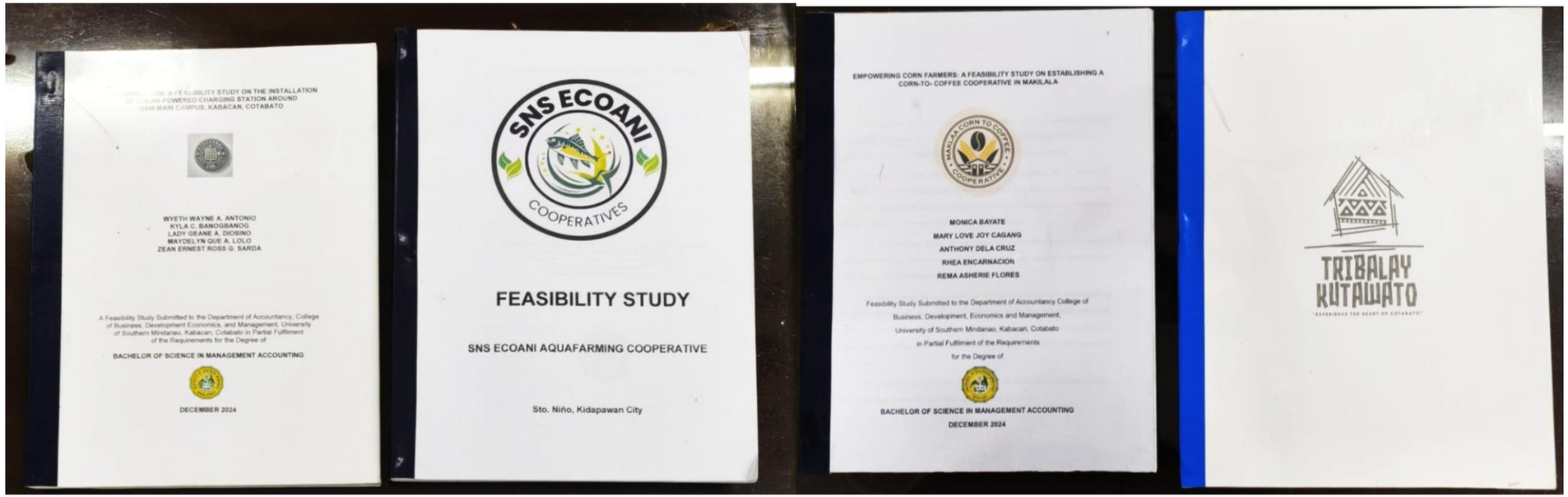
I.1. Varied evaluation measures are used, such as:

I.1.1. portfolio;



Sample portfolio in the nature of a Feasibility Study submitted by the students to integrate their knowledge on the course Strategic Business Analysis

I.1.2. rubric assessment;

UNIVERSITY OF SOUTHERN MINDANAO
Kabacan, Cotabato
Philippines

Thesis Evaluation Form

Thesis Title		
Adviser		**Check one:**
Student being evaluated:	_____ *(for group thesis, students are still evaluated individually)*	☐ Outline ☐ Manuscript

Criteria	Description	Weight (%)	Rating (1-5)	Weighted Score [=Weight x Rating]
Peer Evaluation	*Based on the peer evaluation/s submitted by group members*	20		
Outline / Manuscript Quality	*Clarity of research question* *Literature review depth* *Methodological soundness* *Data Analysis and interpretation (for Manuscript)* *Organization, formatting, referencing*	40		
Outline / Final Defense	*Presentation clarity and organization (10%)* *Mastery of content and results (15%)* *Response to questions (10%)* *Equal participation among members (5%)*	30		
Process and Professionalism	*Ethics/IACUC clearance obtained, if applicable* *Regular consultation* *Timelines of drafts/submissions* *Group collaboration and conduct*	20		
Final Comment/s				

_____
Name and Signature of Adviser

UNIVERSITY OF SOUTHERN MINDANAO
Kabacan, Cotabato
Philippines

Peer Evaluation Form

Thesis Title			
Adviser		**Date Submitted**	
Group Member being Evaluated		**Evaluation Period**	

Evaluation Criteria and Rating Scale					
Criteria	**5-Excellent**	**4-Very Good**	**3-Satisfactory**	**2-Needs Improvement**	**1-Poor**
Quality of Work	*Delivers outstanding, error-free output*	*Work is of high quality with minimal revisions*	*Meets expectations, average quality*	*Below average, requires significant revisions*	*Poor, often unusable work*
Teamwork & Communication	*Consistently communicates clearly and works very well with others*	*Communicates well and generally cooperative*	*Communicates when necessary, moderately cooperative*	*Often uncooperative or unclear in communication*	*Disruptive or uncooperative*
Leadership/ Initiative	*Actively engaged in all tasks and goes beyond assigned roles*	*Frequently participates and meets expectations*	*Participates adequately, meets minimum expectations*	*Limited participation, needs prompting*	*Rarely participates, often unresponsive*
Dependability & Timeliness	*Always meets or beats deadlines*	*Usually meets deadlines*	*Sometimes late, but informs team*	*Often late or delays group progress*	*Rarely meets deadlines*

Criteria	Score (encircle one)	Comments
Quality of Work	1 2 3 4 5	
Teamwork & Communication	1 2 3 4 5	
Leadership/Initiative	1 2 3 4 5	
Dependability & Timeliness	1 2 3 4 5	
Total		
Overall Feedback		

