

Student Name: Assessor: Date:

Assessment Matrix for: Honours Literature Review

Scientific Processing

Management

Creativity

Communications

Facet of Work		Third Student achieves a minimal number of objectives (50-60)	IIB Student achieves some of the objectives (60-70)	IIA Student achieves a majority of the original set of objectives (70-80)	I Student achieves the original set of Objectives (80-90)	OUTSTANDING Student achieves beyond the original set of objectives (90+)
A. Students embark on inquiry & so determine a need for knowledge/ understanding	10%	<input type="checkbox"/> Inadequate introduction of topic and research question	<input type="checkbox"/> Adequate introduction of topic and research question, but key ideas either not clearly focused, or not made explicit	<input type="checkbox"/> Clear and focused introduction of topic and research question, but scoped within supervisor defined guidelines	<input type="checkbox"/> Clear, focused & innovative introduction of topic & research question, but scoped within supervisor defined guidelines	<input type="checkbox"/> Clear, focused & innovative introduction of topic & research question, extending beyond supervisor defined guidelines
B. Students find/generate needed information/data /ideas using appropriate approach/method	10% 10%	<input type="checkbox"/> Background literature & relevant works are minimally surveyed <input type="checkbox"/> No or inappropriate references are used to inform approach to	<input type="checkbox"/> Background literature & relevant works are superficially surveyed <input type="checkbox"/> Few appropriate references are used to inform approach to	<input type="checkbox"/> Background literature & relevant works are suitably surveyed <input type="checkbox"/> Several appropriate references are used to inform approach to	<input type="checkbox"/> Background literature & relevant works are broadly surveyed <input type="checkbox"/> Numerous appropriate references are used to inform approach to	<input type="checkbox"/> Background literature & relevant works are broadly surveyed & analysed <input type="checkbox"/> Numerous appropriate references from a wide range of sources are
C. Students critically evaluate information/ data /ideas, methods & results, & react appropriately	15% 15% 5%	<input type="checkbox"/> No critical appraisal of the literature (studies are mentioned only) <input type="checkbox"/> Invalid or no scientific reasoning underpinning project proposal <input type="checkbox"/> Proposed methods are flawed in	<input type="checkbox"/> Little critical appraisal of the literature with limited identification of controversies &/or knowledge gaps <input type="checkbox"/> Little valid scientific reasoning underpinning project proposal <input type="checkbox"/> Proposed methods and approach	<input type="checkbox"/> Critical appraisal of the literature but incomplete identification of controversies or knowledge gaps <input type="checkbox"/> Mostly valid scientific reasoning underpinning project proposal <input type="checkbox"/> Proposed methods and approach are	<input type="checkbox"/> Critical appraisal of the literature, with identification of major controversies or knowledge gaps <input type="checkbox"/> Comprehensive and valid scientific reasoning underpinning project proposal <input type="checkbox"/> Proposed methods and approach	<input type="checkbox"/> Critical appraisal of the literature, with identification of controversies & knowledge gaps <input type="checkbox"/> Comprehensive and valid scientific reasoning underpinning project proposal, with strong insight <input type="checkbox"/> Proposed methods and approach
D. Students organise information/data collected or generated to meet stated objectives	10%	<input type="checkbox"/> Little logical structure & organization of ideas or no clear links between sections	<input type="checkbox"/> Logical structure but, disjointed organization of ideas or tenuous links between sections	<input type="checkbox"/> Logical structure & organization of ideas but occasional gaps or poorly developed links between sections	<input type="checkbox"/> Logical structure & organization of ideas & well developed links between sections	<input type="checkbox"/> Excellent structure & organization of ideas & fully developed links between sections
E. Students synthesise, apply & analyse new knowledge creatively	10%	<input type="checkbox"/> Reproduces existing knowledge from literature with minimal integration & interpretation	<input type="checkbox"/> Reorganises existing knowledge from literature in with little integration and interpretation	<input type="checkbox"/> Synthesises & analyses information in literature to construct emergent knowledge & asks researchable questions	<input type="checkbox"/> Synthesises, analyses & applies information/data in literature to fill recognised knowledge gaps & asks rigorous, researchable questions	<input type="checkbox"/> Synthesises, analyses & applies information/data in literature to fill self-identified gaps or extend knowledge & asks rigorous, researchable questions based
F. Students communicate task objectives, achievements & the process	5% 5% 5%	<input type="checkbox"/> Document layout has minimal degree of compliance with required rules & structure <input type="checkbox"/> Document contains inappropriate language or many spelling /grammatical errors <input type="checkbox"/> Reference citation is incomplete	<input type="checkbox"/> Document layout has low degree of compliance with required rules & structure <input type="checkbox"/> Document uses mostly appropriate language and contains occasional spelling/grammatical errors <input type="checkbox"/> Reference citation is	<input type="checkbox"/> Document layout 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"/> Reference citation is complete	<input type="checkbox"/> Document layout 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"/> Reference citation is complete	<input type="checkbox"/> Document layout is fully compliant with required rules & structure <input type="checkbox"/> Document uses highly appropriate language & a style that is of publishable grade <input type="checkbox"/> Reference citation is

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 organise information/ data collected or generated to meet stated task objectives</p>	
<p>E. Students synthesise, apply and analyse new knowledge creatively</p>	
<p>F. Students communicate task objectives, achievements and the process</p>	