

## APPENDIX F

### ALTERNATIVE ASSESSMENT: RUBRIC FOR COMPUTER MEDIATED COMMUNICATION ACTIVITIES

---

# ASSESSMENT RUBRIC

---

## COMPUTER MEDIATED COMMUNICATION

**Project:** The rubric will focus on the online discussion groups, in which learners promote their own and each other's understandings by engaging in conversations about course project. More specifically, the rubric will be used to assess learners' responses to other learners' postings in the discussion groups.

**Learning Goals:**

1. advance understanding of the issues being discussed
2. foster and sustain relationships
3. help create a sense of community

**Skill:**

1. To understand the role of feedback and assessment in understanding
2. To understand how to promote thinking, understanding, and academic achievement through the use of a variety of assessment tools and techniques
3. To understand how to monitor students' understandings through a variety of means and to adjust instruction accordingly
4. To appreciate the opportunities and challenges afforded by alternative forms of assessment, and to be able to capitalize on the former and overcome the latter.

**The computer mediated communication assessment rubric is available in both English and Malay. Please let the facilitator know your preference.**

| Markah<br>Kriteria               | 4<br>Cemerlang  | 3<br>Baik  | 2<br>Sederhana  | 1<br>Kurang Memuaskan  | Markah |
|----------------------------------|---|--|---|--|--------|
| <b>Sumbangan dalam P&amp;P</b>   | Memanfaatkan pelantar elektronik untuk komunikasi pelbagai melalui sumbangan dalam arkib dokumen, pautan, forum dan lain-lain                 | menggunakan pelantar elektronik untuk mengemukakan sebarang soalan terutamanya yang tidak sesuai atau sempit ditanya semasa bersemuka                  | Mendaftar, mengisi profil pelajar dengan lengkap dan terlibat dalam Forum <i>ice-breaking</i>         | peserta pasif  |        |
| <b>Penglibatan dalam KBK</b>     | Peserta mengambil peranan pencetus dalam pembelajaran maya  | Memberi maklumbalas kepada semua persoalan yang ditimbulkan oleh pensyarah dan orang lain dengan bernas dan bukan sekadar untuk statistik pemarkahan   | Memberi maklumbalas segera kepada semua persoalan yang ditimbulkan oleh pensyarah dalam setiap forum  | Peserta pasif  |        |
| <b>Dalam tempoh yang sesuai</b>  | Maklumbalas diberi dalam tempoh sehari atau dua mesej asal dihantar   | Maklumbalas diberi dalam tempoh beberapa hari sehingga seminggu setelah mesej asal dihantar  | Maklumbalas diberi terlalu hampir dengan tarikh sesi tamat bagi membolehkan ruang perbincangan lanjut | Maklumbalas diterima selepas tamat sesi  |        |
| <b>Relevan dan spesifik</b>      | Maklumbalas berkait dengan mesej yang dijawab dan difokuskan kepada isu spesifik yang penting.  | Maklumbalas berkait dengan mesej yang dijawab tetapi agak kabur  | Maklumbalas tidak ada kaitan langsung dengan mesej yang dibalas tetapi mempunyai tujuan tertentu      | Tujuan maklumbalas dan kaitan dengan mesej asal tidak jelas  |        |
| <b>Bernas dan mencetus minda</b> | Maklumbalas mencetus minda peserta lain dan membuka ruang perbincangan yang lebih luas dan bermanfaat serta relevan kepada topik perbincangan | Maklumbalas merangkumi permintaan untuk menjelaskan maklumat tetapi tidak sekadar meneka atau membangkang serta mencadangkan terus pandangan yang lain | Maklumbalas membawa implikasi atau cadangan untuk menutup topik perbincangan                          | Maklumbalas tidak menyumbang secara jelas idea baru, maklumat atau persoalan kepada topik yang dibincangkan. |        |
| <b>Positif dan membantu</b>      | Maklumbalas dimulakan dengan komen yang positif dan membina   | Intonasi adalah neutral  | Intonasi merangkumi yang positif dan negatif  | Maklumbalas menggunakan bahasa yang kasar dan tidak membantu malah boleh membangkitkan suasana negatif       |        |
| <b>Jelas</b>                     | Penulisan jelas dan tepat   | Penulisan jelas  | Banyak kesalahan ejaan dan tatabahasa tetapi tidak menjejaskan makna                                  | Banyak kesalahan ejaan dan tatabahasa sehingga menjejaskan makna   |        |
| <b>JUMLAH MARKAH</b>             |   |  |   |  |        |

| Marks<br>Criteria                      | 4<br>Excellent  | 3<br>Good  | 2<br>Fair  | 1<br>Unsatisfactory  | Marks |
|--|---|--|--|--|-------|
| <b>Contribution in T&amp;L</b>         | Take advantage of the electronic platform for communication through archived <i>Documents, Links, Forum</i> etc.  | Uses the electronic platform to post questions particularly questions arises during face-to-face sessions that was not addressed due to time constraint.                     | Register, completed user/student profile and participated in <i>ice-breakingforum</i>                | Passive participant  |       |
| <b>PARTICIPATION IN CMC SESSIONS</b>   | The learner pushes the discussion in new directions   | Give good respond to all inquiry by facilitator and other participants and not just for the sake of grading statistics.  | Give prompt response to facilitator's posting or inquiry.  | Passive participant  |       |
| <b>TIMELY RESPONSE</b>                 | The response is posted within a day or two of the original posting, and during the current session.   | The response is posted several days or even a week after the original posting, during the current session.   | The response is posted too near the end of the session to allow for further discussion.              | The response is posted after the end of the session.   |       |
| <b>RELEVANT RESPONSE</b>               | The response is related to the content of the original message(s). It makes a point by focusing on specific issues that strike the learner as important | The response is related to earlier message(s) but the point being made is somewhat vague.  | The response doesn't make a clear connection to earlier responses, but has a specific point to make. | The point of the response and the connection between it and earlier posting(s) is unclear.             |       |
| <b>THOUGHTFUL AND PROMOTE THINKING</b> | The response pushes the discussion in new directions towards broader issues and more beneficial and relevant topics.                                    | The response includes requests for clarification or more information, but doesn't extend thinking by wondering, probing, disagreeing, considering other points of view, etc. | The response provides information or answers in a way that suggests the matter is closed             | The response does not clearly contribute new ideas, information, or questions to the discussion.       |       |
| <b>POSITIVE AND HELPFUL</b>            | The response begins with positive comments and uses an encouraging tone.  | The tone of the response is neutral.   | The tone of the response is mixed. Parts of it are positive, parts are negative.                     | The response was discourteous, not helping much and could create negative environment.                 |       |
| <b>CLEAR</b>                           | The writing is clear and concise.   | The writing is clear.  | Problems with typos, grammar, etc. are distracting but do not interfere with meaning.                | Problems with typos, grammar, etc. which may interfere with understanding the meaning of the response. |       |
| <b>TOTAL MARKS</b>                     |   |  |  |  |       |