

Project Title: _____ Assessor: _____ Date: _____

Assessment matrix for: Honours Research Poster

← 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>	
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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, remains within supervisor guidelines	<input type="checkbox"/> Objectives clear, focussed and innovative, remains 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	<input type="checkbox"/> Objectives clear, focussed and innovative, extending past supervisor guidelines
	10%	<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	<input type="checkbox"/> Background & relevant works broadly surveyed	<input type="checkbox"/> Background & relevant works broadly surveyed	<input type="checkbox"/> Background & relevant works broadly surveyed & analysed	<input type="checkbox"/> Background & relevant works broadly surveyed & analysed
B. Students find/generate needed information / data / ideas using appropriate approach / method	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 and comprehensively explained	<input type="checkbox"/> Key technical challenges clearly identified and comprehensively 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	<input type="checkbox"/> Key technical challenges clearly identified, comprehensively explained and rationale justified
	5%	<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 used to inform project approach	<input type="checkbox"/> Numerous 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	<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	5%	<input type="checkbox"/> Invalid or no technical reasoning	<input type="checkbox"/> Little valid technical reasoning	<input type="checkbox"/> Mostly valid technical reasoning	<input type="checkbox"/> Comprehensive and valid technical reasoning	<input type="checkbox"/> Comprehensive and valid technical reasoning	<input type="checkbox"/> Comprehensive and valid technical reasoning	<input type="checkbox"/> Comprehensive and valid technical reasoning	<input type="checkbox"/> Comprehensive and valid technical reasoning, with strong insight	<input type="checkbox"/> Comprehensive and valid technical reasoning, with strong insight
	5%	<input type="checkbox"/> Project's significance, strengths and weaknesses minimally addressed	<input type="checkbox"/> Project's significance, strengths and weaknesses partially addressed	<input type="checkbox"/> Project's significance, strengths and weaknesses clearly addressed	<input type="checkbox"/> Project's significance, strengths and weaknesses comprehensively addressed	<input type="checkbox"/> Project's significance, strengths and weaknesses comprehensively addressed	<input type="checkbox"/> Project's significance, strengths and weaknesses comprehensively addressed	<input type="checkbox"/> Project's significance, strengths and weaknesses comprehensively addressed	<input type="checkbox"/> Project's significance, strengths and weaknesses comprehensively addressed and circumstantiated	<input type="checkbox"/> Project's significance, strengths and weaknesses comprehensively addressed and circumstantiated
D. Students perform necessary processes to meet stated project objectives	5%	<input type="checkbox"/> Project progress is not satisfactory with respect to plan	<input type="checkbox"/> Project progress is barely satisfactory with respect to plan	<input type="checkbox"/> Project progress is mostly satisfactory with respect to plan	<input type="checkbox"/> Project progress is highly satisfactory with respect to plan	<input type="checkbox"/> Project progress is highly satisfactory with respect to plan	<input type="checkbox"/> Project progress is highly satisfactory with respect to plan	<input type="checkbox"/> Project progress is beyond expectations with respect to plan	<input type="checkbox"/> Project progress is beyond expectations with respect to plan	<input type="checkbox"/> Project progress is beyond expectations with respect to plan
	5%	<input type="checkbox"/> Quality of project outcomes is not acceptable	<input type="checkbox"/> Quality of project outcomes is acceptable	<input type="checkbox"/> Quality of project outcomes is high	<input type="checkbox"/> Quality of project outcomes is very high	<input type="checkbox"/> Quality of project outcomes is very high	<input type="checkbox"/> Quality of project outcomes is very high	<input type="checkbox"/> Quality of project outcomes is outstanding	<input type="checkbox"/> Quality of project outcomes is outstanding	<input type="checkbox"/> Quality of project outcomes is outstanding
	5%	<input type="checkbox"/> Achieved progress is minimally reported	<input type="checkbox"/> Achieved progress is mostly reported	<input type="checkbox"/> Achieved progress is fully reported	<input type="checkbox"/> Achieved progress is fully reported and briefly explained	<input type="checkbox"/> Achieved progress is fully reported and briefly explained	<input type="checkbox"/> Achieved progress is fully reported and briefly explained	<input type="checkbox"/> Achieved progress is fully reported and explained in detail	<input type="checkbox"/> Achieved progress is fully reported and explained in detail	<input type="checkbox"/> Achieved progress is fully reported and explained in detail
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"/> Synthesises, analyses and applies information/data to fill recognised knowledge gaps and asks rigorous, researchable questions.	<input type="checkbox"/> Synthesises, analyses and applies information/data to fill recognised knowledge gaps and asks rigorous, researchable questions.	<input type="checkbox"/> Synthesises, analyses and applies information/data to fill self-identified gaps or extend knowledge and asks rigorous, researchable questions based on new understandings.	<input type="checkbox"/> Synthesises, analyses and applies information/data to fill self-identified gaps or extend knowledge and asks rigorous, researchable questions based on new understandings.	<input type="checkbox"/> Synthesises, 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	10%	<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"/> Strongly 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	<input type="checkbox"/> Captivating 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	<input type="checkbox"/> Visual and spoken elements are highly integrated / effective	<input type="checkbox"/> Visual and spoken elements are highly integrated / effective and innovative	<input type="checkbox"/> Visual and spoken elements are highly integrated / effective and innovative	<input type="checkbox"/> Visual and spoken elements are highly integrated / effective and innovative
	10%	<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"/> Highly 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)	<input type="checkbox"/> Innovative and 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"/> Detailed discussion of and understanding to questions	<input type="checkbox"/> Detailed discussion of and understanding to questions	<input type="checkbox"/> Comprehensive and detailed discussion of and understanding to questions	<input type="checkbox"/> Comprehensive and detailed discussion of and understanding to questions	<input type="checkbox"/> Comprehensive and detailed discussion of and understanding to questions

Technical
 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>	