Scoring Interpretation	
Total Score	**Performance Level**
18-20	Outstanding
15-17	Excellent
12-14	Satisfactory
9-11	Needs Improvement
5-8	Poor

_____
Name and Signature of Evaluator

USM-EDR-F21-Rev.0.2025.09.08

Rubrics for evaluation student research

(AEC 19 & AEC 09) CASE STUDY RUBRICS

I. CONTENT (60%)

1. Problem Identification & Background (15%)
Excellent (13–15 pts): Clearly defines the problem, provides strong context, relevant background information, and demonstrates deep understanding of the case.
Good (10–12 pts): Problem is clear with adequate background; minor gaps in context or clarity.
Satisfactory (7–9 pts): Basic explanation, lacks depth or clarity.
Needs Improvement (0–6 pts): Problem unclear, inaccurate, or missing key background information.

2. Analysis & Critical Thinking (30%)
Excellent (27–30 pts): Insightful analysis using relevant theories, frameworks, or data; strong logical reasoning and connections.
Good (20–26 pts): Good analysis with some supporting evidence; minor gaps in logic or depth.
Satisfactory (14–19 pts): Limited analysis; mostly descriptive rather than analytical.
Needs Improvement (0–13 pts): Minimal analysis; lacks critical thinking or supporting evidence.

3. Solutions & Recommendations (15%)
Excellent (13–15 pts): Clear, feasible, well-justified recommendations supported by analysis.
Good (10–12 pts): Reasonable solutions with some justification.
Satisfactory (7–9 pts): Solutions provided but lack strong support or feasibility discussion.
Needs Improvement (0–6 pts): Weak, unrealistic, or unsupported recommendations.

II. PRESENTATION & DELIVERY (40%)

4. Organization & Structure (10%)
Excellent (9–10 pts): Logical flow, smooth transitions, clear introduction and conclusion.
Good (7–8 pts): Generally organized; minor issues in flow.
Satisfactory (5–6 pts): Some structure but lacks smooth transitions.
Needs Improvement (0–4 pts): Disorganized or difficult to follow.

5. Visual Aids & Slide Quality (10%)
Excellent (9–10 pts): Professional, visually appealing slides; minimal text; effective charts/graphics.
Good (7–8 pts): Clear slides with minor design or readability issues.
Satisfactory (5–6 pts): Overcrowded or text-heavy slides.
Needs Improvement (0–4 pts): Poor design; distracting or unreadable visuals.

6. Delivery & Communication Skills (10%)
Excellent (9–10 pts): Confident, clear articulation, strong eye contact, professional tone.
Good (7–8 pts): Generally clear; minor reliance on notes.
Satisfactory (5–6 pts): Uneven pacing, limited engagement.
Needs Improvement (0–4 pts): Monotone, unclear, or difficult to hear.

7. Engagement & Response to Questions (10%)
Excellent (9–10 pts): Engages audience effectively; answers questions thoughtfully and accurately.
Good (7–8 pts): Responds adequately with minor gaps.
Satisfactory (5–6 pts): Basic responses; limited depth.
Needs Improvement (0–4 pts): Unable to answer questions clearly or accurately.

Summary Breakdown

Category	Weight
Content	60%
Presentation & Delivery	40%
Total	**100%**

Rubrics for AEC 19 and AEC 09 classes

FOOD CATEGORY	PRODUCT INNOVATION AND CREATIVITY	TASTE AND PRODUCT QUALITY	PRESENTATION AND PACKAGING	MARKETING STRATEGY AND FEASIBILITY	ORAL PRESENTATION AND PRODUCT DEMONSTRATION	BUSINESS PROPOSAL WRITE-UP	TOTAL
	ORIGINALITY, UNIQUENESS, AND INNOVATIVENESS OF THE FOOD PRODUCT	FLAVOR, TEXTURE, FRESHNESS, AND OVERALL QUALITY	ATTRACTIVENESS, CLEANLINESS, LABELING, AND PACKAGING DESIGN	MARKET POTENTIAL, PRICING STRATEGY, TARGET CUSTOMERS, AND SUSTAINABILITY	CLARITY, CONFIDENCE, TEAMWORK, AND EFFECTIVENESS IN PRESENTING THE PRODUCT	COMPLETENESS, ORGANIZATION, FEASIBILITY, FINANCIAL PLAN, AND OVERALL QUALITY OF THE WRITTEN BUSINESS PROPOSAL	
	25%	**20%**	**15%**	**15%**	**10%**	**20%**	**100%**
IT'S A WRAP							
THE HANGOVER CUBE							
DABONG CHIPS							
BECHI							
LOVANANA							
L'ALUGBATI ELITE							
FLAVORED TALONG FRIES							
LUMPIA SHAWRAP							
KALABASA HALAYA							
CHAMBUGH INSULIN PLANT CANDY							
PROBIOCRUNCH							
HIBIS-KISSED							

Rubric for Innovation and Strategy Formulation (Food Category)

