

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

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

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

## Assessment matrix for: Honours Research Grant Proposal

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>
<b>A. Students embark on inquiry and so determine a need for knowledge / understanding</b>	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, remain within supervisor guidelines	<input type="checkbox"/> Objectives clear, focussed and innovative, extending past supervisor guidelines
	5%	<input type="checkbox"/> Background & relevant works minimally surveyed	<input type="checkbox"/> Background & relevant works superficially surveyed	<input type="checkbox"/> Background & relevant works suitably surveyed	<input type="checkbox"/> Background & relevant works broadly surveyed	<input type="checkbox"/> Background & relevant works broadly surveyed &
<b>B. Students find/generate needed information / data / ideas using appropriate approach / method</b>	5%	<input type="checkbox"/> Key technical challenges vaguely identified	<input type="checkbox"/> Key technical challenges clearly identified	<input type="checkbox"/> Key technical challenges clearly identified and briefly explained	<input type="checkbox"/> Key technical challenges clearly identified and comprehensively explained	<input type="checkbox"/> Key technical challenges clearly identified, comprehensively explained and rationale justified
	10%	<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 used to inform project approach	<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, methods and results, and react appropriately</b>	10%	<input type="checkbox"/> Invalid or no scientific reasoning in proposal	<input type="checkbox"/> Little valid scientific reasoning in proposal	<input type="checkbox"/> Mostly valid scientific reasoning in proposal	<input type="checkbox"/> Comprehensive and valid scientific reasoning in proposal	<input type="checkbox"/> Comprehensive and valid scientific reasoning, with strong insight
	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
	15%	<input type="checkbox"/> Proposal's significance and strengths are minimally addressed	<input type="checkbox"/> Proposal's significance and strengths are partially addressed	<input type="checkbox"/> Proposal's significance and strengths clearly addressed	<input type="checkbox"/> Proposal's significance & strengths are comprehensively addressed	<input type="checkbox"/> Proposal's significance and strengths are comprehensively addressed & circumstantiated
<b>D. Students perform necessary processes to meet stated project objectives</b>	5%	<input type="checkbox"/> No discussions on plan	<input type="checkbox"/> Limited discussions on plan	<input type="checkbox"/> Some discussions on plan	<input type="checkbox"/> Detailed discussions on plan	<input type="checkbox"/> Highly detailed discussions on plan
	10%	<input type="checkbox"/> No strategy to ensure progress	<input type="checkbox"/> Strategy to ensure progress is stated	<input type="checkbox"/> Strategy to ensure progress is stated & briefly explained	<input type="checkbox"/> Strategy to ensure progress is stated & explained in detail	<input type="checkbox"/> Strategy to ensure progress is stated, explained in detail & is innovative
<b>E. Students synthesize, applies and analyses new knowledge creatively</b>	10%	<input type="checkbox"/> Reproduces existing knowledge in prescribed formats with minimal interpretation.	<input type="checkbox"/> Reorganizes existing knowledge in standard formats with little interpretation.	<input type="checkbox"/> Synthesizes and analyses information to construct emergent knowledge & asks researchable questions.	<input type="checkbox"/> Synthesizes, analyses & applies information/data to fill recognized knowledge gaps & asks rigorous, researchable questions	<input type="checkbox"/> Synthesizes, analyses & applies information/data to fill self-identified gaps or extend knowledge & asks rigorous, researchable questions based on new understandings
<b>F. Students communicate project objectives, achievements and the process</b>	5%	<input type="checkbox"/> Document has minimal degree of compliance with required rules & structure	<input type="checkbox"/> Document has low degree compliance with required rules & structure	<input type="checkbox"/> Document has moderate degree of compliance with required rules & structure	<input type="checkbox"/> Document has high degree of compliance with required rules & structure	<input type="checkbox"/> Document is fully compliant with required rules & structure
	5%	<input type="checkbox"/> Document contains inappropriate language or many spelling/ grammatical errors	<input type="checkbox"/> Document uses mostly appropriate language & contains occasional spelling/grammatical errors	<input type="checkbox"/> Document uses mostly appropriate language including discipline specific characteristics	<input type="checkbox"/> Document uses highly appropriate language specific to the discipline	<input type="checkbox"/> Document uses highly appropriate language & a style that is of publishable grade

Scientific Processing

Management

Creativity

Communications

**Comments:**

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