1	Able to identify only a few tools use for work piece preparation. Incorrect use of marking and measurement techniques. Safety measures are not being observed fully.	
	2	Able to identify some of the tools for work piece preparation. Able to use of marking and measurement techniques correctly with some errors. Safety measures are partly observed.	
	3	Able to identify most of the tools for work piece preparation. Able to use of marking and measurement techniques correctly with minor errors. Most of safety measures are observed.	
	4	Able to correctly identify all the tools during the work piece preparation. Able to use of marking and measurement techniques correctly in producing the work piece as well as practise good safety measures.	
Process	1	Able to select appropriate electrode but unable to adjust amperage accurately; perform tack weld and welding along the groove with incorrect techniques and procedures. Safety precaution not being observed.	
	2	Able to accurately select appropriate electrode and accurately adjust amperage, however perform tack weld and welding along the groove with incorrect techniques and procedures. Safety precautions are partially observed.	
	3	Able to accurately select appropriate electrode and accurately adjust amperage, perform tack weld and welding along the groove with correct techniques and procedures. Most safety precautions are observed.	

Item	Scale	Criteria of Evaluation	Score
Product	4	Able to accurately select appropriate electrode and accurately adjust amperage, perform tack weld and welding along the groove with correct techniques and procedures. Safety precautions are fully observed.	
	1	Able to weld the plates in butt position. Produce poor beads.	
	2	Able to weld the plates in butt position however, produce good bead only at one part.	
	3	Able to weld the plates in butt position and able to produce good beads at certain parts.	
Review Question	4	Able to weld the plates in butt position and able to produce good beads.	
	1	Able to answers the review questions up to 20%	
	2	Able to answer the review questions 21% to 50%	
	3	Able to answer the review questions 51% to 80%	
	4	Able to answer the review questions 81% to 100%	
			Total Score

PROJECT 4: WELDING 2			
Item	Scale	Criteria of Evaluation	Score
Preparation	1	Able to identify only a few tools use for work piece preparation. Incorrect use of marking and measurement techniques. Safety measures are not being observed fully.	
	2	Able to identify some of the tools for work piece preparation. Able to use of marking and measurement techniques correctly with some errors. Safety measures are partly observed.	
	3	Able to identify most of the tools for work piece preparation. Able to use of marking and measurement techniques correctly with minor errors. Most of safety measures are observed.	
	4	Able to correctly identify all the tools during the work piece preparation. Able to use of marking and measurement techniques correctly in producing the work piece as well as practise good safety measures.	
Process	1	Able to select appropriate electrode but unable to adjust amperage accurately, perform tack weld and welding along the groove with incorrect techniques and procedures. Safety precaution not being observed.	
	2	Able to accurately select appropriate electrode and accurately adjust amperage, however perform tack weld and welding along the groove with incorrect techniques and procedures. Safety precautions are partially observed.	
	3	Able to accurately select appropriate electrode and accurately adjust amperage, perform tack weld and welding along the groove with correct techniques and procedures. Most safety precautions are observed.	

Item	Scale	Criteria of Evaluation	Score
Product	4	Able to accurately select appropriate electrode and accurately adjust amperage, perform tack weld and welding along the groove with correct techniques and procedures. Safety precautions are fully observed.	
	1	Able to weld T-joint at both sides but perform a weak joint and poor beads.	
	2	Able to weld T-joint at with strong joint and good beads only at either one of the surfaces.	
	3	Able to weld T-joint at both surfaces with strong joint and fair beads at both surfaces.	
Review Question	4	Able to weld T-joint according to the profile with strong joint and good beads at both surfaces.	
	1	Able to answer the review questions up to 20%	
	2	Able to answer the review questions 21% to 50%	
	3	Able to answer the review questions 51% to 80%	
	4	Able to answer the review questions 81% to 100%	
Total Score			

RUBRIK BAGI MATA PELAJARAN ELECTRIC & ELECTRONIC ENGINEERING STUDIES				
SEMESTER II				
RUBRIC FOR MARKING LABORATORY REPORT				
Item	Exemplary	Advanced	Intermediate	Poor
	4	3	2	1
Engineering Experimentation				
1.0 Theoretical Background				
1.1 Question/ Purpose	The purpose of the lab is clearly identified and stated.	The purpose of the lab is identified, but is stated in unclear manner.	The purpose of the lab is partially identified, and is stated in unclear manner.	The purpose of the lab is incorrect or irrelevant.
1.2 Experimental Hypothesis	Hypothesized relationship between the variables and the predicted results is clear and reasonable based on what has been studied.	Hypothesized relationship between the variables and the predicted results is reasonable based on general knowledge and observations.	Hypothesized relationship between the variables and the predicted results has been stated, but appears to be based on flawed logic.	No hypothesis has been stated.

Item	Exemplary	Advanced	Intermediate	Poor
	4	3	2	1
2.0 Experimental Design				
2.1 Safety	Laboratory experiment is carried out with full attention to relevant safety procedures. The set-up, experiment, and tear-down posed no safety threats to any individual.	Laboratory experiment is generally carried out with attention to relevant safety procedures. The set-up, experiment, and tear-down posed no safety threats to any individual, but one safety procedure needs to be reviewed.	Laboratory experiment is carried out with some attention to relevant safety procedures. The set-up, experiment, and tear-down posed no safety threats to any individual, but several safety procedures need to be reviewed.	Safety procedures were ignored and/or some aspects of the experiment posed a threat to the safety of the student or others.
2.2 Error Analysis	Experimental errors, their possible effects and ways to reduce errors are discussed.	Experimental errors and their possible effects are discussed.	Experimental errors are mentioned.	There is no discussion of errors.
2.3 Discussion on Other Validity Issues	Static and dynamic characteristics (other than error) that are related to instrumentation and measurement issues are elaborated in conjunction with the laboratory scenario.	Static and dynamic characteristics (other than error) that are related to instrumentation and measurement issues are discussed in detail but not related to the laboratory scenario.	Static and dynamic characteristics (other than error) that are related to instrumentation and measurement issues are listed but not in detail.	No other static and dynamic characteristics issues are discussed.

Item	Exemplary	Advanced	Intermediate	Poor
	4	3	2	1
2.4 Variables	All variables are clearly described with all relevant details.	All variables are clearly described with mostly relevant details.	Most variables are clearly described with mostly relevant details.	Variables are not described OR lack sufficient detail.
2.5 Materials	All materials and setup used in the experiment are clearly and accurately described.	Almost all materials and the setup used in the experiment are clearly and accurately described.	Most of the materials and the setup used in the experiment are accurately described.	Many materials are described inaccurately or are not described at all.
2.6 Procedures	Procedures are listed in clear steps. Each step is numbered and is in a complete sentence.	Procedures are listed in logical order, but steps are not numbered and/or are not in complete sentences.	Procedures are listed but are not in logical order or are difficult to follow.	Procedures do not accurately list the steps of the experiment.
3.0 Results And Discussions				
3.1 Data	Professional looking and accurate representation of the data in tables and/or graphs. Tables and graphs are labelled with title.	Accurate representation of the data in tables and/or graphs. Tables and graphs are labelled with title.	Accurate representation of the data in written form, but no graphs or tables is presented.	Data are not shown or are inaccurate.

Item	Exemplary	Advanced	Intermediate	Poor
	4	3	2	1
3.2 Analysis and Discussion	The relationship between the variables is discussed and trends/patterns logically analysed. Predictions are made about what might happen if part of the laboratory were changed or how the experimental design could be changed.	The relationship between the variables is discussed and trends/patterns logically analysed.	The relationship between the variables is discussed but no patterns, trends or predictions are made based on the data.	The relationship between the variables is not discussed.
4.0 Conclusion				
4.1 Conclusion	Conclusion includes whether the findings supported the hypothesis, possible sources of error, and what was learned from the experiment.	Conclusion includes whether the findings supported the hypothesis and what was learned from the experiment.	Conclusion includes what was learned from the experiment.	No conclusion was included in the report or shows little effort and reflection.

Item	Exemplary	Advanced	Intermediate	Poor
	4	3	2	1
Technical Writing				
5.0 Report Presentation				
5.1 Drawings/ Diagrams	Clear, accurate diagrams are included making the experiment or instrumentation system easier to understand. Diagrams are labelled neatly and accurately.	Diagrams are included and labelled neatly and accurately.	Diagrams are included and labelled.	Needed diagrams or important labels are missing.
5.2 References	Caption is used for all tables and figures and appropriately cross-referenced in text. All sources of information are cited and listed according to the Harvard System standard format.	Caption is used for all tables and figures but not appropriately cross-referenced in text. All sources of information are cited but not listed according to the Harvard System standard format.	Caption is used for some of the tables and figures but not appropriately cross-referenced in text. Some sources of information are cited and listed but not necessarily according to the Harvard System standard format.	Referencing is not consistently used throughout the report

Item	Exemplary	Advanced	Intermediate	Poor
	4	3	2	1
5.3 Organisation	Information is very organised with well-constructed paragraphs and subheadings.	Information is organised with well-constructed paragraphs.	Information is organised, but paragraphs are not well-constructed.	The information appears to be disorganised.
5.4 Mechanics of Writing	Almost no grammatical, spelling or punctuation errors.	Minimal grammatical, spelling or punctuation errors.	A few grammatical, spelling or punctuation errors.	Many grammatical, spelling, or punctuation errors.
5.5 Paragraph Construction	All paragraphs contain introductory sentence, explanations or details, and concluding sentence.	Most paragraphs contain introductory sentence, explanations or details, and concluding sentence.	Paragraphs contain related information but were not constructed well.	Paragraphing structure was not clear and sentences were not typically related within the paragraphs.

