### EVALUATION RUBRICS

**Oral Presentation of Learning Journey**

<table>
<thead>
<tr>
<th>GL capacities</th>
<th>Criteria</th>
<th>1-2</th>
<th>3-4</th>
<th>5-6</th>
<th>7-8</th>
<th>9-10</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical thinking</td>
<td>Comprehend, Interprets</td>
<td>Problem identification</td>
<td>The identification and/or explanation of the problem is/are unclear.</td>
<td>The problem is identified and explained briefly with little depth and detail.</td>
<td>The problem is clearly and identified and explained with some depth and detail.</td>
<td>The problem is clearly and objectively identified and explained with adequate depth and detail.</td>
<td>✓ ✓ ✓</td>
</tr>
<tr>
<td>Critical thinking</td>
<td>Comprehend, Interprets, Analyses</td>
<td>Information gathering on problem and current situation</td>
<td>Fails to interpret or analyse information, or obtains it from inappropriate sources. No connection made between information gathered and the problem.</td>
<td>Interprets and analyses information from limited sources. Little connection made between information gathered and the problem.</td>
<td>Interprets and analyses some information from various sources. Some connection made between information gathered and the problem.</td>
<td>Interprets and analyses sufficient resources and information from various sources. Sufficient connection made between information gathered and the problem.</td>
<td>✓ ✓ ✓</td>
</tr>
<tr>
<td>Creative thinking</td>
<td>Observes holistically</td>
<td>Solution design</td>
<td>Solution design goal(s), parameter(s), and constraint(s) are just listed with no detail.</td>
<td>Solution design goal(s), parameter(s), and constraint(s) are briefly listed and explain with little detail.</td>
<td>Solution design goal(s), parameter(s), and constraint(s) are adequately listed and explain with some detail.</td>
<td>Solution design goal(s), parameter(s), and constraint(s) are clearly listed and explain with great detail.</td>
<td>✓ ✓ ✓</td>
</tr>
<tr>
<td>Critical thinking</td>
<td>Creative thinking</td>
<td>Application of specific content knowledge in solution design</td>
<td>Technical understanding of the problem and/or the solution design are</td>
<td>Technical understanding of the problem and the solution design are</td>
<td>Technical understanding of the problem and the solution design are</td>
<td>Technical understanding of the problem and the solution design are</td>
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<tr>
<td>Applies, Questions, Predicts and synthesises</td>
<td>Imagines, Observe holistically, Innovates, Think with Agility</td>
<td></td>
<td>not supported with references to any content knowledge</td>
<td>supported with little references to some content knowledge</td>
<td>supported with some references to relevant content knowledge</td>
<td>appropriately supported with adequate references to relevant content knowledge</td>
<td>clearly supported with in-depth references to relevant content knowledge</td>
</tr>
<tr>
<td>Creative thinking</td>
<td></td>
<td>Testing/Implementation of solution design</td>
<td>The testing/implementation procedure targeted at design goal(s) is formulated with no details. The testing/implementation process is not sound and/or lacks rigour.</td>
<td>The testing/implementation procedure targeted at design goal(s) is clearly formulated with some details. The testing/implementation process is somewhat sound but lacks rigorous.</td>
<td>The testing/implementation procedure targeted at design goal(s) is clearly and objectively formulated with great details. The testing/implementation process is sound with adequate rigour.</td>
<td>Testing/implementation procedure targeted at design goal(s) is clearly and objectively formulated with great details. The testing/implementation process is sound with adequate rigour.</td>
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<tr>
<td></td>
<td>Observes holistically, Experiments, Innovates, Think with Agility, Perseveres</td>
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<tr>
<td>Critical thinking</td>
<td>Interpret, Analyses, Applies, Questions, Predicts, Synthesises, Evaluate</td>
<td>Analysis of the solution design based on testing/implementation process</td>
<td>No or inappropriate evaluation of effectiveness of solution design with little/no references to data collected during testing/implementation process. Limitations and areas of improvement to solution design are briefly stated.</td>
<td>Little evaluation of effectiveness of solution design with little references to data collected during testing/implementation process. Able to explain limitations and areas of improvement to solution design clearly with little details.</td>
<td>Some evaluation of effectiveness of solution design with some references to data collected during testing/implementation process. Able to explain limitations and areas of improvement to solution design clearly with some details.</td>
<td>Adequate evaluation of effectiveness of solution design with adequate references to data collected during testing/implementation process. Able to explain limitations and areas of improvement to solution design clearly with adequate details.</td>
<td>Critical evaluation of effectiveness of solution design with in-depth references to data collected during testing/implementation process. Able to explain limitations and areas of improvement to solution design clearly with great details.</td>
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<tr>
<td>Creative thinking</td>
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<tr>
<td></td>
<td>Observe holistically, Think with Agility, Perseveres, Has foresight</td>
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</tbody>
</table>
### Critical thinking
- Interprets,
- Analyses,
- Synthesises,
- Evaluate

### Creative thinking
- Think with Agility,
- Perseveres,
- Has foresight

**Implications and recommendation**

- An overall summary of the implications on the recommendation for proceeding with the solution design and solving the problem is **not** included.
- An overall summary of the implications on and recommendation for proceeding with the solution design and solving the problem is included with **little** details.
- An overall summary of the implications on and recommendation for proceeding with the solution design and solving the problem is included with **some** details.
- An overall summary of the implications on and recommendation for proceeding with the solution design and solving the problem is included with **adequate** details.
- An overall summary of the implications on and recommendation for proceeding with the solution design and solving the problem is included with **great** details.