NON- FOOD CATEGORY	PRODUCT INNOVATION AND CREATIVITY	FUNCTIONALITY AND PRODUCT QUALITY	PRESENTATION AND PACKAGING	MARKETING STRATEGY AND FEASIBILITY	ORAL PRESENTATION AND PRODUCT DEMONSTRATION	BUSINESS PROPOSAL WRITE-UP	TOTAL
	ORIGINALITY, UNIQUENESS, USEFULNESS, AND INNOVATIVENESS OF THE PRODUCT	EFFECTIVENESS, DURABILITY, SAFETY, AND OVERALL PERFORMANCE	VISUAL APPEAL, ORGANIZATION, AND PACKAGING/PRESENTATION QUALITY	PRACTICALITY, TARGET MARKET, PRICING, AND BUSINESS SUSTAINABILITY	CLARITY, CONFIDENCE, TEAMWORK, AND DEMONSTRATION EFFECTIVENESS	COMPLETENESS, ORGANIZATION, FEASIBILITY, FINANCIAL PLAN, AND OVERALL QUALITY OF THE WRITTEN BUSINESS PROPOSAL	
	25%	20%	15%	10%	10%	20%	100%
CITRASOOTHE BALM							
ECO-HARVEST CRAFTS							
TRINITY OIL							
GLOW GRAINS BODY SCRUB							
HERBAGINHAWA VAPOR RUB							
DURIAN HUSK CHARCOAL							
PARA: USM TRICYCLE DISPATCH SYSTEM							
ULIM: TAMARINF SHELL CHARCOAL BRIQUETTES							
PLANTISSUE							
GINHAWA PATCH							
WARM HUGGER							
STICKYROOT							

Rubric for Innovation and Strategy Formulation (Non-food Category)

I.1.3. skills demonstration;

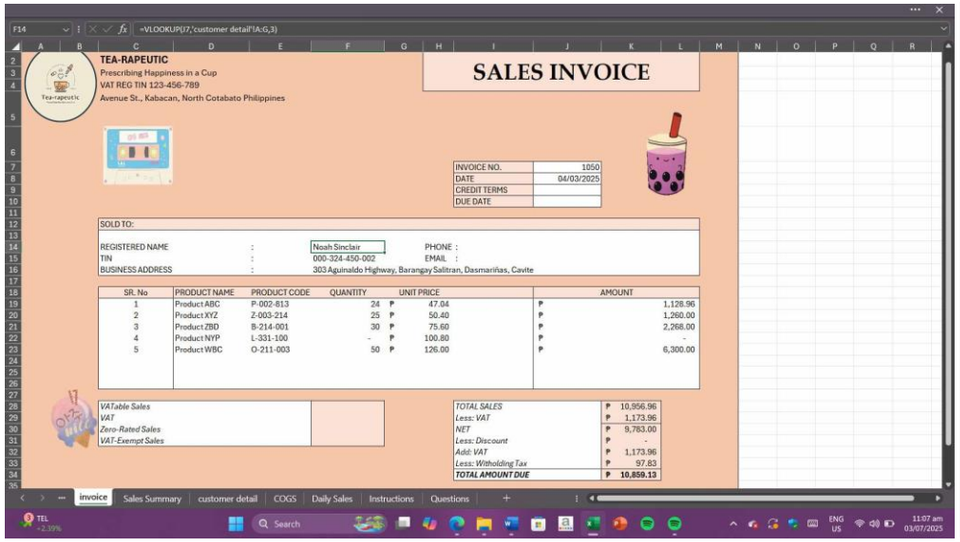


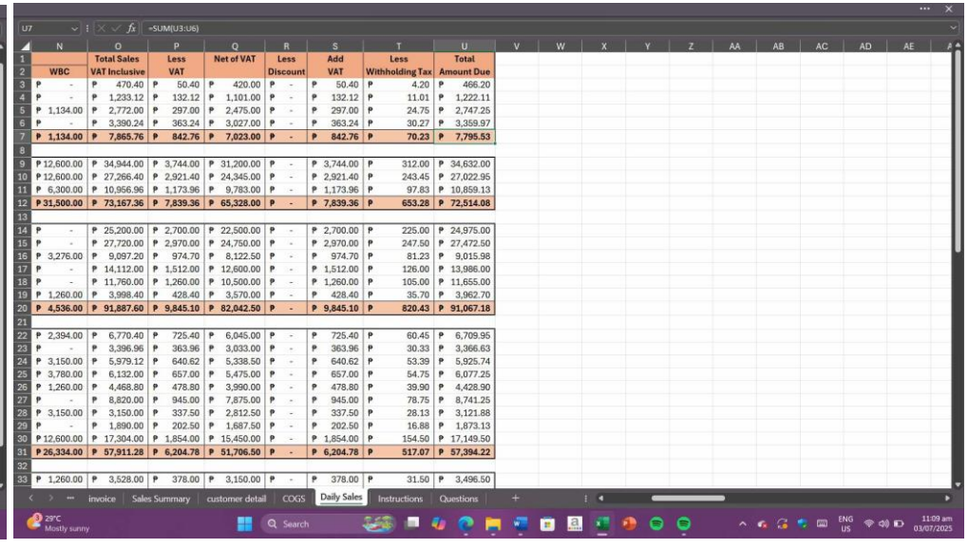


Students are tasked to prepare a payroll sheet which includes—calculation of gross pay, net pay, net overtime, and tax—applying various Microsoft Excel functions with particular focus on built-in Excel formulas.



Skills demonstration in Physical Education classes.