RUBRIK TUGASAN BAGI MATA PELAJARAN ENGLISH PST					
GRAPHIC ORGANIZERS – MIND MAP, I-THINK BUBBLE MAP etc. - 10%					
Score	Excellent 5	Good 4	Modest 3	Limited 2	Poor 1
Communication <i>(Map conveys the required information)</i>	<ul style="list-style-type: none"> Demonstrates a thorough understanding of the passages and tasks. Presents all essential information to task. 	<ul style="list-style-type: none"> Demonstrates a clear understanding of the passages and tasks. Most information presented is relevant to task. 	<ul style="list-style-type: none"> Demonstrates an understanding of the gist of the passages and tasks. May include some irrelevant information to task. 	<ul style="list-style-type: none"> Demonstrates limited understanding or misreading of the passages and/or tasks. Includes many irrelevant information to task. 	<ul style="list-style-type: none"> Demonstrates poor understanding or misreading of the passages and/or tasks. Includes a great deal of irrelevant information to task.
5 Marks					
Extent of coverage <i>(Map shows complex thinking about the meaningful relationships)</i>	<ul style="list-style-type: none"> Highly effective effort to connect main idea together. Integrates specific, relevant details from different passages effectively. 	<ul style="list-style-type: none"> Effective effort to connect main idea together. Integrates specific, relevant details from different passages satisfactorily. 	<ul style="list-style-type: none"> Connects main idea rather poorly. Shows effort to integrate specific, relevant details from different passages. 	<ul style="list-style-type: none"> Connects main idea rather poorly. Details from different passages are unintegrated. 	<ul style="list-style-type: none"> Main idea is not connected. Details from different passages are unintegrated.
5 Marks					

Score	Excellent 5	Good 4	Modest 3	Limited 2	Poor 1
Component					
Structure <i>(A non-linear structure that presents a complete picture of ideas)</i>	<ul style="list-style-type: none"> Ideas provide complete pictures which are arranged effectively and creatively. Main idea is easily identified; sub-points branch appropriately from main idea. 	<ul style="list-style-type: none"> Ideas provide complete pictures which are arranged satisfactorily. Main idea is presented; sub-points branch appropriately from main idea. 	<ul style="list-style-type: none"> Ideas are logically arranged. Main idea is not clearly identified; sub-points don't consistently branch from main idea. 	<ul style="list-style-type: none"> Ideas are generally logically arranged. Main idea is not clearly identified; sub-points don't consistently branch from main idea. 	<ul style="list-style-type: none"> Ideas are not logically arranged. Main idea is not clearly identified; sub-points don't consistently branch from main idea.
5 Marks					
Graphics <i>(Overall visual effects)</i>	<ul style="list-style-type: none"> Has high visual appeal. Uses colour, codes or links effectively for emphasis. 	<ul style="list-style-type: none"> Has satisfactory visual appeal. Uses colour, codes or links effectively most of the time. 	<ul style="list-style-type: none"> Has moderate visual appeal. Choice of colours, codes or links lacks visual appeal. 	<ul style="list-style-type: none"> Has low visual appeal. Choice of colours, codes or links are inappropriate. 	<ul style="list-style-type: none"> Has poor visual appeal. Choice of colours, codes or links are inappropriate and impedes comprehension.
Total	20 - 8	16 - 7	12 - 6	8 - 5	4 - 0

SPEAKING QUIZ SCORING GUIDE**INDIVIDUAL PRESENTATION – 5%**

Band	Very good speaker	Good speaker	Competent speaker	Modest speaker	Marginal speaker	Limited speaker
Score	20 - 19	18 - 16	15 - 13	12 - 10	9 - 7	6 - 0
Task Fulfilment	<ul style="list-style-type: none"> • Very good understanding of topic. • Develops ideas effectively. • Relevant and adequate response to the task. 	<ul style="list-style-type: none"> • Good understanding of topic. • Develops ideas reasonably. • Relevant and adequate response to the task with few slips. 	<ul style="list-style-type: none"> • Satisfactory understanding of topic. • Develops ideas satisfactorily. • Some gaps or redundancy in the response. 	<ul style="list-style-type: none"> • Moderate understanding of topic. • Develops ideas with some effort. • Does not touch on point adequately. 	<ul style="list-style-type: none"> • Limited understanding of topic. • Hardly develops ideas. • Limited response with major gaps and/or repetition. 	<ul style="list-style-type: none"> • Barely understands the topic. • Very limited development of ideas. • Totally inadequate and irrelevant response.

Band	Very good speaker	Good speaker	Competent speaker	Modest speaker	Marginal speaker	Limited speaker
Score	20 - 19	18 - 16	15 - 13	12 - 10	9 - 7	6 - 0
Language	<ul style="list-style-type: none"> • Highly proficient with occasional slips. • Reasonably proficient with a few serious errors. • Use a wide variety of sentence structures. • Varied and highly appropriate vocabulary. • Very good pronunciation and intonation. 	<ul style="list-style-type: none"> • Satisfactorily proficient with occasional errors. • Many errors in sentence structures but do not hamper communication. • Varied and appropriate vocabulary. • Good pronunciation and intonation. 	<ul style="list-style-type: none"> • Fairly proficient with many serious errors. • Many errors in structures but do not hamper communication. • Some inaccurate vocabularies. • Problems in pronunciation stress and intonation patterns, causing a few miscomprehensions. • Some problems in pronunciation and intonation, but do cause serious misunderstandings. 	<ul style="list-style-type: none"> • No mastery of basic structures. • Utterances at telegraphic level. • Limited vocabulary. • Many inaccurate and inappropriate vocabularies. • Poor pronunciation influence of L1 causing miscomprehension. 	<ul style="list-style-type: none"> • Utterances word level/ phrase. • Many incomplete sentences. • Many inaccurate and inappropriate vocabularies. 	<ul style="list-style-type: none"> • Utterances word level/ phrase. • Many incomplete sentences. • Many inaccurate and inappropriate vocabularies. • Poor pronunciation influence of L1 causing miscomprehension.

Band	Very good speaker	Good speaker	Competent speaker	Modest speaker	Marginal speaker	Limited speaker
Score	20 - 19	18 - 16	15 - 13	12 - 10	9 - 7	6 - 0
Communicative Ability	<ul style="list-style-type: none"> • Very fluent with occasional hesitation. • Delivers confidently. • Minimum reference to text. 	<ul style="list-style-type: none"> • Fluent with some hesitation and occasional stumbling. • Confident. • Intermittent reference to text. 	<ul style="list-style-type: none"> • Generally fluent w/ occasional unevenness, light stumbling, and groping for words. • Quite confident. • A lot of references to the text. 	<ul style="list-style-type: none"> • Fairly smooth with a few hesitations and repetitions. • Not much confidence. 	<ul style="list-style-type: none"> • Jerky with many false starts. • Lacks confidence. • Frequent references to the text. 	<ul style="list-style-type: none"> • Extremely poor with unfinished utterance. • No confidence. • Hardly comprehensible.

SPEAKING QUIZ SCORING GUIDE						
GROUP DISCUSSION – 5%						
Band	Very good speaker	Good speaker	Competent speaker	Modest speaker	Marginal speaker	Limited speaker
Score	20 - 19	18 - 16	15 - 13	12 - 10	9 - 7	6 - 0
Task Fulfilment	<ul style="list-style-type: none"> • Very good understanding of topic. • Develops ideas effectively. • Relevant and adequate response to the task. 	<ul style="list-style-type: none"> • Good understanding of topic. • Develops ideas reasonably. • Relevant and adequate response to the task with few slips. 	<ul style="list-style-type: none"> • Satisfactory understanding of topic. • Develops ideas satisfactorily. • Some gaps or redundancy in the response. 	<ul style="list-style-type: none"> • Moderate understanding of topic. • Develops ideas with some effort. • Does not touch on point adequately. 	<ul style="list-style-type: none"> • Limited understanding of topic. • Hardly develops ideas. • Limited response with major gaps and/or repetition. 	<ul style="list-style-type: none"> • Barely understands the topic. • Very limited development of ideas. • Totally inadequate and irrelevant response.

Band	Very good speaker	Good speaker	Competent speaker	Modest speaker	Marginal speaker	Limited speaker
Score	20 - 19	18 - 16	15 - 13	12 - 10	9 - 7	6 - 0
Language	<ul style="list-style-type: none"> Highly proficient with occasional slips. Use a wide variety of sentence structures. Varied and highly appropriate vocabulary. Very good pronunciation and intonation. 	<ul style="list-style-type: none"> Reasonably proficient with occasional errors. Use some complex sentence structures. Varied and appropriate vocabulary. Good pronunciation and intonation. 	<ul style="list-style-type: none"> Satisfactorily proficient with a few serious errors. Some errors in sentence structures but do not hamper communication. Some inaccurate vocabulary. Some problems in pronunciation and intonation, but do not hinder understanding. 	<ul style="list-style-type: none"> Fairly proficient with many serious errors. Many errors in structures but comprehensible. Much inaccurate vocabulary. Problems in pronunciation and intonation, but do cause serious misunderstandings. Many problems with stress and intonation patterns. 	<ul style="list-style-type: none"> No mastery of basic structures. Utterances at telegraphic level. Limited vocabulary. Problems in pronunciation stress and intonation patterns, causing a few miscomprehensions. Poor pronunciation, influence of L1 causing miscomprehension. 	<ul style="list-style-type: none"> Utterances word level/phrase. Many incomplete sentences. Many inaccurate and inappropriate vocabulary. Poor pronunciation, influence of L1 causing miscomprehension.