<table>
<thead>
<tr>
<th>GL capacities</th>
<th>Criteria</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>P</th>
<th>M</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caring thinking</td>
<td>Delivery</td>
<td>Unclear communication, read directly from notes or screen <strong>all</strong> the time, irritating speech pattern, <strong>does not</strong> capture audience attention. <strong>Did not</strong> use skit in presentation.*</td>
<td>Communicates clearly in standard English <strong>some</strong> of the time, read from notes or screen <strong>most</strong> of the time, able to hold audience attention <strong>some</strong> of the time. <strong>Unsatisfactory</strong> use of skit in presentation.*</td>
<td>Communicates clearly in standard English <strong>most</strong> of the time, only read from notes or screen <strong>occasionally</strong>, able to hold audience attention <strong>most</strong> of the time. <strong>Satisfactory</strong> use of skit in presentation.*</td>
<td>Communicates clearly in standard English <strong>most</strong> of the time, only read from notes or screen <strong>all</strong> the time, <strong>does not</strong> read from notes or screen, able to capture audience attention <strong>all</strong> the time and <strong>provokes participation</strong>. <strong>Very effective use</strong> of skit in presentation.*</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Creative thinking</td>
<td>Organisation of content</td>
<td>Content is <strong>confusing, Illogical</strong> flow of ideas. <strong>Difficult</strong> for audience to follow. <strong>Does not</strong> utilise any visual aids and props effectively.</td>
<td>Content is <strong>somewhat</strong> organised. Audience is able to follow through <strong>little</strong> of the ideas presented. Visual aids and props <strong>do not</strong> illustrate ideas well.</td>
<td>Content is <strong>adequately</strong> organised. Audience is able to follow through <strong>some</strong> of the ideas presented. Visual aids are used do <strong>illustrate ideas.</strong></td>
<td>Content is <strong>well</strong> organised. Audience is able to follow through <strong>most</strong> of the ideas presented. <strong>Effective use</strong> of visual aids and props to illustrate ideas <strong>clearly.</strong></td>
<td></td>
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<td>✓</td>
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<tr>
<td>Innovates</td>
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<td>✓</td>
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<td>Innovates</td>
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<td>Innovates</td>
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<td>Innovates</td>
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<tr>
<td>Innovates</td>
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<td></td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>

### PRESENTATION (15%)

**Caring thinking**
- Cultivates relationships,
- Collaborates

**Creative thinking**
- Innovates

**Content**
- Content is **confusing, Illogical** flow of ideas. **Difficult** for audience to follow. **Does not** utilise any visual aids and props effectively.
- Content is **somewhat** organised. Audience is able to follow through **little** of the ideas presented. Visual aids and props **do not** illustrate ideas well.
- Content is **adequately** organised. Audience is able to follow through **some** of the ideas presented. Visual aids are used do **illustrate ideas.**
- Content is **well** organised. Audience is able to follow through **most** of the ideas presented. **Effective use** of visual aids and props to illustrate ideas **clearly.**

**Delivery**
- Unclear communication, read directly from notes or screen **all** the time, irritating speech pattern, **does not** capture audience attention. **Did not** use skit in presentation.*
- Communicates clearly in standard English **some** of the time, read from notes or screen **most** of the time, able to hold audience attention **some** of the time. **Unsatisfactory** use of skit in presentation.*
- Communicates clearly in standard English **most** of the time, only read from notes or screen **occasionally**, able to hold audience attention **most** of the time. **Satisfactory** use of skit in presentation.*
- Communicates clearly in standard English **most** of the time, only read from notes or screen **all** the time, **does not** read from notes or screen, able to capture audience attention **all** the time and **provokes participation**. **Very effective use** of skit in presentation.*

**Presentation (15%)**

**GL capacities**
- Caring thinking
- Creative thinking

**Criteria**
- Implications and recommendation
- Delivery
- Organisation of content

**Score**
- P
- M
- F

**Notes**
- Critical thinking: **Interprets, Analyses, Synthesises, Evaluate**
- Creative thinking: **Think with Agility, Perseveres, Has foresight**

**Implications and recommendation**

- An overall summary of the implications on and recommendation for proceeding with the solution design and solving the problem is included with **adequate details**.
- An overall summary of the implications on and recommendation for proceeding with the solution design and solving the problem is included with **great details**.