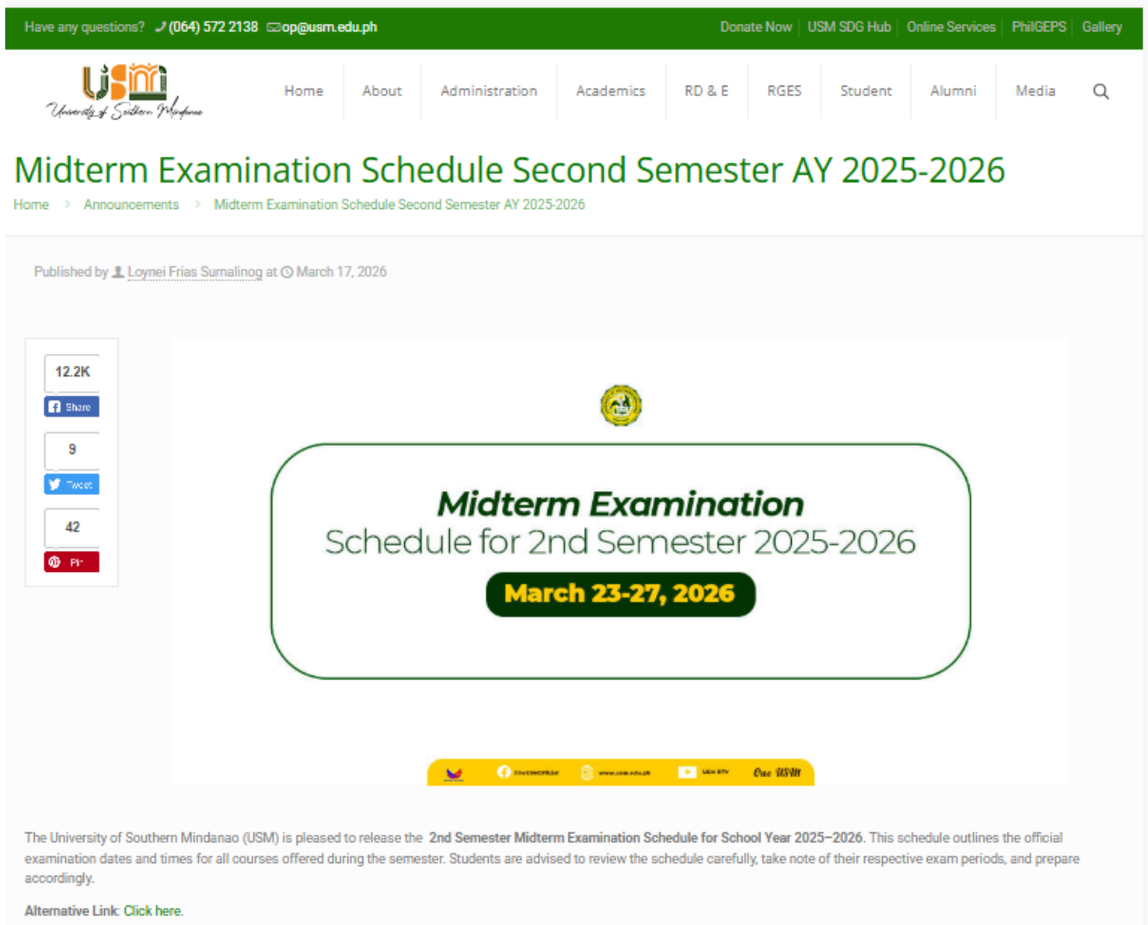


Skills demonstrated as students generate Functional sales invoice, daily sales, cost of goods sold (COGS), and sales summary reports based on the invoice data for Accounting Information Systems class