Band	Very good speaker	Good speaker	Competent speaker	Modest speaker	Marginal speaker	Limited speaker
Score	20 - 19	18 - 16	15 - 13	12 - 10	9 - 7	6 - 0
Communicative Ability	<ul style="list-style-type: none"> Smooth delivery with occasional hesitation. Interact very confidently. Manage discussion competently. Display interest, initiatives and able to direct interaction. 	<ul style="list-style-type: none"> Generally smooth with some hesitations. Interact quite confidently. Maintain discussion competently. Display initiatives and able to adapt to changes of direction. 	<ul style="list-style-type: none"> Generally smooth with light stumbling hesitations. Attempt to interact. Able to keep communication going although with uneven speech. Lack initiative, interest and need occasional prompting. 	<ul style="list-style-type: none"> Fairly smooth with a few hesitations and repetitions. No initiative. Relies on prompting to keep communication going. Take time to respond. 	<ul style="list-style-type: none"> Jerky with many false starts. No initiative to interact. Take time to respond. 	<ul style="list-style-type: none"> Extremely poor with unfinished utterance. No initiative to interact. Take time to respond or does not respond even when prompted.

ORAL PRESENTATION SCORING GUIDE FOR ACADEMIC WRITING -5%

Band	Excellent	Good	Modest	Limited	Very poor
Criteria / Score	20 - 17	16 - 13	12 - 9	8 - 5	4 - 1
Delivery 20 Marks	<ul style="list-style-type: none"> • Very clear voice projection. • Excellent and precise pronunciation. • Excellent intonation and pace. • Excellent eye contact. • No reference to text. • Displays high level of confidence. • Excellent rapport. 	<ul style="list-style-type: none"> • Clear voice projection. • Good and precise pronunciation. • Good intonation and pace. • Good eye contact. • Minimal reference to text. • Displays confidence. • Good rapport. 	<ul style="list-style-type: none"> • Fairly clear voice projection. • Some incorrect pronunciation. • Satisfactory intonation with uneven pace. • Some eye contact. • Occasional reference to text. • Quite confident-intermittent pauses. • Poor rapport. 	<ul style="list-style-type: none"> • Unclear voice projection. • Many incorrect pronunciations. • Monotonous. • Lacks eye contact. • Frequent reference to text. • Lacks confidence-frequent pauses. • Poor rapport. 	<ul style="list-style-type: none"> • Very unclear voice projection. • Largely incorrect pronunciation. • Very monotonous. • No eye contact • Mere reading. • No confidence. • Very poor rapport.

Band	Excellent	Good	Modest	Limited	Very poor
Criteria / Score	20 - 17	16 - 13	12 - 9	8 - 5	4 - 1
Language 20 Marks	<ul style="list-style-type: none"> • Excellent user of language. • Varied vocabulary. • Hardly any grammatical errors. 	<ul style="list-style-type: none"> • Good user of language. • Good use of vocabulary. • Appropriate use of vocabulary. • A few grammatical errors. 	<ul style="list-style-type: none"> • Modest user of language. • Limited use of vocabulary. • Some grammatical errors. 	<ul style="list-style-type: none"> • Limited user of language. • Very limited use of vocabulary. • Many grammatical errors. 	<ul style="list-style-type: none"> • Very limited user of language. • Very limited use of vocabulary. • Gross grammatical errors.
	Excellent	Good	Modest	Limited	Very poor
	5	4	3	2	1
Creativity 5 Marks	<ul style="list-style-type: none"> • Highly creative. • Very effective use of AVA, highly relevant to the content. 	<ul style="list-style-type: none"> • Mostly creative. • Effective use of AVA, mostly relevant to the presentation. 	<ul style="list-style-type: none"> • Fairly creative. • Fairly effective use of AVA, partly relevant to the presentation. 	<ul style="list-style-type: none"> • Lacks creativity. • Limited use of AVA, limited relevance to the presentation. 	<ul style="list-style-type: none"> • No creativity. • Ineffective use of AVA, irrelevant to the presentation.

SCORING GUIDE FOR EXTENDED WRITING

Score Component	Excellent User 25 - 22	Good User 21 - 18	Competent User 17 - 14	Modest User 13 - 9	Limited User 8 - 5	Poor User 4 - 0
Task Fulfilment	<ul style="list-style-type: none"> • Excellent response to task. • Develops ideas effectively, info effectively linked. • Presents viewpoints. • Effectively. • Very mature treatment of the topic. 	<ul style="list-style-type: none"> • Good response to task. • Develops ideas reasonably well, info satisfactorily linked. • Presents viewpoints reasonably well. • Reasonably mature treatment of the topic. 	<ul style="list-style-type: none"> • Satisfactory response to task. • Develops ideas satisfactorily, info modestly linked. • Very modest viewpoints. • Satisfactory viewpoints. • Mature treatment of the topic. 	<ul style="list-style-type: none"> • Modest response to task. • Develops ideas modestly, info poorly-linked. • Limited viewpoints and discussion. • Limited maturity in treatment of the topic. 	<ul style="list-style-type: none"> • Limited response to task. • Hardly develops ideas, poorly-linked. • Limited attempt to presents viewpoints. • Arguments are weak and shallow. 	<ul style="list-style-type: none"> • Very limited response to task inadequate. • Limited attempt to presents viewpoints. • Arguments are weak and shallow.

Score Component	Excellent User 25 - 22	Good User 21 - 18	Competent User 17 - 14	Modest User 13 - 9	Limited User 8 - 5	Poor User 4 - 0
Language And Organisation	<ul style="list-style-type: none"> • Language is accurate, almost flawless, hardly any spelling errors. • Meaning comes across very clearly. • Uses wide variety of sentence structures effectively. • Very appropriate and varied vocabulary. • Very effective linking of ideas. • Very coherent and cohesive. 	<ul style="list-style-type: none"> • Language is largely accurate, minimal errors in spelling. • Meaning comes across clearly. • Some variety of sentence structures. • Appropriate and varied vocabulary. • Effective linking of ideas. • Largely coherent. 	<ul style="list-style-type: none"> • Language is largely accurate with some single word errors, few spelling errors. • Meaning comes across satisfactorily. • Some variety of sentence structures but tendency to use simple structures prevails. • Reasonably appropriate and varied vocabulary. • Satisfactory linking of ideas. • Reasonably coherent. 	<ul style="list-style-type: none"> • Language is sometimes accurate with some multiple and many single word errors, some spelling errors. • Meaning may be occasionally unclear but not incomprehensible. • Some variety of sentence structures, generally simple structures. • Modestly appropriate and mainly simple vocabulary. • Fairly coherent. 	<ul style="list-style-type: none"> • Language is largely inaccurate with frequent, multiple and single word errors, many spelling errors. • Meaning is sometimes blurred making reading difficult. • Hardly any variety of sentence structures, mainly simple structures. • Limited vocabulary. • Hardly any linking of ideas. • Limited coherence and cohesion. 	<ul style="list-style-type: none"> • Language is grossly inaccurate with high frequency of multiple and single word errors, serious spelling errors. • Meaning is mostly unclear and incomprehensible. • Faulty sentence structures. • Largely inappropriate vocabulary. • Fragmented ideas. • Lacks coherence and cohesion.

Score Component	Excellent User 25 - 22	Good User 21 - 18	Competent User 17 - 14	Modest User 13 - 9	Limited User 8 - 5	Poor User 4 - 0
Total (Task & Language)	50 - 44	43 - 36	35 - 28	27 - 18	17 - 10	9 - 0

SCORING GUIDE FOR PARAGRAPH WRITING - 5%					
Score Component	Excellent User 5	Good User 4	Modest User 3	Limited User 2	Poor User 1
Topic Sentence/ Main Idea 5 Marks	<ul style="list-style-type: none"> • Interesting, focused Topic Sentence. • Clearly states one interesting Main Idea. 	<ul style="list-style-type: none"> • Focused Topic Sentence. • Clearly states one Main Idea but it is not very clear. 	<ul style="list-style-type: none"> • Acceptable Topic Sentence. • Presents one Main Idea but it is not entirely clear. 	<ul style="list-style-type: none"> • Topic Sentence is present but poorly written. • Main idea is not entirely clear. 	<ul style="list-style-type: none"> • Invalid Topic Sentence. • No evidence of Main idea.
Body/ Supporting Sentences 5 Marks	<ul style="list-style-type: none"> • Interesting and concrete descriptive examples and details with explanations that relate to the topic. 	<ul style="list-style-type: none"> • Descriptive examples and details with explanations that relate to the topic. 	<ul style="list-style-type: none"> • Sufficient examples and details that relate to the topic. 	<ul style="list-style-type: none"> • Limited explanation to the topic with some irrelevant details. 	<ul style="list-style-type: none"> • Insufficient, vague and undeveloped examples.
Concluding Sentence 5 Marks	<ul style="list-style-type: none"> • Restates Topic Sentence/ Main Idea effectively. • Wraps up the idea in the paragraph effectively. 	<ul style="list-style-type: none"> • Restates Topic Sentence/ Main Idea adequately. • Wraps up the idea in the paragraph satisfactorily. 	<ul style="list-style-type: none"> • Restates Topic Sentence/ Main Idea poorly. • Wraps up the idea in the paragraph adequately. 	<ul style="list-style-type: none"> • Restate Topic Sentence/ Main Idea poorly. • Does not wrap up the idea in the paragraph. 	<ul style="list-style-type: none"> • There is no concluding sentence that connects to the Main idea.

