

Student name: _____ Assessor: _____ Date: _____

Assessment matrix for: Introductory Research Seminar

←———— Grade —————→

Facet of Work		Third <i>Students achieves a minimal number of objectives (50-60)</i>	IIB <i>Students achieves some of the Objectives (60-70)</i>	IIA <i>Students achieves a majority of the original set of objectives (70-80)</i>	I <i>Students achieves the original set of Objectives (80-90)</i>	OUTSTANDING <i>Students achieves beyond the original set of objectives (90+)</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"/> Objectives present but not clear, focussed or made explicit	<input type="checkbox"/> Objectives clearly stated, remain within supervisor guidelines	<input type="checkbox"/> Objectives clear, focussed and innovative, remains within supervisor guidelines	<input type="checkbox"/> Objectives clear, focussed and innovative, extending past supervisor guidelines
	10%	<input type="checkbox"/> Background & relevant works minimally mentioned	<input type="checkbox"/> Background & relevant works superficially mentioned	<input type="checkbox"/> Background & relevant works suitably mentioned	<input type="checkbox"/> Background & relevant works broadly acknowledged	<input type="checkbox"/> Background & relevant works broadly acknowledged & analysed
B. Students find/generate needed information / data / ideas using appropriate approach / method	15%	<input type="checkbox"/> No or inappropriate references used to inform project approach	<input type="checkbox"/> Few appropriate references used to inform project approach	<input type="checkbox"/> Several appropriate references used to inform project approach	<input type="checkbox"/> Numerous appropriate references sources used to inform project approach	<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, methods and results, and react appropriately	10%	<input type="checkbox"/> Approach is flawed in conception and is infeasible	<input type="checkbox"/> Approach has some issues which affects its feasibility	<input type="checkbox"/> Approach is an effective solution to the identified challenges	<input type="checkbox"/> Approach is a highly effective solution to the identified challenges	<input type="checkbox"/> Approach is a highly effective and elegant solution to the identified challenges
	10%	<input type="checkbox"/> Proposal's significance minimally addressed	<input type="checkbox"/> Proposal's significance partially addressed	<input type="checkbox"/> Proposal's significance clearly addressed	<input type="checkbox"/> Proposal's significance comprehensively addressed	<input type="checkbox"/> Proposal's significance comprehensively addressed and circumstantiated
D. Students perform necessary processes to meet stated project objectives	3% 2%	<input type="checkbox"/> No discussions on plan <input type="checkbox"/> No strategy to ensure progress	<input type="checkbox"/> Limited discussions on plan <input type="checkbox"/> Strategy to ensure progress is stated	<input type="checkbox"/> Some discussions on plan <input type="checkbox"/> Strategy to ensure progress is stated and briefly explained	<input type="checkbox"/> Detailed discussions on plan <input type="checkbox"/> Strategy to ensure progress is stated and explained in detail	<input type="checkbox"/> Highly detailed discussions on plan <input type="checkbox"/> Strategy to ensure progress is stated, explained in detail and innovative
E. Students synthesise, applies and analyses new knowledge creatively	10%	<input type="checkbox"/> Reproduces existing knowledge in prescribed formats with minimal interpretation.	<input type="checkbox"/> Reorganises existing knowledge in standard formats with little interpretation.	<input type="checkbox"/> Synthesises and analyses information to construct emergent knowledge and asks, researchable questions.	<input type="checkbox"/> Synthesises, analyses and applies information/data to fill recognised knowledge gaps and asks rigorous, researchable questions.	<input type="checkbox"/> Synthesise, analyses and applies information/data to fill self-identified gaps or extend knowledge and asks rigorous, researchable questions based on new understandings.
F. Students communicate project objectives, achievements and the process	5%	<input type="checkbox"/> Unengaging presentation, as shown by level of questions / comments / audience absorption	<input type="checkbox"/> Mildly engaging presentation, as shown by level of questions / comments / audience absorption	<input type="checkbox"/> Engaging presentation, as shown by level of questions / comments / audience absorption	<input type="checkbox"/> Strongly engaging presentation, as shown by level of questions / comments / audience absorption	<input type="checkbox"/> Captivating presentation, as shown by level of questions / comments / audience absorption
	5%	<input type="checkbox"/> Visual and spoken elements are not at all integrated / effective	<input type="checkbox"/> Visual and spoken elements are not well integrated /effective	<input type="checkbox"/> Visual and spoken elements are to some extent integrated /effective	<input type="checkbox"/> Visual and spoken elements are highly integrated / effective	<input type="checkbox"/> Visual and spoken elements are highly integrated / effective and innovative
	5%	<input type="checkbox"/> Ineffective use of allotted time (including questions)	<input type="checkbox"/> Moderately effective use of allotted time (including questions)	<input type="checkbox"/> Effective use of allotted time (including questions)	<input type="checkbox"/> Highly effective use of allotted time (including questions)	<input type="checkbox"/> Innovative and highly effective use of allotted time (including questions)
	10%	<input type="checkbox"/> Lack of understanding of questions	<input type="checkbox"/> Limited understanding and response to questions	<input type="checkbox"/> Some understanding and intelligible response to questions	<input type="checkbox"/> Detailed discussion of and understanding to questions	<input type="checkbox"/> Comprehensive and detailed discussion of and understanding to questions

Scientific Processing

Management

Creativity

Communications

Comments:

<p>A. Students embark on inquiry* and so determine a need for knowledge / understanding</p>	
<p>B. Students find/generate needed information / data / ideas using appropriate approach / method</p>	
<p>C. Students critically evaluate information / data / ideas, their approach and results, and react appropriately</p>	
<p>D. Students perform necessary processes to meet stated project objectives</p>	
<p>E. Students synthesise, applies and analyses new knowledge creatively</p>	
<p>F. Students communicate project objectives, achievements and the process</p>	

Assessor's signature _____