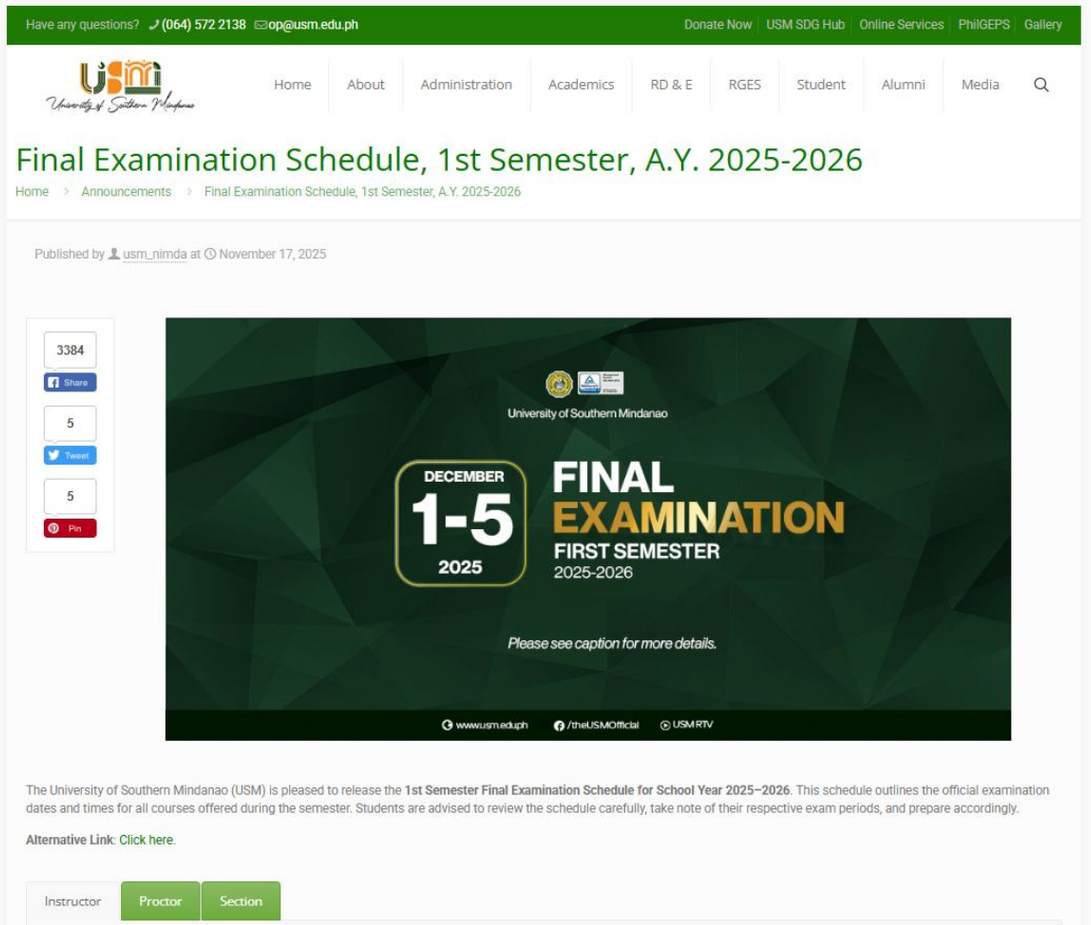
I.1.4. paper and pencil tests;



Students during paper and pencil tests.

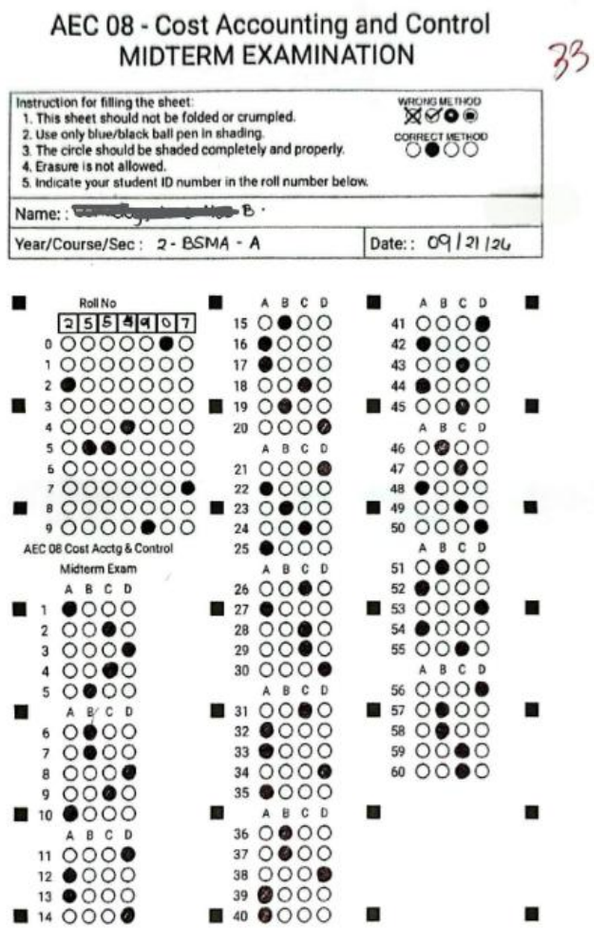


Sample Midterm Examination Schedule posted at the USM website



Sample Final Examination Schedule posted at the USM website

Sample examination answer sheet



AEC 08 - Cost Accounting and Control
MIDTERM EXAMINATION

33

Instruction for filling the sheet:
1. This sheet should not be folded or crumpled.
2. Use only blue/black ball pen in shading.
3. The circle should be shaded completely and properly.
4. Erasure is not allowed.
5. Indicate your student ID number in the roll number below.

WRONG METHOD
CORRECT METHOD

Name: : [redacted] B.

Year/Course/Sec : 2 - BSMA - A

Date: : 09/21/26

Roll No: 2 5 5 4 9 0 7

AEC 08 Cost Acctg & Control
Midterm Exam

	A	B	C	D
1	●			
2			●	
3				●
4			●	
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53				●
54	●			
55			●	
56				●
57		●		
58		●		
59			●	
60			●	

I.1.5. oral examinations;



Photo of students during the research oral defense.



Photo of students during the internship terminal reporting.

I.1.6. group/individual reports;



Group reporting in one of their courses.

