

Student Name: \_\_\_\_\_

Assessor: \_\_\_\_\_ Date: \_\_\_\_\_

Supervisor

Independent Assessor

## Final year project assessment rubric for: Final Report

← Grade →

Facet of Work	E <i>Students achieves a minimal number of objectives</i>	D <i>Students achieves some of the objectives</i>	C <i>Students achieves a majority of the original set of objectives</i>	B <i>Students achieves the original set of objectives</i>	A <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"/> 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>B. Students find/generate needed information / data / ideas using appropriate approach / method (20%)</b>	<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
<b>C. Students critically evaluate information / data / ideas, their approach and results, and react appropriately (20%)</b>	<input type="checkbox"/> Invalid or no technical reasoning in report <input type="checkbox"/> Aspects of approach are minimally presented <input type="checkbox"/> Project's significance, strengths and weaknesses minimally addressed	<input type="checkbox"/> Little valid technical reasoning in report <input type="checkbox"/> Few aspects of approach are presented in appropriate depth <input type="checkbox"/> Project's significance, strengths and weaknesses partially addressed	<input type="checkbox"/> Mostly valid technical reasoning in report <input type="checkbox"/> Most aspects of approach are presented in appropriate depth <input type="checkbox"/> Project's significance, strengths and weaknesses clearly addressed	<input type="checkbox"/> Comprehensive and valid technical reasoning in report <input type="checkbox"/> All aspects of approach are presented in appropriate depth <input type="checkbox"/> Project's significance, strengths and weaknesses comprehensively addressed	<input type="checkbox"/> Comprehensive, insightful and valid technical reasoning in report <input type="checkbox"/> All aspects of approach presented in depth and with strong insight <input type="checkbox"/> Project's significance, strengths and weaknesses comprehensively addressed and circumstantiated
<b>D. Students perform necessary processes to meet stated project objectives (20%)</b>	<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"/> No discussions on milestones completed	<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"/> Limited discussions on milestones completed	<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"/> Some discussions on milestones completed	<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"/> Detailed discussions on milestones completed	<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 <input type="checkbox"/> Highly detailed discussions on milestones completed
<b>E. Students organize themselves effectively and adequately manage human input to project (10%)</b>	<input type="checkbox"/> Allocation of group roles to manage workload is not 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 minimally specified <input type="checkbox"/> Some 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"/> Detailed 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"/> Detailed specification of a self-auditing 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"/> Detailed specification of a self-auditing and innovative team approach to reviewing and revising group roles
<b>F. Students communicate project objectives, achievements and the process (20%)</b>	<input type="checkbox"/> Document has minimal degree of compliance with required rules and structure <input type="checkbox"/> Document contains inappropriate language or many spelling / grammatical errors	<input type="checkbox"/> Document has low degree of compliance with required rules and structure <input type="checkbox"/> Document uses mostly appropriate language and contains occasional spelling / grammatical errors	<input type="checkbox"/> Document has moderate degree of compliance with required rules and structure <input type="checkbox"/> Document uses mostly appropriate language including discipline specific characteristics	<input type="checkbox"/> Document has high degree of compliance with required rules and structure <input type="checkbox"/> Document uses highly appropriate language specific to the discipline	<input type="checkbox"/> Document is fully compliant with required rules and structure <input type="checkbox"/> Document uses highly appropriate language and a style that is publishable grade

\* 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><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>(25%)</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>(20%)</b></p>	

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