

Student name: _____

Assessor: _____

Date: _____

Assessment matrix for: Supervisor Assessment of Semester 1 performance

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"/> Project objectives not specific enough to guide the project	<input type="checkbox"/> Individual project objectives are clear, however do not give coherent guidance for project	<input type="checkbox"/> Project objectives are clearly focussed and fit together to form a clear overall plan for a closed inquiry	<input type="checkbox"/> Student clearly focuses objectives to guide an effective open inquiry project	<input type="checkbox"/> Student articulates objectives that have potential for new lines of inquiry
	10%	<input type="checkbox"/> Search is too narrow/too superficial	<input type="checkbox"/> Search includes a number of research-based studies on a topic defined by lecturer	<input type="checkbox"/> Search includes key research-based studies on a topic defined by lecturer	<input type="checkbox"/> Search includes a number of research-based studies on topic defined by student	<input type="checkbox"/> Search includes key research-based studies on topic defined by student
	10%	<input type="checkbox"/> Information is from low quality sources and suited to a closed inquiry <input type="checkbox"/> Little evidence of an effective search strategy	<input type="checkbox"/> Information is from mixed quality sources and suited to a closed inquiry <input type="checkbox"/> Moderate evidence of an effective search strategy for closed inquiry	<input type="checkbox"/> Information is consistently from high quality sources and suited to a closed inquiry <input type="checkbox"/> Extensive evidence of an effective search strategy for closed inquiry	<input type="checkbox"/> Information is consistently from high quality sources and suited to an open inquiry <input type="checkbox"/> Extensive evidence of an effective search strategy for open inquiry	<input type="checkbox"/> Information is from high quality sources, spanning multiple source types and suited to open inquiry <input type="checkbox"/> Outstanding evidence of an effective search strategy for open inquiry
C. Students critically evaluate information / data / ideas, their approach, methods and results, and react appropriately	10%	<input type="checkbox"/> Little or no evidence of critical evaluation of information / data / ideas	<input type="checkbox"/> Some evidence of critical evaluation of information / data / ideas in most cases	<input type="checkbox"/> Clear evidence of critical evaluation of information / data / ideas in all cases	<input type="checkbox"/> Strong evidence of critical evaluation of information / data / ideas in all cases, extending to open inquiry	<input type="checkbox"/> Extensive evidence of critical evaluation of information / data / ideas in all cases, extending to open inquiry
	10%	<input type="checkbox"/> Achieved results of little or no technical merit	<input type="checkbox"/> Achieved results of low technical merit	<input type="checkbox"/> Achieved results of moderate technical merit	<input type="checkbox"/> Achieved results of good technical merit	<input type="checkbox"/> Achieved results of high technical merit
D. Students perform necessary processes to meet stated project objectives	3%	<input type="checkbox"/> Sporadic progress	<input type="checkbox"/> Intermittent progress	<input type="checkbox"/> Steady progress	<input type="checkbox"/> Rapid progress	<input type="checkbox"/> Very rapid progress
	3%	<input type="checkbox"/> Missed milestones regularly	<input type="checkbox"/> Missed some milestones	<input type="checkbox"/> Missed milestones occasionally	<input type="checkbox"/> Missed milestones rarely	<input type="checkbox"/> No missed milestones
	2%	<input type="checkbox"/> Disengaged with project	<input type="checkbox"/> Somewhat engaged with project	<input type="checkbox"/> Generally engaged with project	<input type="checkbox"/> Well engaged with project	<input type="checkbox"/> Highly engaged with project
	2%	<input type="checkbox"/> Meetings infrequent, undocumented	<input type="checkbox"/> Meetings infrequent, adequately documented	<input type="checkbox"/> Meetings regular, reasonably documented	<input type="checkbox"/> Meetings frequent, well documented	<input type="checkbox"/> Meetings frequent, meticulously documented
	3%	<input type="checkbox"/> No collaborative methods in evidence	<input type="checkbox"/> Basic collaborative methods in evidence	<input type="checkbox"/> Some collaborative methods in evidence	<input type="checkbox"/> Effective collaborative methods in evidence	<input type="checkbox"/> Innovative and effective collaborative methods in evidence
2%	<input type="checkbox"/> Do not update project plan in wake of circumstances	<input type="checkbox"/> Rarely re-visit project plan for updates	<input type="checkbox"/> Occasionally re-visit project plan for updates	<input type="checkbox"/> Regularly re-visit project plan for updates	<input type="checkbox"/> Often re-visit project plan for updates	
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 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"/> Incoherent/inconsistent journal/logbook entries	<input type="checkbox"/> Somewhat coherent/ consistent journal/logbook entries	<input type="checkbox"/> Generally coherent/consistent journal/logbook entries	<input type="checkbox"/> Mostly coherent/consistent journal/logbook entries	<input type="checkbox"/> Highly coherent/consistent journal/logbook entries
	5%	<input type="checkbox"/> Primitive documentation system / minimal evidence in log books	<input type="checkbox"/> Basic documentation system / some evidence in log books	<input type="checkbox"/> Good documentation system / good evidence in log books	<input type="checkbox"/> High quality documentation system / strong evidence in log books	<input type="checkbox"/> Outstanding quality documentation system / very strong evidence in log books
	5%	<input type="checkbox"/> Little or no evidence of awareness of project's ethical / social / cultural implications	<input type="checkbox"/> Some evidence of awareness of project's ethical / social / cultural implications	<input type="checkbox"/> Clear evidence of awareness of project's ethical / social / cultural implications	<input type="checkbox"/> Strong evidence of awareness of project's ethical / social / cultural implications	<input type="checkbox"/> Extensive evidence of awareness of project's ethical / social / cultural implications

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>	