

Project Title: .....

Assessor: .....

Date: .....

Supervisor  Co-supervisor

### Final year project assessment matrix for: **Stage 1 Progress Report**

← Grade →

<i>Facet of Work</i>	<b>E</b> <i>Students achieves a minimal number of objectives</i>	<b>D</b> <i>Students achieves some of the objectives</i>	<b>C</b> <i>Students achieves a majority of the original set of objectives</i>	<b>B</b> <i>Students achieves the original set of objectives</i>	<b>A</b> <i>Students achieves beyond the original set of objectives</i>
<b>A. Students embark on inquiry* and so determine a need for knowledge / understanding (10%)</b>	<input type="checkbox"/> Objectives not clearly stated or inappropriate  <input type="checkbox"/> Background & relevant works minimally surveyed	<input type="checkbox"/> Objectives present but not clear, focussed or made explicit  <input type="checkbox"/> Background & relevant works superficially surveyed	<input type="checkbox"/> Objectives clearly stated, remain within supervisor guidelines  <input type="checkbox"/> Background & relevant works suitably surveyed	<input type="checkbox"/> Objectives clear, focussed and innovative, remains within supervisor guidelines <input type="checkbox"/> Background & relevant works broadly surveyed	<input type="checkbox"/> Objectives clear, focussed and innovative, extending past supervisor guidelines <input type="checkbox"/> Background & relevant works broadly surveyed & analysed
<b>B. Students find/generate needed information / data / ideas using appropriate approach / method (20%)</b>	<input type="checkbox"/> Most key technical challenges identified but insufficiently addressed in approach <input type="checkbox"/> No or inappropriate references used to inform project approach	<input type="checkbox"/> Most key technical challenges identified and moderately addressed in approach <input type="checkbox"/> Few appropriate references used to inform project approach	<input type="checkbox"/> Most key technical challenges identified and mostly addressed in approach <input type="checkbox"/> Several appropriate references used to inform project approach	<input type="checkbox"/> All key technical challenges identified and mostly addressed in approach <input type="checkbox"/> Numerous appropriate references sources used to inform project approach	<input type="checkbox"/> All key technical challenges identified and fully addressed in 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 and results, and react appropriately (25%)</b>	<input type="checkbox"/> Invalid or no technical reasoning in report <input type="checkbox"/> Approach is flawed in conception and is infeasible  <input type="checkbox"/> Aspects of approach are minimally presented	<input type="checkbox"/> Little valid technical reasoning in report <input type="checkbox"/> Approach has some issues which affects its feasibility  <input type="checkbox"/> Few aspects of approach are presented in appropriate depth	<input type="checkbox"/> Mostly valid technical reasoning in report <input type="checkbox"/> Approach design is an effective solution to the identified challenges <input type="checkbox"/> Most aspects of approach are presented in appropriate depth	<input type="checkbox"/> Comprehensive and valid technical reasoning in report <input type="checkbox"/> Approach is a highly effective solution to the identified challenges <input type="checkbox"/> All aspects of approach are presented in appropriate depth	<input type="checkbox"/> Comprehensive, insightful and valid technical reasoning in report <input type="checkbox"/> Approach is a highly effective and elegant solution to the identified challenges <input type="checkbox"/> All aspects of approach presented in depth and with strong insight
<b>D. Students perform necessary processes to meet stated project objectives (15%)</b>	<input type="checkbox"/> No discussions on milestones <input type="checkbox"/> No strategy to ensure progress  <input type="checkbox"/> No OH&S assessment <input type="checkbox"/> No budget	<input type="checkbox"/> Limited discussions on milestones <input type="checkbox"/> Strategy to ensure progress is stated <input type="checkbox"/> OH&S assessment is present but contains several omissions <input type="checkbox"/> Proposed budget is accurate	<input type="checkbox"/> Some discussions on milestones <input type="checkbox"/> Strategy to ensure progress is stated and briefly explained <input type="checkbox"/> OH&S assessment is present and is adequate <input type="checkbox"/> Proposed budget is accurate with some justification	<input type="checkbox"/> Detailed discussions on milestones <input type="checkbox"/> Strategy to ensure progress is stated and explained in detail <input type="checkbox"/> OH&S assessment is present and comprehensive <input type="checkbox"/> Proposed budget is accurate and mostly justified	<input type="checkbox"/> Highly detailed discussions on milestones <input type="checkbox"/> Strategy to ensure progress is stated, explained in detail and innovative <input type="checkbox"/> OH&S assessment is present, comprehensive and detailed <input type="checkbox"/> Proposed budget is accurate and comprehensively justified
<b>E. Students organize themselves effectively and adequately manage human input to project (10%)</b>	<input type="checkbox"/> Allocation of group roles to manage workload is not specified <input type="checkbox"/> Little specification of a team approach to reviewing and revising group roles	<input type="checkbox"/> Allocation of group roles to manage workload is minimally specified <input type="checkbox"/> Some specification of a team approach to reviewing and revising group roles	<input type="checkbox"/> Allocation of group roles to manage workload is specified <input type="checkbox"/> Detailed specification of a team approach to reviewing and revising group roles	<input type="checkbox"/> Allocation of group roles to manage workload is specified in detail <input type="checkbox"/> Detailed specification of a self-auditing team approach to reviewing and revising group roles	<input type="checkbox"/> Allocation of group roles to manage workload is specified in detail and its rationale explained <input type="checkbox"/> Detailed specification of a self-auditing and innovative team approach to reviewing and revising group roles
<b>F. Students communicate project objectives, achievements and the process (20%)</b>	<input type="checkbox"/> Document has minimal degree of compliance with required rules and structure <input type="checkbox"/> Document contains inappropriate language or many spelling / grammatical errors	<input type="checkbox"/> Document has low degree of compliance with required rules and structure <input type="checkbox"/> Document uses mostly appropriate language and contains occasional spelling / grammatical errors	<input type="checkbox"/> Document has moderate degree of compliance with required rules and structure <input type="checkbox"/> Document uses mostly appropriate language including discipline specific characteristics	<input type="checkbox"/> Document has high degree of compliance with required rules and structure <input type="checkbox"/> Document uses highly appropriate language specific to the discipline	<input type="checkbox"/> Document is fully compliant with required rules and structure <input type="checkbox"/> Document uses highly appropriate language and is of publishable quality

\* 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:**

<p><b>A. Students embark on inquiry*</b> and so determine a need for knowledge / understanding <b>(10%)</b></p>	
<p><b>B. Students find/generate</b> needed information / data / ideas using appropriate approach / method <b>(20%)</b></p>	
<p><b>C. Students critically evaluate</b> information / data / ideas, their approach and results, and react appropriately <b>(25%)</b></p>	
<p><b>D. Students perform necessary</b> processes to meet stated project objectives <b>(15%)</b></p>	
<p><b>E. Students organize themselves</b> effectively and adequately manage human input to project <b>(10%)</b></p>	
<p><b>F. Students communicate</b> project objectives, achievements and the process <b>(20%)</b></p>	

Grade Assigned (A-E): \_\_\_\_\_