Project Title: _____ Assessor: _____ Date: _____

□ *Supervisor* □ *Co-supervisor*

Final year project assessment matrix for: Final Performance

Grade

Facet of Work	**E** *Students achieves a **minimal number of objectives***	**D** *Students achieves **some of the objectives***	**C** *Students achieves a **majority of the original set of objectives***	**B** *Students achieves the **original set of objectives***	**A** *Students achieves beyond the **original set of objectives***
A. Students embark on inquiry* *and so determine a need for knowledge / understanding* ***(10%)***	☐ Project objectives not specific enough to guide the project	☐ Individual project objectives are clear, however do not give coherent guidance for project	☐ Project objectives are clearly focussed and fit together to form a clear overall plan for a closed inquiry	☐ Student clearly focuses objectives to guide an effective open inquiry project	☐ Student articulates objectives that have potential for new lines of inquiry
B. Students find/generate *needed information / data / ideas using appropriate approach / method* ***(20%)***	☐ Search is too narrow/too superficial ☐ Information is from low quality sources and suited to a closed inquiry ☐ Little evidence of an effective search strategy	☐ Search includes a number of research-based studies on a topic defined by lecturer ☐ Information is from mixed quality sources and suited to a closed inquiry ☐ Moderate evidence of an effective search strategy for closed inquiry	☐ Search includes key research-based studies on a topic defined by lecturer ☐ Information is consistently from high quality sources and suited to a closed inquiry ☐ Extensive evidence of an effective search strategy for closed inquiry	☐ Search includes a number of research-based studies on topic defined by student ☐ Information is consistently from high quality sources and suited to an open inquiry ☐ Extensive evidence of an effective search strategy for open inquiry	☐ Search includes key research-based studies on topic defined by student ☐ Information is from high quality sources, spanning multiple source types and suited to open inquiry ☐ Outstanding evidence of an effective search strategy for open inquiry
C. Students critically evaluate *information / data / ideas, their approach and results, and react appropriately* ***(30%)***	☐ Progress is not satisfactory with respect to plan ☐ Little or no evidence of critical evaluation of information / data / ideas ☐ Achieved results of little or no technical merit	☐ Progress is barely satisfactory with respect to plan ☐ Some evidence of critical evaluation of information / data / ideas in most cases ☐ Achieved results of low technical merit	☐ Progress is mostly satisfactory with respect to plan ☐ Clear evidence of critical evaluation of information / data / ideas in all cases ☐ Achieved results of moderate technical merit	☐ Progress is highly satisfactory with respect to plan ☐ Strong evidence of critical evaluation of information / data / ideas in all cases, extending to open inquiry ☐ Achieved results of good technical merit	☐ Progress is beyond expectations with respect to plan ☐ Extensive evidence of critical evaluation of information / data / ideas in all cases, extending to open inquiry ☐ Achieved results of high technical merit
D. Students perform necessary *processes to meet stated project objectives* ***(15%)***	☐ Sporadic progress ☐ Missed milestones regularly ☐ Disengaged with project	☐ Intermittent progress ☐ Missed some milestones ☐ Somewhat engaged with project	☐ Regular progress ☐ Missed milestones occasionally ☐ Generally engaged with project	☐ Rapid progress ☐ Missed milestones rarely ☐ Well engaged with project	☐ Very rapid progress ☐ No missed milestones ☐ Highly engaged with project
E. Students organize themselves *effectively and adequately manage human input to project* ***(10%)***	☐ Meetings infrequent, undocumented ☐ No collaborative methods in evidence ☐ Do not update project plan in wake of circumstances	☐ Meetings infrequent, adequately documented ☐ Basic collaborative methods in evidence ☐ Rarely re-visit project plan for updates	☐ Meetings regular, reasonably documented ☐ Some collaborative methods in evidence ☐ Occasionally re-visit project plan for updates	☐ Meetings frequent, well documented ☐ Effective collaborative methods in evidence ☐ Regularly re-visit project plan for updates	☐ Meetings frequent, meticulously documented ☐ Innovative and effective collaborative methods in evidence ☐ Often re-visit project plan for updates
F. Students communicate *project objectives, achievements and the process (**15%**)*	☐ Incoherent/inconsistent journal/logbook entries ☐ Primitive documentation system / minimum evidence in log books ☐ Little or no evidence of awareness of project's ethical / social / cultural implications	☐ Somewhat coherent/ consistent journal/logbook entries ☐ Basic documentation system / some evidence in log books ☐ Some evidence of awareness of project's ethical / social / cultural implications	☐ Coherent/consistent journal/logbook entries ☐ Good documentation system / good evidence in log books ☐ Clear evidence of awareness of project's ethical / social / cultural implications	☐ Mostly coherent/consistent journal/logbook entries ☐ High quality documentation system / strong evidence in log books ☐ Strong evidence of awareness of project's ethical / social / cultural implications	☐ Highly coherent/consistent journal/logbook entries ☐ Outstanding quality documentation system / very strong evidence in log books ☐ Extensive evidence of awareness of project's ethical / social / cultural implications

Technical — Management — Communications

* Inquiry may range from closed (supervisor specified) to open (student specified) in terms of: i) research question; ii) method, algorithm or hardware equipment; iii) interpreting result, evaluating hardware equipment or proposing future inquiry.

Comments:

A. Students embark on inquiry* *and so determine a need for knowledge / understanding* ***(10%)***	
B. Students find/generate *needed information / data / ideas using appropriate approach / method* ***(20%)***	
C. Students critically evaluate *information / data / ideas, their approach and results, and react appropriately* ***(30%)***	
D. Students perform necessary *processes to meet stated project objectives* ***(15%)***	
E. Students organize themselves *effectively and adequately manage human input to project* ***(10%)***	
F. Students communicate *project objectives, achievements and the process (****15%)***	

Grade Assigned (A-E): _____

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