

Project Title: Assessor: Date:

Independent Assessor

Final year project assessment rubric for: Final Seminar

Grade

	E	D	C	B	A
Facet of Work	<i>Students achieves a minimal number of objectives</i>	<i>Students achieves some of the objectives</i>	<i>Students achieves a majority of the original set of objectives</i>	<i>Students achieves the original set of objectives</i>	<i>Students achieves beyond the original set of objectives</i>
A. Students embark on inquiry* and so determine a need for knowledge / understanding (10%)	<input type="checkbox"/> Objectives not clearly stated or inappropriate <input type="checkbox"/> Background & relevant works minimally surveyed	<input type="checkbox"/> Objectives present but not clear, focussed or made explicit <input type="checkbox"/> Background & relevant works superficially surveyed	<input type="checkbox"/> Objectives clearly stated, remain within supervisor guidelines <input type="checkbox"/> Background & relevant works suitably surveyed	<input type="checkbox"/> Objectives clear, focussed and innovative, remains within supervisor guidelines <input type="checkbox"/> Background & relevant works broadly surveyed	<input type="checkbox"/> Objectives clear, focussed and innovative, extending past supervisor guidelines <input type="checkbox"/> Background & relevant works broadly surveyed & analysed
B. Students find/generate needed information / data / ideas using appropriate approach / method (10%)	<input type="checkbox"/> Key technical challenges vaguely identified <input type="checkbox"/> No or inappropriate references used to inform project approach	<input type="checkbox"/> Key technical challenges clearly identified <input type="checkbox"/> Few appropriate references used to inform project approach	<input type="checkbox"/> Key technical challenges clearly identified and briefly explained <input type="checkbox"/> Several appropriate references used to inform project approach	<input type="checkbox"/> Key technical challenges clearly identified and comprehensively explained <input type="checkbox"/> Numerous appropriate references sources used to inform project approach	<input type="checkbox"/> Key technical challenges clearly identified, comprehensively explained and rationale justified <input type="checkbox"/> Numerous appropriate references from a wide range of sources used to inform project approach
C. Students critically evaluate information / data / ideas, their approach and results, and react appropriately (15%)	<input type="checkbox"/> Invalid or no technical reasoning <input type="checkbox"/> Project's significance, strengths and weaknesses minimally addressed	<input type="checkbox"/> Little valid technical reasoning <input type="checkbox"/> Project's significance, strengths and weaknesses partially addressed	<input type="checkbox"/> Mostly valid technical reasoning <input type="checkbox"/> Project's significance, strengths and weaknesses clearly addressed	<input type="checkbox"/> Comprehensive and valid technical reasoning <input type="checkbox"/> Project's significance, strengths and weaknesses comprehensively addressed	<input type="checkbox"/> Comprehensive and valid technical reasoning, with strong insight <input type="checkbox"/> Project's significance, strengths and weaknesses comprehensively addressed and circumstantiated
D. Students perform necessary processes to meet stated project objectives (25%)	<input type="checkbox"/> Project progress is not satisfactory with respect to plan <input type="checkbox"/> Quality of project outcomes is not acceptable <input type="checkbox"/> Achieved progress is minimally reported	<input type="checkbox"/> Project progress is barely satisfactory with respect to plan <input type="checkbox"/> Quality of project outcomes is acceptable <input type="checkbox"/> Achieved progress is mostly reported	<input type="checkbox"/> Project progress is mostly satisfactory with respect to plan <input type="checkbox"/> Quality of project outcomes is high <input type="checkbox"/> Achieved progress is fully reported	<input type="checkbox"/> Project progress is highly satisfactory with respect to plan <input type="checkbox"/> Quality of project outcomes is very high <input type="checkbox"/> Achieved progress is fully reported and briefly explained	<input type="checkbox"/> Project progress is beyond expectations with respect to plan <input type="checkbox"/> Quality of project outcomes is outstanding <input type="checkbox"/> Achieved progress is fully reported and explained in detail
E. Students organize themselves effectively and adequately manage human input to project (15%)	<input type="checkbox"/> Allocation of group roles to manage workload is not specified <input type="checkbox"/> No specification of a team approach to reviewing and revising group roles	<input type="checkbox"/> Allocation of group roles to manage workload is minimally specified <input type="checkbox"/> Little specification of a team approach to reviewing and revising group roles	<input type="checkbox"/> Allocation of group roles to manage workload is specified <input type="checkbox"/> Specification of a team approach to reviewing and revising group roles	<input type="checkbox"/> Allocation of group roles to manage workload is specified in detail <input type="checkbox"/> Specification of a detailed team approach to reviewing and revising group roles	<input type="checkbox"/> Allocation of group roles to manage workload is specified in detail and its rationale explained <input type="checkbox"/> Specification of a detailed, self-auditing team approach to reviewing and revising group roles
F. Students communicate project objectives, achievements and the process (25%)	<input type="checkbox"/> Unengaging presentation, as shown by level of questions / comments / audience absorption <input type="checkbox"/> Visual and spoken elements are not at all integrated / effective <input type="checkbox"/> Ineffective use of allotted time (incl questions) <input type="checkbox"/> Lack of any discussion of project's ethical, social and/or cultural implications	<input type="checkbox"/> Mildly engaging presentation, as shown by level of questions / comments / audience absorption <input type="checkbox"/> Visual and spoken elements are not well integrated / effective <input type="checkbox"/> Moderately effective use of allotted time (incl questions) <input type="checkbox"/> Limited discussion of project's ethical, social and/or cultural implications	<input type="checkbox"/> Engaging presentation, as shown by level of questions / comments / audience absorption <input type="checkbox"/> Visual and spoken elements are to some extent integrated / effective <input type="checkbox"/> Effective use of allotted time (incl questions) <input type="checkbox"/> Some discussion of project's ethical, social and/or cultural implications	<input type="checkbox"/> Strongly engaging presentation, as shown by level of questions / comments / audience absorption <input type="checkbox"/> Visual and spoken elements are highly integrated / effective <input type="checkbox"/> Highly effective use of allotted time (incl questions) <input type="checkbox"/> Detailed discussion of project's ethical, social and/or cultural implications	<input type="checkbox"/> Captivating presentation, as shown by level of questions / comments / audience absorption <input type="checkbox"/> Visual and spoken elements are highly integrated / effective and innovative <input type="checkbox"/> Innovative and highly effective use of allotted time (incl questions) <input type="checkbox"/> Comprehensive and detailed discussion of project's ethical, social and/or 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.

Comments:

<p>A. Students embark on inquiry* and so determine a need for knowledge / understanding (10%)</p>	
<p>B. Students find/generate needed information / data / ideas using appropriate approach / method (15%)</p>	
<p>C. Students critically evaluate information / data / ideas, their approach and results, and react appropriately (25%)</p>	
<p>D. Students perform necessary processes to meet stated project objectives (10%)</p>	
<p>E. Students organize themselves effectively and adequately manage human input to project (10%)</p>	
<p>F. Students communicate project objectives, achievements and the process (30%)</p>	

Grade Assigned (A-E): _____