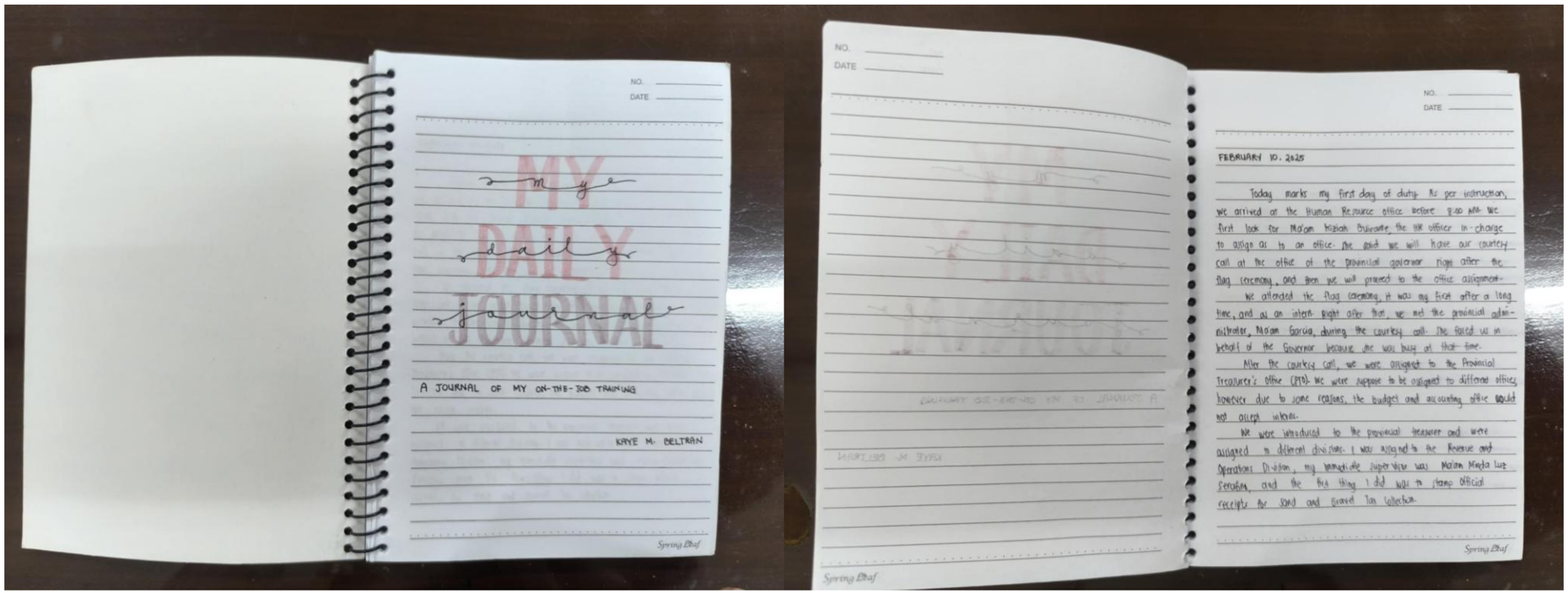
I.1.7. group/individual study/projects; and;



Students presenting their group project in the course Innovation and Strategy Formulation.

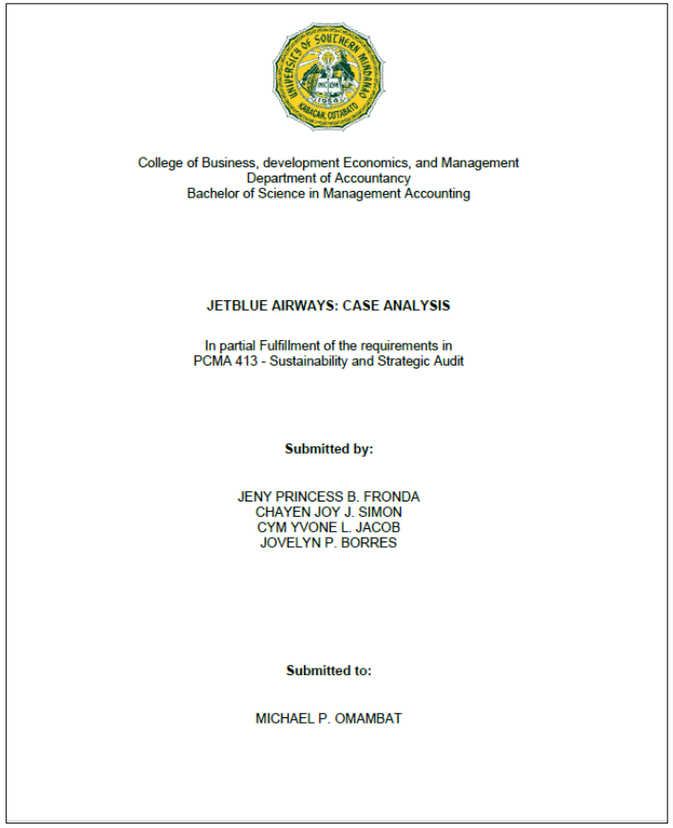
I.1.8. others (please specify);

a. Daily Journal



Sample Daily Journal of On-the-Job Training submitted by the student.

b. Case Study



College of Business, development Economics, and Management
Department of Accountancy
Bachelor of Science in Management Accounting

JETBLUE AIRWAYS: CASE ANALYSIS

In partial Fulfillment of the requirements in
PCMA 413 - Sustainability and Strategic Audit

Submitted by:

JENY PRINCESS B. FRONDA
CHAYEN JOY J. SIMON
CYM YVONE L. JACOB
JOVELYN P. BORRES

Submitted to:

