

Student name: _____ Assessor: _____ Date: _____

Assessment matrix for: Honours Final Journal Article

←———— 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	5%	<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
	20%	<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 & analysed
B. Students find/generate needed information / data / ideas using appropriate approach / method	5%	<input type="checkbox"/> Key methodological challenges vaguely identified	<input type="checkbox"/> Key methodological challenges clearly identified	<input type="checkbox"/> Key methodological challenges clearly identified and briefly explained	<input type="checkbox"/> Key methodological challenges clearly identified and comprehensively explained	<input type="checkbox"/> Key methodological 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 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 scientific reasoning in manuscript	<input type="checkbox"/> Little valid scientific reasoning in manuscript	<input type="checkbox"/> Mostly valid scientific reasoning in manuscript	<input type="checkbox"/> Comprehensive and valid scientific reasoning in manuscript	<input type="checkbox"/> Comprehensive, insightful and valid scientific reasoning in manuscript
	10%	<input type="checkbox"/> Aspects of approach are minimally presented	<input type="checkbox"/> Few aspects of approach are presented in appropriate depth	<input type="checkbox"/> Most aspects of approach are presented in appropriate depth	<input type="checkbox"/> All aspects of approach are presented in appropriate depth	<input type="checkbox"/> All aspects of approach presented in depth and with strong insight
	10%	<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 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 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 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 explained in detail
E. Students synthesise, applies and analyses new knowledge creatively	10%	<input type="checkbox"/> Reproduce existing knowledge in prescribed formats with minimal interpretation.	<input type="checkbox"/> Reorganise 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, analyse and applies information/data to fill recognised knowledge gaps and asks rigorous, researchable questions.	<input type="checkbox"/> Synthesise, analyse and apply 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"/> Document has minimal degree of compliance with required rules and structure	<input type="checkbox"/> Document has low degree of compliance with required rules and structure	<input type="checkbox"/> Document has moderate degree of compliance with required rules and structure	<input type="checkbox"/> Document has high degree of compliance with required rules and structure	<input type="checkbox"/> Document is fully compliant with required rules and structure
	5%	<input type="checkbox"/> Document contains inappropriate language or many spelling / grammatical errors	<input type="checkbox"/> Document uses mostly appropriate language and 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 and a style that is publishable grade

Scientific

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>	

Assessors signature: _____