Score Component	Excellent User	Good User	Modest User	Limited User	Poor User
	5	4	3	2	1
Language and Organisation 5 Marks	<ul style="list-style-type: none"> • Language is accurate, almost flawless. • Meaning comes across very clearly. • A good variety of sentence structures. • Very appropriate and varied vocabulary. • Very effective linking of ideas. 	<ul style="list-style-type: none"> • Language is almost always accurate, minimal errors in spelling. • Meaning comes across clearly. • Some variety of sentence structures. • Appropriate and varied vocabulary. • Effective linking of ideas. 	<ul style="list-style-type: none"> • Language is largely accurate with some single word errors, few spelling errors. • Meaning comes across satisfactorily. • Some variety of sentence structures but tendency to use simple structures. • Reasonably appropriate and varied vocabulary. • Satisfactory linking of ideas. 	<ul style="list-style-type: none"> • Language is quite accurate with some single word errors, some spelling errors. • Meaning may be occasionally unclear but not incomprehensible. • Limited variety of sentence structures, mainly simple structures. • Quite appropriate and varied vocabulary. • Linking of ideas not quite satisfactory. 	<ul style="list-style-type: none"> • Language is largely inaccurate with frequent multiple and some single word errors, many spelling errors. • Meaning is often blurred making reading difficult. • Hardly any variety of sentence structures, mainly simple structures. • Limited vocabulary. • Hardly any linking of ideas.
Total	20 - 8	16 - 7	12 - 6	8 - 5	4 - 0

RUBRIK TUGASAN BAGI MATA PELAJARAN ENGLISH PDT				
SEMESTER I: SPEAKING PROJECT (PROMOTION OF PRODUCTS/ SERVICES/ EVENTS) – 40%				
Criteria	Excellent Speaker (30-23)	Good Speaker (22-15)	Modest Speaker (14-8)	Poor Speaker (7-1)
Task Fulfilment 30 Marks	<ul style="list-style-type: none"> • Excellent promotion of products/ services/ events. • Very engaging/ convincing. • Demonstrates in depth understanding of the elements promoted. 	<ul style="list-style-type: none"> • Good promotion of products/ services/ events. • Engaging/ convincing. • Demonstrates good understanding of the elements promoted. 	<ul style="list-style-type: none"> • Satisfactory promotion of products/ services/ events. • Modestly engaging/ convincing. • Demonstrates reasonable understanding of the elements promoted. 	<ul style="list-style-type: none"> • Poor promotion of products/ services/ events. • Not engaging/ convincing. • Demonstrates limited understanding of the elements promoted.
Language 30 Marks	<ul style="list-style-type: none"> • Excellent use of appropriate language relevant to task. • Varied vocabulary. 	<ul style="list-style-type: none"> • Good use of appropriate language relevant to task. • Good use of vocabulary. 	<ul style="list-style-type: none"> • Modest use of appropriate language relevant to task. • Modest use of vocabulary. 	<ul style="list-style-type: none"> • Limited use of appropriate language relevant to task. • Limited use of vocabulary.

Criteria	Excellent Speaker	Good Speaker	Modest Speaker	Poor Speaker
	(30-23)	(22-15)	(14-8)	(7-1)
Delivery 30 Marks	<ul style="list-style-type: none"> Very clear voice projection. Uses correct and precise pronunciation. Excellent intonation with appropriate pace. Excellent eye contact. Very enthusiastic. No reference to text. Displays high level of confidence. 	<ul style="list-style-type: none"> Clear voice projection. Uses mostly correct and precise pronunciation. Good intonation with some appropriate pace. Good eye contact. Enthusiastic. Minimal reference to text. Displays confidence. 	<ul style="list-style-type: none"> Fairly clear voice projection. Some incorrect pronunciation. Satisfactory intonation with uneven pace. Monotonous intonation with more uneven pace. Inconsistent eye contact. Fairly enthusiastic. Occasional reference to the text. Not so confident - intermittent pauses. 	<ul style="list-style-type: none"> Unclear voice projection. Uses mostly incorrect pronunciation. Lacks eye contact. Lacks enthusiasm. Frequent/ Total reference to text. Lacks confidence - frequent pauses.
Creativity 10 Marks	(10-9)	(8-7)	(6-4)	(3-1)
	<ul style="list-style-type: none"> Highly creative. Highly effective use of audio-visual aids, relevant to the promotion. 	<ul style="list-style-type: none"> Mostly creative. Effective use of audio-visual aids, relevant to the promotion. 	<ul style="list-style-type: none"> Fairly creative. Not very effective use of audio-visual aids. 	<ul style="list-style-type: none"> Lacks creativity. Limited/ no use of audio-visual aids.

SEMESTER I: WRITING PROJECT (BROCHURE) – 20%				
Criteria	Excellent	Good	Modest	Poor
	(40-31)	(30-21)	(20-11)	(10-1)
Content 40 Marks	<ul style="list-style-type: none"> Very informative and in-depth. Highly relevant. Achieve intended objectives. 	<ul style="list-style-type: none"> Satisfactorily informative. Fairly relevant. Achieve some of the intended objectives. 	<ul style="list-style-type: none"> Minimally informative. Some relevance. Hardly achieve intended objectives. 	<ul style="list-style-type: none"> Inadequately informative. Some relevance. Hardly achieve intended objectives.
Language 40 Marks	(40-31)	(30-21)	(20-11)	(10-1)
	<ul style="list-style-type: none"> Highly accurate and appropriate structure. Excellent use of vocabulary. 	<ul style="list-style-type: none"> Largely accurate and appropriate structure. Good use of vocabulary. 	<ul style="list-style-type: none"> Fairly accurate and appropriate structure. Fairly good use of vocabulary. 	<ul style="list-style-type: none"> Largely inaccurate structure. Limited use of vocabulary.
Presentation 20 Marks	(20-16)	(15-11)	(10-6)	(5-1)
	<ul style="list-style-type: none"> Very attractive layout. Very effective use of fonts and graphics. 	<ul style="list-style-type: none"> Attractive layout. Effective use of fonts and graphics. 	<ul style="list-style-type: none"> Fairly attractive layout. Fairly effective use of fonts and graphics. 	<ul style="list-style-type: none"> Not attractive layout. Ineffective use of fonts and graphics.

SEMESTER II: SPEAKING PROJECT (SKETCH) – 30%

Criteria	Excellent	Good	Modest	Poor
	30-23	22-15	14-8	7-1
Presentation (facial expression, body language, gestures, focus) 30 Marks	<ul style="list-style-type: none"> Very expressive. Excellent eye contact. Minimal reference to text. Very confident and comfortable in acting. Effective presentation. Very engaging. 	<ul style="list-style-type: none"> Expressive. Good eye contact. Some reference to text. Confident and comfortable in acting. Good presentation. Engaging. 	<ul style="list-style-type: none"> Less expressive. Some eye contact. Frequent reference to text. Some confident. At times uncomfortable in acting. Fair presentation. Fairly engaging. 	<ul style="list-style-type: none"> Hardly expressive. Lack eye contact. Total text reading. Lack confident and uncomfortable in acting. Poor presentation. Hardly engaging.
Voice mechanics/ Characterization 30 Marks	<ul style="list-style-type: none"> Characters are effectively portrayed. Excellent voice projection. Precise pronunciation. Excellent intonation. Excellent pacing. Smooth delivery. 	<ul style="list-style-type: none"> Characters are clearly differentiated. Clear voice projection. Good pronunciation. Good intonation. Hesitation. Good pacing with occasional. 	<ul style="list-style-type: none"> Attempts to differentiate characters but not effectively done. Fair voice projection. Unclear pronunciation. Uneven intonation. Moderate pacing with some hesitation. 	<ul style="list-style-type: none"> Characters are not differentiated. Mumbles and at times inaudible. Monotonous. Uneven and jerky delivery.

Criteria	Excellent	Good	Modest	Poor
	20-16	15-11	10-6	5-1
Language 20 Marks	<ul style="list-style-type: none"> Excellent diction and enunciation. Highly accurate language. 	<ul style="list-style-type: none"> Good diction and enunciation. Very accurate language. 	<ul style="list-style-type: none"> Average diction and enunciation. Fairly accurate language. 	<ul style="list-style-type: none"> Poor diction and enunciation. Inaccurate language.
	10-9	8-6	5-3	2-1
Storyline 10 Marks	<ul style="list-style-type: none"> Very clear opening and closing. Excellent development of storyline. 	<ul style="list-style-type: none"> Clear opening and closing. Good development of storyline. 	<ul style="list-style-type: none"> Modest opening and closing. Fair development of storyline. 	<ul style="list-style-type: none"> Poor opening and closing. Poor development of storyline.
Creativity 10 Marks	<ul style="list-style-type: none"> Highly creative. Highly effective use of audio-visual aids, relevant to the presentation. 	<ul style="list-style-type: none"> Mostly creative. Effective use of audio-visual aids, relevant to the presentation. 	<ul style="list-style-type: none"> Fairly creative. Some use of audio-visual aids, relevant to the presentation. 	<ul style="list-style-type: none"> Lack of creativity. Limited/no use of audio-visual aids, relevant to the presentation.