MICHAEL P. OMAMBAT

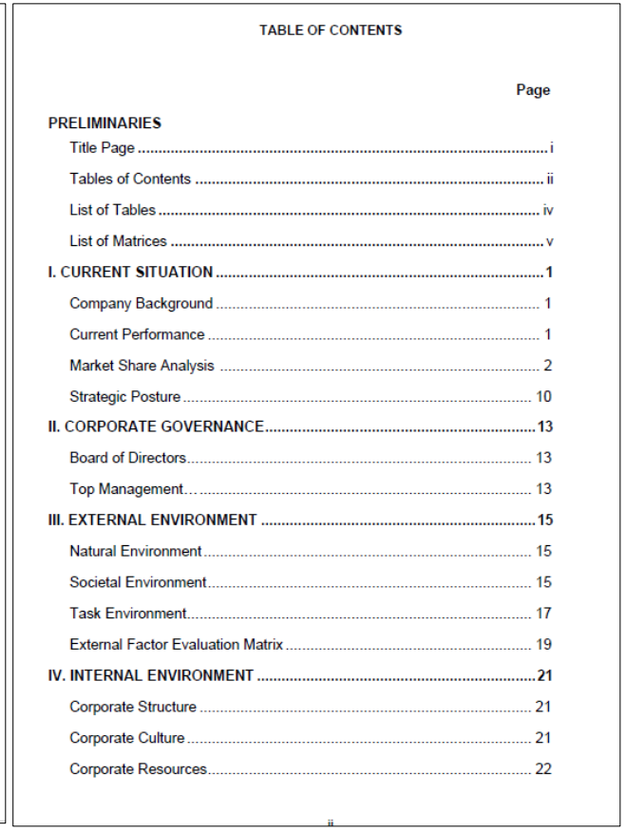
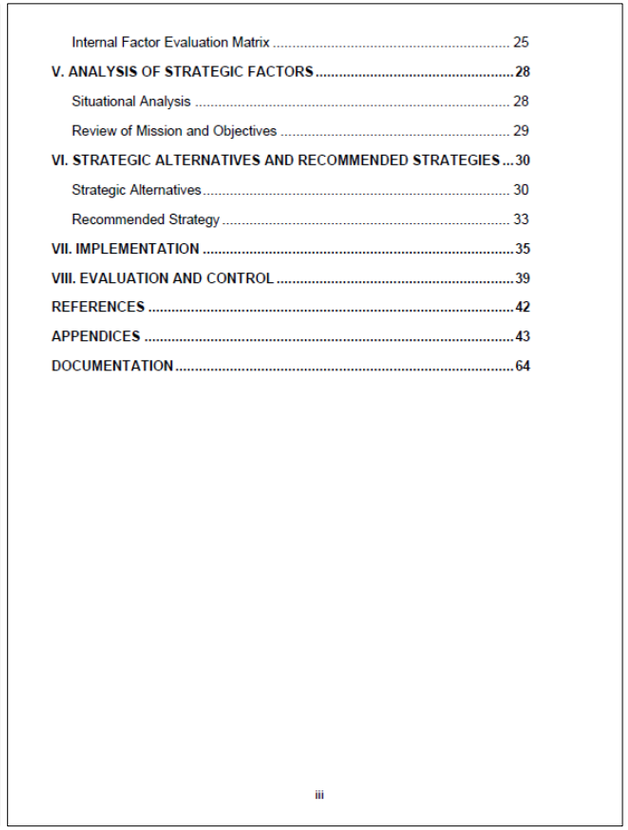


