

Project Title: .....

Assessor: .....

Date: .....

Supervisor  Co-supervisor

**Final year project assessment matrix for: Semester A Performance**

Grade



<b>Facet of Work</b>	<b>E</b> <i>Students achieves a minimal number of objectives</i>	<b>D</b> <i>Students achieves some of the objectives</i>	<b>C</b> <i>Students achieves a majority of the original set of objectives</i>	<b>B</b> <i>Students achieves the original set of objectives</i>	<b>A</b> <i>Students achieves beyond the original set of objectives</i>
<b>A. Students embark on inquiry* and so determine a need for knowledge / understanding (10%)</b>	<input type="checkbox"/> Project objectives not specific enough to guide the project	<input type="checkbox"/> Individual project objectives are clear, however do not give coherent guidance for project	<input type="checkbox"/> Project objectives are clearly focussed and fit together to form a clear overall plan for a closed inquiry	<input type="checkbox"/> Student clearly focuses objectives to guide an effective open inquiry project	<input type="checkbox"/> Student articulates objectives that have potential for new lines of inquiry
<b>B. Students find/generate needed information / data / ideas using appropriate approach / method (20%)</b>	<input type="checkbox"/> Search is too narrow/too superficial <input type="checkbox"/> Information is from low quality sources and suited to a closed inquiry <input type="checkbox"/> Little evidence of an effective search strategy	<input type="checkbox"/> Search includes a number of research-based studies on a topic defined by lecturer <input type="checkbox"/> Information is from mixed quality sources and suited to a closed inquiry <input type="checkbox"/> Moderate evidence of an effective search strategy for closed inquiry	<input type="checkbox"/> Search includes key research-based studies on a topic defined by lecturer <input type="checkbox"/> Information is consistently from high quality sources and suited to a closed inquiry <input type="checkbox"/> Extensive evidence of an effective search strategy for closed inquiry	<input type="checkbox"/> Search includes a number of research-based studies on topic defined by student <input type="checkbox"/> Information is consistently from high quality sources and suited to an open inquiry <input type="checkbox"/> Extensive evidence of an effective search strategy for open inquiry	<input type="checkbox"/> Search includes key research-based studies on topic defined by student <input type="checkbox"/> Information is from high quality sources, spanning multiple source types and suited to open inquiry <input type="checkbox"/> Outstanding evidence of an effective search strategy for open inquiry
<b>C. Students critically evaluate information / data / ideas, their approach and results, and react appropriately (30%)</b>	<input type="checkbox"/> Progress is not satisfactory with respect to plan <input type="checkbox"/> Little or no evidence of critical evaluation of information / data / ideas <input type="checkbox"/> Achieved results of little or no technical merit	<input type="checkbox"/> Progress is barely satisfactory with respect to plan <input type="checkbox"/> Some evidence of critical evaluation of information / data / ideas in most cases <input type="checkbox"/> Achieved results of low technical merit	<input type="checkbox"/> Progress is mostly satisfactory with respect to plan <input type="checkbox"/> Clear evidence of critical evaluation of information / data / ideas in all cases <input type="checkbox"/> Achieved results of moderate technical merit	<input type="checkbox"/> Progress is highly satisfactory with respect to plan <input type="checkbox"/> Strong evidence of critical evaluation of information / data / ideas in all cases, extending to open inquiry <input type="checkbox"/> Achieved results of good technical merit	<input type="checkbox"/> Progress is beyond expectations with respect to plan <input type="checkbox"/> Extensive evidence of critical evaluation of information / data / ideas in all cases, extending to open inquiry <input type="checkbox"/> Achieved results of high technical merit
<b>D. Students perform necessary processes to meet stated project objectives (15%)</b>	<input type="checkbox"/> Sporadic progress <input type="checkbox"/> Missed milestones regularly <input type="checkbox"/> Disengaged with project	<input type="checkbox"/> Intermittent progress <input type="checkbox"/> Missed some milestones <input type="checkbox"/> Somewhat engaged with project	<input type="checkbox"/> Steady progress <input type="checkbox"/> Missed milestones occasionally <input type="checkbox"/> Generally engaged with project	<input type="checkbox"/> Rapid progress <input type="checkbox"/> Missed milestones rarely <input type="checkbox"/> Well engaged with project	<input type="checkbox"/> Very rapid progress <input type="checkbox"/> No missed milestones <input type="checkbox"/> Highly engaged with project
<b>E. Students organize themselves effectively and adequately manage human input to project (10%)</b>	<input type="checkbox"/> Meetings infrequent, undocumented <input type="checkbox"/> No collaborative methods in evidence <input type="checkbox"/> Do not update project plan in wake of circumstances	<input type="checkbox"/> Meetings infrequent, adequately documented <input type="checkbox"/> Basic collaborative methods in evidence <input type="checkbox"/> Rarely re-visit project plan for updates	<input type="checkbox"/> Meetings regular, reasonably documented <input type="checkbox"/> Some collaborative methods in evidence <input type="checkbox"/> Occasionally re-visit project plan for updates	<input type="checkbox"/> Meetings frequent, well documented <input type="checkbox"/> Effective collaborative methods in evidence <input type="checkbox"/> Regularly re-visit project plan for updates	<input type="checkbox"/> Meetings frequent, meticulously documented <input type="checkbox"/> Innovative and effective collaborative methods in evidence <input type="checkbox"/> Often re-visit project plan for updates
<b>F. Students communicate project objectives, achievements and the process (15%)</b>	<input type="checkbox"/> Incoherent/inconsistent journal/logbook entries <input type="checkbox"/> Primitive documentation system / minimal evidence in log books <input type="checkbox"/> Little or no evidence of awareness of project's ethical / social / cultural implications	<input type="checkbox"/> Somewhat coherent/ consistent journal/logbook entries <input type="checkbox"/> Basic documentation system / some evidence in log books <input type="checkbox"/> Some evidence of awareness of project's ethical / social / cultural implications	<input type="checkbox"/> Generally coherent/consistent journal/logbook entries <input type="checkbox"/> Good documentation system / good evidence in log books <input type="checkbox"/> Clear evidence of awareness of project's ethical / social / cultural implications	<input type="checkbox"/> Mostly coherent/consistent journal/logbook entries <input type="checkbox"/> High quality documentation system / strong evidence in log books <input type="checkbox"/> Strong evidence of awareness of project's ethical / social / cultural implications	<input type="checkbox"/> Highly coherent/consistent journal/logbook entries <input type="checkbox"/> Outstanding quality documentation system / very strong evidence in log books <input type="checkbox"/> Extensive evidence of awareness of project's ethical / social / cultural implications

\* Inquiry may range from closed (supervisor specified) to open (student specified) in terms of: i) research question; ii) method, algorithm or hardware equipment; iii) interpreting result, evaluating hardware equipment or proposing future inquiry.

↑ Technical  
 ↓ Management  
 ↑ Communications  
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**Comments:**

<p><b>A. Students embark on inquiry*</b> and so determine a need for knowledge / understanding <b>(10%)</b></p>	
<p><b>B. Students find/generate</b> needed information / data / ideas using appropriate approach / method <b>(20%)</b></p>	
<p><b>C. Students critically evaluate</b> information / data / ideas, their approach and results, and react appropriately <b>(30%)</b></p>	
<p><b>D. Students perform necessary</b> processes to meet stated project objectives <b>(15%)</b></p>	
<p><b>E. Students organize themselves</b> effectively and adequately manage human input to project <b>(10%)</b></p>	
<p><b>F. Students communicate</b> project objectives, achievements and the process <b>(15%)</b></p>	

Grade Assigned (A-E): \_\_\_\_\_