SEMESTER II: WRITING PROJECT (SCRIPT) – 30%

Criteria	Excellent	Good	Modest	Poor
	40-31	30-21	20-11	10-1
Content 40 Marks	<ul style="list-style-type: none"> Excellent development of storyline. Excellent organisation of story. 	<ul style="list-style-type: none"> Good development of storyline. Good organisation of story. 	<ul style="list-style-type: none"> Satisfactory development of storyline. Modest organisation of story. 	<ul style="list-style-type: none"> Poor development of storyline. Poor organisation of story.
Language and Organisation 40 Marks	<ul style="list-style-type: none"> Structure and vocabulary almost always accurate and appropriate. Minimal spelling and punctuation errors. Very good cohesion and coherence. 	<ul style="list-style-type: none"> Structure and vocabulary largely accurate and appropriate. Some spelling and punctuation errors. Good cohesion and coherence. 	<ul style="list-style-type: none"> Structure and vocabulary fairly accurate and appropriate - many single and few multiple word errors. Many spelling and punctuation errors. Fair cohesion and coherence. 	<ul style="list-style-type: none"> Structure and vocabulary mostly inaccurate and inappropriate - more single and multiple word errors. Gross spelling and punctuation errors. Poor cohesion and coherence.

Criteria	Excellent	Good	Modest	Poor
	20-16	15-11	10-6	5-1
Creativity 20 Marks	<ul style="list-style-type: none"> Very creative and original. Little similarity to original story/ies. Very effective use of props. 	<ul style="list-style-type: none"> Some creativity and originality. Some similarities to original story/ies. Effective use of props. 	<ul style="list-style-type: none"> Very creative and original. Lots of similarities to original story/ies. Some use of props. 	<ul style="list-style-type: none"> Lack of creativity and originality. Almost similar to original stories. Limited/ no use of props.

SEMESTER III: SPEAKING PROJECT (FORUM/PANEL DISCUSSION) – 20%				
Criteria	Excellent	Good	Modest	Poor
	20 -16	15 - 11	10 - 6	5 - 1
Language Use and Delivery 20 Marks	<ul style="list-style-type: none"> Effectively uses eye contact. Speaks clearly, effectively and confidently using suitable volume and pace. Fully engages the audience. Highly creative usage of AVA. Selects rich and varied words for context and uses correct grammar. 	<ul style="list-style-type: none"> Maintain eye contact. Speaks clearly and uses suitable volume and pace. Takes steps to engage the audience. Mostly creative usage of AVA. Selects words that appropriate for context and uses correct grammar. 	<ul style="list-style-type: none"> Some eye contact, but not maintained. Speaks clearly and unclearly in different portions. Occasionally engages audience. Fair usage of AVA. Selects words inappropriate for context; uses incorrect grammar. 	<ul style="list-style-type: none"> Uses eye contact ineffectively. Fails to speak clearly, audible and uses unsuitable pace. Does not engage audience. Lacks creativity in usage of AVA. Selects words inappropriate for context; uses incorrect grammar.
Organization and Preparation 20 Marks	<ul style="list-style-type: none"> Introduces the topic clearly and creatively. Maintain clear focus on the topic. Effectively includes smooth transitions to connect key points. 	<ul style="list-style-type: none"> Introduces the topic clearly. Maintain focus on the topic. Includes transitions to connect key points. 	<ul style="list-style-type: none"> Introduces the topic. Somewhat maintains focus on the topic. Includes some transitions to connect key points. 	<ul style="list-style-type: none"> Does not clearly introduce the topic. Does not establish or maintain focus on the topic. Uses ineffective transitions that rarely connect points.

Criteria	Excellent	Good	Modest	Poor
	20 -16	15 - 11	10 - 6	5 - 1
Content 20 Marks	<ul style="list-style-type: none"> Ends with logical, effective and relevant conclusion. 	<ul style="list-style-type: none"> Ends with coherent conclusion based on evidence. 	<ul style="list-style-type: none"> Ends with a conclusion based on evidence. 	<ul style="list-style-type: none"> Ends without a conclusion.
Content 20 Marks	<ul style="list-style-type: none"> Clearly defines the topic or report and its significance. Supports the report and key findings with an analysis of relevant and accurate evidence. Presents evidence of valid research with multiple sources. Provides evidence of extensive and valid research with multiple and varied sources. Provides evidence of complex problem solving and learning stretch. Combines existing ideas to form new insights. 	<ul style="list-style-type: none"> Clearly defines the topic or report. Supports the report with evidence. Provides evidence of research with sources. Provides some evidence of problem solving and learning stretch. Combines existing ideas. 	<ul style="list-style-type: none"> Defines the topic or report. Does not support the report with evidence. Presents little or no evidence of valid research. Shows little evidence of problem solving and learning stretch. Shows little evidence of the combination of ideas. 	

SEMESTER III: READING (OTHER RESEARCH / PROJECT PAPER) – 30%

Criteria	Excellent	Good	Modest	Poor
	20 -16	15 - 11	10 - 6	5 - 1
Demonstrate understanding 20 Marks	<ul style="list-style-type: none"> • Show an extremely detailed and accurate understanding of main ideas and supporting details, including those that are not obvious and require deeper thinking. • Tell the difference between and/or summarize facts and opinions. • Recognize things that aren't obvious, totally clear, or have more than one meaning. 	<ul style="list-style-type: none"> • Show a correct basic understanding of main ideas and supporting details. • Identify and/or summarize chain of events or show how ideas fit together. • Tell the difference between facts and opinions. • Might focus on obvious facts and opinions. 	<ul style="list-style-type: none"> • Show incomplete or minor understanding of main ideas. • Might focus on just a few details. • Might show some misunderstanding of or leave out important details. • Might show some confusion in telling the difference between facts and opinions. 	<ul style="list-style-type: none"> • Show limited, confused, or incorrect understanding. • Might not show ability to understand the text. • Do not tell the difference between facts and opinions.
Develop an interpretation 20 Marks	<ul style="list-style-type: none"> • Explain ideas (or themes, arguments, events, characters) and relationships that aren't obvious, are unstated but understood, and show deeper thinking. 	<ul style="list-style-type: none"> • Present reasonable, maybe obvious, interpretations, conclusions, generalizations, connections or predictions. 	<ul style="list-style-type: none"> • Present interpretations that are not specific enough, too simple, or incomplete. • Might show some misunderstanding of unstated ideas. 	<ul style="list-style-type: none"> • Do not explain what is unstated or "between the lines". • Give an interpretation that does not match the text.

Criteria	Excellent	Good	Modest	Poor
	20 -16	15 - 11	10 - 6	5 - 1
	<ul style="list-style-type: none"> • Provide well-supported relevant, valid textual evidence. 	<ul style="list-style-type: none"> • Provide some textual evidence. 		
Analysis of text 20 Marks	<ul style="list-style-type: none"> • Explain author's purpose. • Articulate well-reasoned, insightful assertions about author's ideas (e.g.; support, reasoning, use of sources). • Show in-depth analysis of how writer's strategies contribute to effectiveness of selection. • Provide specific, strong, accurate textual evidence. 	<ul style="list-style-type: none"> • Identify author's purpose. • Make reasoned judgments about author's ideas (e.g.; support, reasoning, use of sources). • Show how writer's strategies contribute to effectiveness of selection. • Provide limited textual evidence. 	<ul style="list-style-type: none"> • May identify author's purpose. • May provide overly general, superficial, or inaccurate judgments about author's ideas (e.g.; support, reasoning, use of sources). • Provide overly general, superficial, or inaccurate judgments about writer's strategies. 	<ul style="list-style-type: none"> • Indicate lack of awareness of author's purpose. • May contain inaccurate judgments about author's ideas (e.g.; support, reasoning, use of sources) • Indicate lack of awareness of writer's strategies. • Provide limited or no textual evidence.

SEMESTER III: WRITING PROJECT (MINI RESEARCH/PROJECT PAPER) – 40%

Criteria	Excellent	Good	Modest	Poor
	10 - 9	8 - 7	6 - 4	3 - 1
Introduction 10 Marks	<ul style="list-style-type: none"> • Excellent background of study. • Excellent understanding of research objectives. • Very informative research questions. • Highly relevant hypothesis and definition of key terms. 	<ul style="list-style-type: none"> • Good background of study. • Good understanding of research objectives. • Satisfactory research questions. • Relevant hypothesis and definition of key terms. 	<ul style="list-style-type: none"> • Satisfactory background of study. • Fair understanding of research objectives. • Minimally informative research questions. • Fairly relevant hypothesis and definition of key terms. • Some relevance in hypothesis and definition of key terms. 	<ul style="list-style-type: none"> • Poor background of study. • Limited understanding of research objectives. • Inadequate research questions. • Some relevance in hypothesis and definition of key terms.
Methodology 10 Marks	<ul style="list-style-type: none"> • Excellently states the subjects/respondents. • Excellently explained the instruments used. • Excellently briefed the data collection. 	<ul style="list-style-type: none"> • Clearly states the subjects/respondents. • Clearly explained the instruments used. • Clearly briefed the data collection. 	<ul style="list-style-type: none"> • Able to state the subjects/respondents. • Able to explain the instruments used. • Able to brief the data collection. 	<ul style="list-style-type: none"> • Poorly states the subjects/respondents. • Poorly explained the instruments used. • Poorly briefed the data collection.

