

MMJ40304		FYP II - VIVA RUBRIC					Filled by PANEL			
STUDENT NAME										
NO	MARKING CRITERIA	EVALUATION LEVEL, EL					M	W	M x W	COMMENTS
		BEGINNING	NEEDS IMPROVEMENT	ACCEPTABLE	ACCOMPLISHED	EXEMPLARY				
GENERAL										
1	<b>Explanation (PO10,EA1 &amp; EA3) -</b> Able to explain clearly and show in depth understanding of the project matter	1	2	3	4	5	5	4	20	
		<b>Unclear</b> information, <b>difficult</b> to follow, <b>very limited</b> continuity. Purpose of work is <b>not clearly</b> stated.	Has <b>sequence</b> of information but still <b>difficult</b> to follow. Purpose of work is stated <b>without proper</b> explanation.	Information is presented in a logical manner, which is <b>easily followed</b> . Purpose of work is <b>clearly stated</b> assists the structure of work.	Information is presented in a logical, <b>interesting</b> way, which is <b>easy to follow</b> . Purpose is <b>clearly stated</b> and <b>explains</b> the structure of work.	<b>Always include supporting evidence</b> from the text when necessary. <b>Quotations</b> or <b>paraphrases</b> are often included in answers.				
2	<b>Results &amp; Discussions (Investigation) (PO10,EA1&amp; EA3) -</b> Ability to present result and output of the research, analyse and interpret the data to validate the result using research-based knowledge	1	2	3	4	5	5	4	20	
		<b>Unclear / very limited</b> explanation on investigation of the result, <b>unrelated</b> principles and <b>inappropriate</b> knowledge to analyse and interpret data.	<b>Minimal</b> explanation on investigation of the result, <b>unclear</b> principles and knowledge to analyse and interpret data.	<b>Able</b> to explain investigation of the result, possess ability to analyse and interpret data with <b>at least 1 (one)</b> principles and knowledge of engineering disciplines.	<b>Clear explanation</b> of techniques of investigation, <b>clear interpretation</b> analyze of data with <b>1 (one) or 2 (two)</b> principles and knowledge of engineering disciplines.	<b>Superior ability</b> to explain investigation of the result, <b>excellent</b> analyzing and interpreting data with <b>more than 2 (two)</b> principles and knowledge of engineering disciplines.				

3	<b>Questions &amp; Answers (PO10,EA1 &amp; EA3)</b> - Able to answer all questions independently	1	2	3	4	5	5	4	20
		Student seems <b>hard to answer</b> . Almost <b>no confidence</b> with the explanation.	Answer question with <b>low confidence</b> . Explanation <b>not clear</b> .	Answer question with <b>confidence</b> but could <b>not explain in detail</b> .	<b>Positive</b> and answer question <b>confidently</b> . <b>Clear explanation</b> .	<b>Positive</b> and <b>very confident</b> with the answer. <b>Clear</b> and <b>detail</b> explanation.			
4	<b>Time (PO10)</b> - Able to present within the time allocated	1	2	3	4	5	5	2	10
		<b>Exceeded</b> time allocation > 15 minutes	<b>Exceeded</b> time allocation > 5 minutes	<b>Good</b> time keeping (5-4 minutes).	<b>Good</b> time keeping (2-3 minutes).	<b>Very good</b> time keeping (exceeded time < 1 minutes).			
<b>SOFTSKILLS</b>									
5	<b>Courtesy (PO10)</b>	1	2	3	4	5	5	1	5
		Dressed <b>informal</b> and <b>not neat</b> , but shown courtesy behaviour.	Dressed <b>formally</b> but with <b>less neat</b> and courtesy behaviour.	<b>Formally</b> and <b>neatly</b> dressed and shown <b>less courtesy</b> behaviour.	<b>Formally</b> and <b>neatly</b> dressed and shown <b>good courtesy</b> behaviour.	<b>Formally</b> and <b>neatly</b> dressed, <b>good courtesy</b> behaviour. <b>Energetic</b> and <b>enthusiastic</b> during presentation.			
6	<b>Slide (PO10,EA1 &amp; EA3)</b> - Informative and creative	1	2	3	4	5	5	1	5
		<b>Poor</b> and <b>inappropriate</b> usage of presentation tools.	Usage of presentation tools <b>not satisfactory</b> .	<b>Satisfactory</b> usage of presentation tool.	<b>Good</b> usage of presentation tool.	<b>Excellent</b> usage of presentation tool.			
7	<b>Communication (PO10,EA1)</b> - Orally communicating information, concepts, and ideas effectively.	1	2	3	4	5	5	2	10
		Does <b>not integrate</b> information, concepts, and ideas in oral communication.	Give <b>too little</b> information, concepts, and ideas in oral communication.	Offer <b>some</b> information, concepts, and ideas in oral communication.	Give <b>some important</b> information, concepts, and ideas in oral communication.	<b>Excellent</b> views on <b>important information</b> , concepts, and ideas in oral communication.			

8	<b>Interaction (PO10)</b> - Able to interact politely, effectively and confidently with the panels	1	2	3	4	5	5	2	10	
		<b>Monotonous</b> , rate of speech <b>too fast</b> or <b>too slow</b> .	<b>steady rate</b> , excessively rehearsed.	Steady rate, but <b>less enthusiasm</b> and <b>confidence</b> .	<b>Steady rate</b> , <b>enthusiasm</b> , <b>confidence</b> .	<b>Very consistently</b> and effectively contributes (both <b>verbally</b> and <b>nonverbally</b> ).				
						<b>TOTAL</b>	<b>100</b>			