**Presentation**

- **P**: Poor
- **M**: Moderate
- **F**: Fair

**Notes**
- Unclear communication, read directly from notes or screen **all** the time, irritating speech pattern, **does not** capture audience attention. **Did not** use skit in presentation.*
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**Critical thinking**
- Interprets,
- Analyses,
- Synthesises,
- Evaluate

**Creative thinking**
- Think with Agility,
- Perseveres,
- Has foresight

**Presentation**

- **P**: Poor
- **M**: Moderate
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**Notes**
- Critical thinking: **Interprets, Analyses, Synthesises, Evaluate**
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- An overall summary of the implications on and recommendation for proceeding with the solution design and solving the problem is included with **great details**.
<table>
<thead>
<tr>
<th>Critical thinking</th>
<th>Creative thinking</th>
<th>Response to questions</th>
<th>1-2</th>
<th>3-4</th>
<th>5-6</th>
<th>7-8</th>
<th>9-10</th>
<th>P</th>
<th>M</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehends,</td>
<td>Think with Agility</td>
<td>Unlikely to response</td>
<td>Learning points are poorly documented.</td>
<td>Learning points are fairly documented.</td>
<td>Learning points are adequately documented.</td>
<td>Learning points are fairly well documented in the</td>
<td>Learning points are well documented in the</td>
<td>✓</td>
<td></td>
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<tr>
<td>Interprets,</td>
<td></td>
<td>relevantly to any of the questions.</td>
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<tr>
<td>Analyses,</td>
<td></td>
<td>Able to respond to all the questions. Answers are relevant and elaborated with some details.</td>
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<tr>
<td>Synthesises</td>
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<td>Able to answer response to all the questions. Answers are relevant and elaborated with adequate details.</td>
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<td>Able to respond to 50% of the questions. Answers are relevant but contain little elaboration of ideas.</td>
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<tr>
<td>Caring thinking</td>
<td></td>
<td>Unable to respond relevantly to any of the questions.</td>
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<tr>
<td>Reflects</td>
<td></td>
<td>Able to respond to 25% of the questions. Answers are relevant but contain little elaboration of ideas.</td>
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<tr>
<td>Creative thinking</td>
<td></td>
<td>Able to respond to 25% of the questions. Answers are relevant but contain little elaboration of ideas.</td>
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<tr>
<td>Innovates, Think</td>
<td></td>
<td>Able to respond to 50% of the questions. Answers are relevant and elaborated with some details.</td>
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<tr>
<td>with Agility</td>
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<td>Able to respond to 75% of the questions. Answers are relevant and elaborated with adequate details.</td>
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<tr>
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<td></td>
<td>Able to respond to all the questions. Answers are relevant and elaborated with great details.</td>
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</tbody>
</table>

* Only for finals evaluation

**Video Presentation of Learning Journey**

<table>
<thead>
<tr>
<th>GL capacities</th>
<th>Criteria</th>
<th>1-2</th>
<th>3-4</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Critical thinking</td>
<td>Content</td>
<td>Poor sense of design. Videos and/or pictures are not clear. Most transitions are inappropriate.</td>
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<tr>
<td>Synthesises</td>
<td>Organisation</td>
<td>Poor sense of design. Videos and/or pictures are not clear. Most transitions are inappropriate.</td>
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<tr>
<td>Creative thinking</td>
<td>Creativity &amp; Elements of Design</td>
<td>Poor sense of design. Videos and/or pictures are not clear. Most transitions are inappropriate.</td>
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<tr>
<td>Innovates, Think with Agility</td>
<td></td>
<td>Poor sense of design. Videos and/or pictures are not clear. Most transitions are inappropriate.</td>
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</table>

**VIDEO PRESENTATION (15%)**

- **SCORE**
  - P: Poor sense of design. Videos and pictures are not clear. Most transitions are inappropriate.
  - M: Moderate sense of design. Videos and pictures are clear (focus) and some transitions are appropriate.
  - F: Excellent sense of design. Videos and pictures are clear (focus) and all transitions are appropriate.

- **Criteria**
  - Content: Learning points are poorly documented.
  - Organisation: Video is poorly organized for most portions. Difficult to follow the progressions of ideas for most portions. Explanation shows no effort.
  - Creativity & Elements of Design: Poor sense of design. Videos and pictures are not clear. Most transitions are inappropriate.

- **GL capacities**
  - Critical thinking
  - Creative thinking
  - Critical thinking
  - Creative thinking

- **Response to questions**
  - Unlikely to response relevantly to any of the questions.
  - Able to respond to some of the questions. Answers are relevant but contain little elaboration of ideas.
  - Able to respond to all the questions. Answers are relevant and elaborated with some details.
  - Able to answer response to all the questions. Answers are relevant and elaborated with adequate details.
  - Able to respond to all the questions. Answers are relevant, well thought out and elaborated on with great details.