Criteria	Excellent	Good	Modest	Poor
	10 - 9	8 - 7	6 - 4	3 - 1
Conclusion & Recommendations 10 Marks	<ul style="list-style-type: none"> • Excellent summary of findings. • Excellent statements of personal learning in limitation. • Excellent recommendation to form new insights. 	<ul style="list-style-type: none"> • Clearly states summary of findings. • Clearly states personal learning in limitation. • Clearly states recommendation to form new insights. 	<ul style="list-style-type: none"> • Able to do summary of findings. • Able to state personal learning in limitation. • Able to give recommendation to form new insights. 	<ul style="list-style-type: none"> • Poor summary of findings. • No clear statements on personal learning in limitation. • Poor recommendation to form new insights.
Criteria	Excellent	Good	Modest	Poor
	20 - 16	15 - 11	10 - 6	5 - 1
Findings & Discussion 20 Marks	<ul style="list-style-type: none"> • Excellent analysis of data. • Excellent discussion of findings. 	<ul style="list-style-type: none"> • Good analysis of data. • Good discussion of findings. 	<ul style="list-style-type: none"> • Satisfactory analysis of data. • Satisfactory discussion of findings. 	<ul style="list-style-type: none"> • Limited analysis of data. • Limited discussion of findings.
Language 20 Marks	<ul style="list-style-type: none"> • Hardly any grammatical errors. • Excellent coherence and cohesion. 	<ul style="list-style-type: none"> • A few grammatical errors. • Good coherence and cohesion. 	<ul style="list-style-type: none"> • Some grammatical errors. • Satisfactory coherence and cohesion. 	<ul style="list-style-type: none"> • Many grammatical errors. • Poor coherence and cohesion.

Criteria	Excellent	Good	Modest	Poor
	5	4	3	2 - 1
References & Appendices 5 Marks	<ul style="list-style-type: none"> Done in the correct format with no errors. Includes more than 5 major references (e.g.; science journals articles, books, but no more than two internet sites. Periodicals available on-line are not considered internet sites). Appendices with sample questionnaire, transcripts and others. 	<ul style="list-style-type: none"> Done in the correct format with few errors. Includes 5 major references (e.g.; science journals articles, books, but no more than two internet sites. Periodicals available on-line are not considered internet sites). Appendices with sample questionnaire, transcripts and others. 	<ul style="list-style-type: none"> Done in the correct format with some errors. Includes 4 major references (e.g.; science journals articles, books, but no more than two internet sites. Periodicals available on-line are not considered internet sites). Appendices with sample questionnaire, transcripts and others. 	<ul style="list-style-type: none"> Done in the correct format with many errors. Includes 3 major references (e.g.; science journals articles, books, but no more than two internet sites. Periodicals available on-line are not considered internet sites). Appendices with sample questionnaire, transcripts and others.
Teamwork 5 Marks	<ul style="list-style-type: none"> Excellent and thorough understanding of the topic researched. Excellent cooperation, tolerance, etc. 	<ul style="list-style-type: none"> Good understanding of the topic researched. Good cooperation, tolerance, etc. 	<ul style="list-style-type: none"> Fair understanding of the topic researched. Some cooperation, tolerance, etc. 	<ul style="list-style-type: none"> -Limited understanding of the topic researched. Limited cooperation, tolerance, etc.

Score Component	Excellent	Good	Competent	Modest	Limited	Poor
	25 - 22	21 - 18	17 - 14	13 - 9	8 - 5	4 - 0
Task Fulfilment	<ul style="list-style-type: none"> Excellent response to task. Develops ideas effectively, info effectively linked. Presents viewpoints. Effectively. Very mature treatment of the topic. 	<ul style="list-style-type: none"> Good response to task. Develops ideas reasonably well, info well-linked. Presents viewpoints reasonably well. Satisfactory viewpoints. Mature treatment of the topic. 	<ul style="list-style-type: none"> Satisfactory response to task. Develops ideas satisfactorily, info satisfactorily linked. Presents viewpoints reasonably well. Satisfactory viewpoints. Mature treatment of the topic. 	<ul style="list-style-type: none"> Modest response to task. Develops ideas modestly, info modestly linked. Very modest viewpoints. Modestly mature treatment of the topic. 	<ul style="list-style-type: none"> Limited response to task. Hardly develops ideas, poorly-linked. Limited viewpoints and discussion. Limited maturity in treatment of the topic. 	<ul style="list-style-type: none"> Very limited response to task inadequate. Limited attempt to presents viewpoints. Arguments are weak and shallow.

Score Component	Excellent	Good	Competent	Modest	Limited	Poor
	25 - 22	21 - 18	17 - 14	13 - 9	8 - 5	4 - 0
Language and Organisation	<ul style="list-style-type: none"> • Language is accurate, almost flawless, hardly any spelling errors. • Meaning comes across very clearly. • Uses wide variety of sentence structures effectively. • Very appropriate and varied vocabulary. • Very effective linking of ideas. 	<ul style="list-style-type: none"> • Language is largely accurate, minimal errors in spelling. • Meaning comes across clearly. • Some variety of sentence structures. • Appropriate and varied vocabulary. • Effective linking of ideas. • Largely coherent. 	<ul style="list-style-type: none"> • Language is largely accurate with some single word errors, few spelling errors. • Meaning comes across satisfactorily. • Some variety of sentence structures but tendency to use simple structures prevails. • Reasonably appropriate and varied vocabulary. • Satisfactory linking of ideas. 	<ul style="list-style-type: none"> • Language is sometimes accurate with some multiple and many single word errors, some spelling errors. • Meaning may be occasionally unclear but not incomprehensible. • Limited variety of sentence structures, generally simple structures. 	<ul style="list-style-type: none"> • Language is largely inaccurate with frequent multiple and single word errors, many spelling errors. • Meaning is sometimes blurred making reading difficult. • Hardly any variety of sentence structures, mainly simple structures. • Limited vocabulary. 	<ul style="list-style-type: none"> • Language is grossly inaccurate with high frequency of multiple and single word errors, serious spelling errors. • Meaning is mostly unclear and incomprehensible. • Faulty sentence structures. • Largely inappropriate vocabulary. • Fragmented ideas.

Score Component	Excellent	Good	Competent	Modest	Limited	Poor
	25 - 22	21 - 18	17 - 14	13 - 9	8 - 5	4 - 0
	<ul style="list-style-type: none"> • Very coherent and cohesive. 	<ul style="list-style-type: none"> • Reasonably coherent. 	<ul style="list-style-type: none"> • Modestly appropriate and mainly simple vocabulary. • Limited link ideas. • Fairly coherent. 	<ul style="list-style-type: none"> • Hardly any linking of ideas. • Lacks coherence and cohesion. 		
Total (Task + Language)	50 - 44	43 - 36	35 - 28	27 - 18	17 - 10	9 - 0

RUBRIK TUGASAN BAGI MATA PELAJARAN PENDIDIKAN ISLAM			
Bil	Jenis Penilaian	Wajaran Markah	Rubrik
1	Pembentangan	30	<p>Cemerlang: (21–30 Markah)</p> <ul style="list-style-type: none"> • Mampu menarik perhatian kelas. • Mampu menghurai isi pembentangan dengan baik, jelas berserta contoh. • Mampu menjawab semua persoalan yang dikemukakan dengan betul berserta contoh. • Menggunakan bahan bantu mengajar yang berkaitan/ bersesuaian dan berkesan. • Intonasi suara yang jelas dan dapat didengari oleh semua pelajar. • Pengurusan masa yang cekap. <p>Sederhana: (11–20 Markah)</p> <ul style="list-style-type: none"> • Kurang mampu menarik perhatian kelas. • Kurang mampu menghurai isi pembentangan dengan baik, jelas berserta contoh. • Mampu menjawab separuh persoalan yang dikemukakan dengan betul berserta contoh. • Intonasi suara yang kurang jelas dan tidak dapat didengari oleh semua pelajar. • Pengurusan masa yang kurang cekap.

Bil	Jenis Penilaian	Wajaran Markah	Rubrik
			<p>Lemah: (0-10 Markah)</p> <ul style="list-style-type: none"> • Tidak mampu menarik perhatian kelas. • Tidak mampu menghurai isi pembentangan dengan baik, jelas berserta contoh. • Tidak mampu menjawab persoalan yang dikemukakan dengan betul berserta contoh. • Intonasi suara yang tidak jelas dan tidak dapat didengari oleh semua pelajar. • Pengurusan masa yang tidak cekap.
2	Folio	20	<p>Cemerlang: (15–20 Markah)</p> <ul style="list-style-type: none"> • Menggunakan isi yang sesuai, tepat dengan tajuk yang telah dipilih. • Persembahan grafik yang menarik dan sesuai. • Susunan isi yang sistematis. • Menggunakan bahasa standard. Jelas dan mudah difahami. • Mempunyai sekurang-kurangnya 5 rujukan. <p>Sederhana: (9–14 Markah)</p> <ul style="list-style-type: none"> • Menggunakan isi yang kurang tepat dengan tajuk yang telah dipilih. • Persembahan grafik yang kurang menarik dan sesuai. • Susunan isi yang kurang sistematis.