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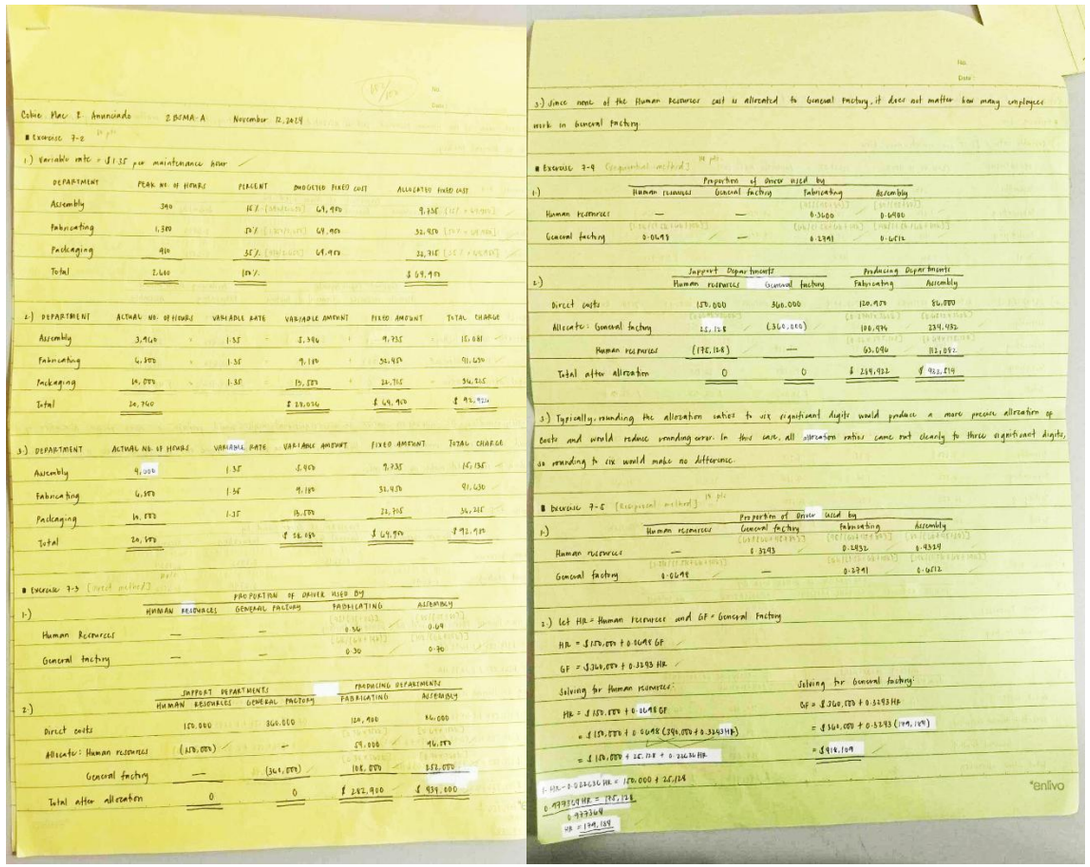
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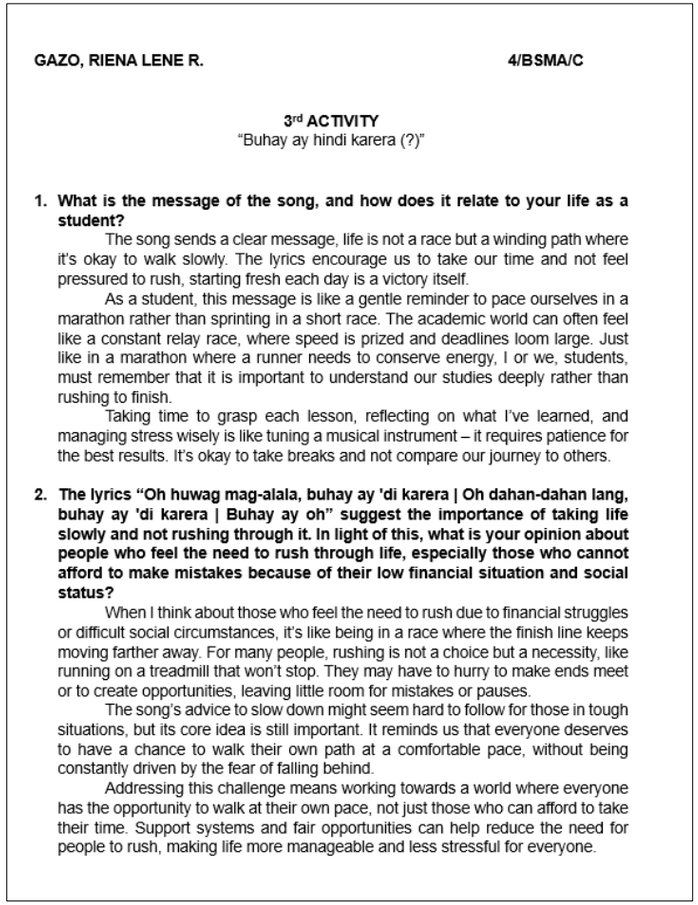
Sample Case Study submitted by the student for Sustainability and Strategic Audit.

c. Assignments



Sample of course assignment submitted for Cost Accounting and Control class.

d. Song analysis



GAZO, RIENA LENE R. **4/BSMA/C**

3rd ACTIVITY
"Buhay ay hindi karera (?)"

1. **What is the message of the song, and how does it relate to your life as a student?**

The song sends a clear message, life is not a race but a winding path where it's okay to walk slowly. The lyrics encourage us to take our time and not feel pressured to rush, starting fresh each day is a victory itself.

As a student, this message is like a gentle reminder to pace ourselves in a marathon rather than sprinting in a short race. The academic world can often feel like a constant relay race, where speed is prized and deadlines loom large. Just like in a marathon where a runner needs to conserve energy, I or we, students, must remember that it is important to understand our studies deeply rather than rushing to finish.

Taking time to grasp each lesson, reflecting on what I've learned, and managing stress wisely is like tuning a musical instrument – it requires patience for the best results. It's okay to take breaks and not compare our journey to others.

2. **The lyrics "Oh huwag mag-alala, buhay ay 'di karera | Oh dahan-dahan lang, buhay ay 'di karera | Buhay ay oh" suggest the importance of taking life slowly and not rushing through it. In light of this, what is your opinion about people who feel the need to rush through life, especially those who cannot afford to make mistakes because of their low financial situation and social status?**

When I think about those who feel the need to rush due to financial struggles or difficult social circumstances, it's like being in a race where the finish line keeps moving farther away. For many people, rushing is not a choice but a necessity, like running on a treadmill that won't stop. They may have to hurry to make ends meet or to create opportunities, leaving little room for mistakes or pauses.

The song's advice to slow down might seem hard to follow for those in tough situations, but its core idea is still important. It reminds us that everyone deserves to have a chance to walk their own path at a comfortable pace, without being constantly driven by the fear of falling behind.

Addressing this challenge means working towards a world where everyone has the opportunity to walk at their own pace, not just those who can afford to take their time. Support systems and fair opportunities can help reduce the need for people to rush, making life more manageable and less stressful for everyone.

Song analysis as assessment submitted by a student.