Bil	Jenis Penilaian	Wajaran Markah	Rubrik
			<ul style="list-style-type: none"> • Menggunakan bahasa tidak standard, kurang jelas tetapi boleh difahami. • Mempunyai sekurang-kurangnya 1 rujukan. <p>Lemah: (0-8 Markah)</p> <ul style="list-style-type: none"> • Menggunakan isi yang tidak tepat dengan taufuk yang telah dipilih. • Tiada persembahan grafik. • Susunan isi yang tidak sistematis. • Menggunakan bahasa tidak standard, tidak jelas dan tidak boleh difahami. • Tidak mempunyai rujukan.
3	Projek	30	<p>Cemerlang: (21-30 Markah)</p> <p>Berjaya merancang dan melaksanakan satu program atau menghadiri sekurang-kurangnya 5 program yang telah dianjurkan oleh Unit Pendidikan Islam dan Moral (UPIM) atau jawatankuasa masjid.</p> <p>Sederhana: (11-20 Markah)</p> <p>Berjaya menghadiri kurang daripada 5 program yang telah dianjurkan oleh UPIM atau jawatankuasa masjid.</p> <p>Lemah: (0-10 Markah)</p> <p>Berjaya menghadiri hanya 1 atau 2 program yang telah dianjurkan oleh UPIM atau jawatankuasa masjid.</p>

Bil	Jenis Penilaian	Wajaran Markah	Rubrik
4	Amali Solat	20	<p>Cemerlang: (15-20 Markah)</p> <p>Dapat menunjukkan cara pelaksanaan ibadat yang berkaitan solat dengan tepat, jelas berdasarkan tuntutan syarak.</p> <p>Sederhana: (9-14 Markah)</p> <p>Dapat menunjukkan cara pelaksanaan ibadat yang berkaitan solat dengan betul berdasarkan tuntutan syarak.</p> <p>Lemah: (0-8 Markah)</p> <p>Tidak dapat menunjukkan cara pelaksanaan ibadat yang berkaitan solat dengan betul berdasarkan tuntutan syarak.</p>

RUBRIK TUGASAN BAGI MATA PELAJARAN PENDIDIKAN MORAL			
Bil	Jenis Penilaian	Wajaran Markah	Rubrik
1	Pembentangan	30	<p>Cemerlang: (21–30 Markah)</p> <ul style="list-style-type: none"> • Mampu menarik perhatian kelas. • Mampu menghuraikan pembentangan dengan baik, jelas beserta contoh. • Mampu menjawab semua persoalan yang dikemukakan dengan betul beserta contoh. • Menggunakan bahan bantu yang berkaitan/ bersesuaian dan berkesan. • Intonasi suara yang jelas dan dapat didengari oleh semua pelajar. • Pengurusan masa yang cekap. <p>Sederhana: (11–20 Markah)</p> <ul style="list-style-type: none"> • Kurang mampu menarik perhatian kelas. • Kurang mampu menghuraikan pembentangan dengan baik, jelas beserta contoh. • Mampu menjawab separuh persoalan yang dikemukakan dengan betul beserta contoh. • Intonasi suara yang kurang jelas dan tidak dapat didengari oleh semua pelajar. • Pengurusan masa yang kurang cekap.

Bil	Jenis Penilaian	Wajaran Markah	Rubrik
			<p>Lemah: (0–10 Markah)</p> <ul style="list-style-type: none"> • Tidak mampu menarik perhatian kelas. • Tidak mampu menghuraikan pembentangan dengan baik, jelas beserta contoh. • Tidak mampu menjawab persoalan yang dikemukakan dengan betul beserta contoh. • Intonasi suara yang tidak jelas dan tidak dapat didengari oleh semua pelajar. • Pengurusan masa yang tidak cekap.
2	Folio	20	<p>Cemerlang: (15–20 Markah)</p> <ul style="list-style-type: none"> • Menggunakan isi yang sesuai, lepas dengan tajuk yang telah dipilih. • Persembahan grafik yang menarik dan sesuai. • Susunan isi yang sistematis. • Menggunakan bahasa standard. Jelas dan mudah difahami. • Mempunyai sekurang-kurangnya 5 rujukan. <p>Sederhana: (9–14 Markah)</p> <ul style="list-style-type: none"> • Menggunakan isi yang kurang lepas dengan tajuk yang telah dipilih. • Persembahan grafik yang kurang menarik dan sesuai. • Susunan isi yang kurang sistematis.

Bil	Jenis Penilaian	Wajaran Markah	Rubrik
			<ul style="list-style-type: none"> • Menggunakan bahasa tidak standard, kurang jelas tetapi boleh difahami. • Mempunyai sekurang-kurangnya 1 rujukan. <p>Lemah: (0–8 Markah)</p> <ul style="list-style-type: none"> • Menggunakan isi yang tidak tepat dengan tajuk yang telah dipilih. • Tiada persembahan grafik. • Susunan isi yang tidak sistematis. • Menggunakan bahasa tidak standard, tidak jelas dan tidak boleh difahami. • Tidak mempunyai rujukan.
3	Projek	30	<p>Cemerlang: (21–30 Markah)</p> <ul style="list-style-type: none"> • Berjaya merancang dan melaksanakan satu program atau menghadiri sekurang-kurangnya 3 program yang telah dianjurkan oleh UPIM. <p>Sederhana: (11–20 Markah)</p> <ul style="list-style-type: none"> • Berjaya menghadiri sekurang-kurangnya 2 program yang telah dianjurkan oleh UPIM. <p>Lemah: (0–10 Markah)</p> <ul style="list-style-type: none"> • Berjaya menghadiri hanya 1 sahaja program yang telah dianjurkan oleh UPIM.

Bil	Jenis Penilaian	Wajaran Markah	Rubrik
4	Pentomen	20	<p>Cemerlang: (15–20 Markah)</p> <ul style="list-style-type: none"> • Menggunakan nilai positif dengan cara yang sangat berkesan dan menyakinkan. • Menunjukkan daya kreativiti yang sangat tinggi. • Menggunakan bahasa yang sangat indah dan bertatasusila. • Persembahan yang sangat teratur, dapat difahami dengan baik, sangat jelas dan kerjasama yang sangat baik dalam kalangan ahli kumpulan. • Pengurusan masa yang sangat baik. <p>Sederhana: (9–14 Markah)</p> <ul style="list-style-type: none"> • Menggunakan nilai yang agak positif daripada keseluruhan persembahan yang baik dan berkesan. • Menunjukkan sedikit daya kreativiti dalam persembahan. • Menggunakan bahasa yang sesuai dan berkesan. • Persembahan yang teratur, boleh difahami, jelas dan kerjasama yang baik dalam kumpulan. • Pengurusan masa yang baik. <p>Lemah: (0–8 Markah)</p> <ul style="list-style-type: none"> • Tidak menyampaikan nilai positif dengan berkesan. • Tidak menunjukkan daya kreativiti. • Menggunakan bahasa yang tidak sesuai.

Bil	Jenis Penilaian	Wajaran Markah	Rubrik
			<ul style="list-style-type: none"> ▪ Persembahan yang tidak teratur, watak yang dibawa tidak jelas serta tidak ada kerjasama dalam kumpulan. ▪ Tidak menepati masa yang telah diberikan.

**RUBRIK TUGASAN
BAGI MATA PELAJARAN KEMAHIRAN DINAMIKA**

PEMBENTANGAN MULTIMEDIA (SLIDE POWER POINT)

Bil	Komponen Penilaian	Lemah		Sederhana		Baik		
		1	2	3	4	5	6	7
1	Pengenalan Ucapan selamat, penghormatan protokol, preview, kreativiti, menarik dan ringkas.							
2	Isi Kandungan Menepati tajuk, susunan isi, huraian, kesinambungan, padat dan keaslian.							
3	Persembahan Multimedia/Ppt Kerangka konsep, menarik, reka letak, kreativiti, mudah difahami, dan tipografi.							
4	Penyampaian Gaya bahasa, intonasi, kelancaran, perawakan, penguasaan isi dan keyakinan.							
5	Penilaian Keseluruhan Menarik, keyakinan, keberkesan, kesungguhan, kreatif dan kerjasama.							
Jumlah								
Markah Keseluruhan		<i>/40</i>						

PENGUCAPAN AWAM

Bil	Perkara	Skor				
		1	2	3	4	5
1	Pengenalan Ucap selamat, penghormatan protokol, preview, kreativiti, dan menarik/ringkas.	1	2	3	4	5
2	Gaya Bahasa Mudah difahami, sebutan jelas, bahasa melayu standard, nada suara, kelancaran, hentan/jeda dan gramatis.	1	2	3	4	5
3	Penyampaian Mimik muka; kontak mata, pergerakan, cara tersendiri, keyakinan diri dan interaksi dengan audien.	1	2	3	4	5
4	Isi Menepati tajuk, teratur, jelas, kesinambungan, padat dan sumber rujukan.	1	2	3	4	5
5	Penutup Ulasan jelas, tumpuan audien, menarik, ringkas, berkesan dan kreatif.	1	2	3	4	5
Jumlah						
Jumlah						

RESUME

Bil	Komponen Penilaian	Skor				
		1	2	3	4	5
1	Maklumat Peribadi Latar belakang – nama penuh, alamat, nombor kad pengenalan, tarikh lahir, tempat lahir, nombor telefon dan emel.					
2	Pendidikan/Pencapaian/Anugerah Kronologi Terbalik – Matrikulasi, Sek Menengah Atas Pencapaian – Keputusan, tahun kelulusan Kokurikulum – Pencapaian, jawatan					
3	Kekuatan Diri Bahasa, kemahiran, insaniyah – kepimpinan, komunikasi, kerja pasukan dan lain-lain.					
4	Hasil Kerja Rujukan (2 orang), kreativiti, reka bentuk resume, font, saiz font, gambar, warna kertas (kuning/cream) dan two-sheet.					
Jumlah						
Markah Keseluruhan						/20

PENGUCAPAN AWAM

Bil	Perkara	Skor				
		1	2	3	4	5
1	Pengenalan Ucapan selamat, penghormatan protokol, preview, kreativiti, dan menarik/ringkas.	1	2	3	4	5
2	Gaya Bahasa Mudah difahami, sebutan jelas, bahasa melayu standard, nada suara, kelancaran, hentian/jeda dan gramatis.	1	2	3	4	5
3	Penyampaian Mimik muka, kontak mata, pergerakan, cara tersendiri, keyakinan diri dan interaksi dengan audiens.	1	2	3	4	5
4	Isi Menepati tajuk, teratur, jelas, kesinambungan, padat dan sumber rujukan.	1	2	3	4	5
5	Penutup Ulasan jelas, tumpuan audiens, menarik, ringkas, berkesan dan kreatif.	1	2	3	4	5
Jumlah						

RESUME

Bil	Komponen Penilaian	Skor				
		1	2	3	4	5
1	Maklumat Peribadi Latar belakang – nama penuh, alamat, nombor kad pengenalan, tarikh lahir, tempat lahir, nombor telefon dan emel.					
2	Pendidikan/ Pencapaian/ Anugerah Kronologi Terbalik – Matrikulasi, Sek Menengah Atas Pencapaian – Keputusan, tahun kelulusan Kurikulum – Pencapaian, jawatan					
3	Kekuatan Diri Bahasa, kemahiran, insaniah – kepimpinan, komunikasi, kerja pasukan dan lain-lain.					
4	Hasil Kerja Rujukan (2 orang), kreativiti, reka bentuk resume, font, saiz font, gambar, warna kertas (kuning/ cream) dan two-sheet.					
Jumlah						
Markah Keseluruhan						/20

PENGUCAPAN AWAM

Bil	Perkara	Skor				
		1	2	3	4	5
1	Pengenalan Ucap selamat, penghormatan protokol, preview, kreativiti, dan menarik/ringkas.	1	2	3	4	5
2	Gaya Bahasa Mudah difahami, sebutan jelas, bahasa melayu standard, nada suara, kelancaran, hentian/jeda dan gramatis.	1	2	3	4	5
3	Penyampaian Mimik muka, kontak mata, pergerakan, cara tersendiri, keyakinan diri dan interaksi dengan audiensi.	1	2	3	4	5
4	Isi Menepati tajuk, teratur, jelas, kesinambungan, padat dan sumber rujukan.	1	2	3	4	5
5	Penutup Ulasan jelas, tumpuan audiensi, menarik, ringkas, berkesan dan kreatif.	1	2	3	4	5
Jumlah						
Jumlah						

RESUME

Bil	Komponen Penilaian	Skor				
		1	2	3	4	5
1	Maklumat Peribadi Latar belakang – nama penuh, alamat, nombor kad pengenalan, tarikh lahir, tempat lahir, nombor telefon dan emel.					
2	Pendidikan/ Pencapaian/ Anugerah Kronologi Terbalik – Matrikulasi, Sek Menengah Atas Pencapaian – Keputusan, tahun kelulusan Kokurikulum – Pencapaian, jawatan					
3	Kekuatan Diri Bahasa, kemahiran, insaniah – kepimpinan, komunikasi, kerja pasukan dan lain-lain.					
4	Hasil Kerja Rujukan (2 orang), kreativiti, reka bentuk resume, font, saiz font, gambar, warna kertas (kuning/ cream) dan two-sheet.					
Jumlah						
Markah Keseluruhan						/20

Penghargaan		Rohailiza binti Rozali	Penolong Pengarah (Biology)
Dr. Baiduriah binti Yaakub	Timbalan Pengarah Bahagian Matrikulasi	Ruslan bin Achok	Penolong Pengarah (Biology)
Azman bin Abd Karim	Ketua Penolong Pengarah Kanan Sektor Hal Ehwal Akademik	Hizam bin Min	Penolong Pengarah (Computer Science)
Dr. Saharawati binti Shahar	Ketua Penolong Pengarah Unit Kurikulum Sektor Hal Ehwal Akademik	Adzmir Hussaini bin Mohd Ali	Penolong Pengarah (Computer Science)
Cik Azyyati binti Jantan	Ketua Penolong Pengarah Unit Peperiksaan Sektor Hal Ehwal Akademik	Maziah binti Mat Deris	Penolong Pengarah (Perakaunan)
Salina binti Shuib	Penolong Pengarah (Mathematics)	Raja 'Atiqah binti Raja Hasnan	Penolong Pengarah (Ekonomi)
Ahmad Afif bin Mohd Nawawi	Penolong Pengarah (Mathematics)	Emmy Dalina binti Abd. Halim	Penolong Pengarah (Pengurusan Perniagaan)
Norfadhilah Yanti binti Abdul Manaff	Penolong Pengarah (Mathematics)	Salina binti Murtedza	Penolong Pengarah (Civil Engineering Studies)
Ishraee bin Abd. Mosamad	Penolong Pengarah (Chemistry/ Engineering Chemistry)	Mohamad Shihar bin Ahmad	Penolong Pengarah (Mechanical Engineering Studies)
Aziza binti Arshad	Penolong Pengarah (Chemistry)	Mohd Ruhaidi Ikhwan bin Mohd Ruah	Penolong Pengarah (Electric & Electronic Engineering Studies)
Izyan Izdihar binti Shaarani	Penolong Pengarah (Chemistry/ Engineering Chemistry)	Nurain binti Rosli	Penolong Pengarah (English)
Bibi Aishah binti Roslan	Penolong Pengarah (Physics/ Engineering Physics)	Farah Liyana binti Mohd Halil	Penolong Pengarah (English)
Azmajura binti Abdul Rahim @ Arifin	Penolong Pengarah (Physics/ Engineering Physics)	Muzzafar bin Malek	Penolong Pengarah (Kemahiran Dinamika/ Pendidikan Islam/ Pendidikan Moral)
Sulha binti Alias	Penolong Pengarah (Physics)		

Task Force Rubrik Penilaian Berterusan Mengikut Mata Pelajaran

Mathematics

1. Ramnah binti Abu Samah (KMM)
2. Aw Yang Ai Shin (KML)
3. Mat Tuah bin Saedon (KMM)

Chemistry

1. Ruslati binti Md. Som (KMNS)
2. Noor Hayati binti Abu Bakar (KMM)

Physics

1. Salmah binti Othman (KMM)
2. Sarimah binti Kamrin (KMJ)
3. Saharudin bin Sharrif (KMS)

Biology

1. Salbiah binti Mohd Som (KMS)
2. Roslan bin Abu Bakar (KMS)
3. Nizaha binti Zulkifli (KMNS)

Computer Science

1. Rasyida binti Abd Rahman (KMS)
2. Rosnizam bin Eusoff (KMS)
3. Rahmah binti Wasimin (KMM)
4. Karimah binti Mohd Yusoff (KMS)
5. Illa Iza Suhana binti Shamsuddin (KMNS)

Perakaunan

1. Rohaida binti Abd Ghani (KMPK)
2. Mahyuddin bin Mohd Noordin (KMS)

Ekonomi

1. Abdul Rahman bin Haji Romli (KMP)
2. Zaimah binti Zainal (KMS)
3. Yeam Hock Kong (KMJ)

Pengurusan Perniagaan

1. Zuraina binti Zainol Abidin (KMP)
2. Natifah binti Abu Khairi (KMPP)
3. Rozila binti Rafie (KMS)
4. Jeffry bin Muhamad (KMNS)

Engineering Chemistry

Zakiah binti Abu Bakar (KMTJ)

Engineering Physics

Mohd Ariff bin Ab Ghani (KMTPh)

Civil Engineering Studies

1. Hamizar binti Tahir (KMTPh)
2. Zainol bin Sailan (KMTK)
3. Abd Manaf bin Mohd Elias (KMTJ)

Mechanical Engineering Studies

1. Jaludin bin Rashid (KMTK)
2. Wan Mohd Azlan bin Wan Mohd Nowaid (KMTPh)
3. Mohd Khairul Azam bin Abdul Wahab (KMTK)
4. Mohd Faizal bin Bachok (KMTK)

Electric & Electronic Engineering Studies

1. Mohd Samsol bin Paijo (KMTJ)
2. Zulkifli bin Abdul Aziz (KMTK)
3. Tuan Kamaruzaman bin Tuan Lah (KMTPh)

English

1. Maziyah binti Hj. Mazlan (KMM)
2. Mimihapizah binti Md. Radzi (KMM)
3. Umi Kalthum binti Amir (KMNS)
4. Mazlina binti Azhar (KMPK)
5. Roswati binti Said (KMJ)
6. Noor Ashikin binti Musa (KMS)
7. Asokan A/L Ganesan (KMPP)

Pendidikan Islam/ Moral

1. Nasaruddin bin Shamsudin (KMS)
2. Hisamuddin bin Saleh (KMM)
3. Saidi bin Muhd Ali (KMPK)
4. Hj. Rosli bin Abd Rani (KMNS)
5. Azrul Nizam bin Abdul Ghani (KMNS)

Kemahiran Dinamika

1. Noer Ashikin binti Muhiddin (KMPk)
2. Hj. Azli bin Md Hashim (KMS)
3. Hj. Kamal Ariffin bin Bidin (<MS)
4. Hafiza binti Halili (KMK)

Panel Universiti Awam

1. Prof. Dr. Mohd Nor bin Mohamad (UTM)
2. Prof. Dr. Sharidan bin Shafie (UTM)
3. Prof. Dr. Yudariah binti Mohammad Yusof (UTM)