

Student name:

Assessor:

Assessment matrix for: Final Research Seminar

← 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> | Students achieves all Objectives |
|---|----------|---|--|---|---|
| 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 and inno within s |
| | 10% | <input type="checkbox"/> Background & relevant works minimally mentioned | <input type="checkbox"/> Background & relevant works superficially mentioned | <input type="checkbox"/> Background & relevant works suitably mentioned | <input type="checkbox"/> Backgrou works b acknowl |
| B. Students find/generate needed information / data / ideas using appropriate approach / method | 15% | <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"/> Numerou sources approach |
| C. Students critically evaluate information / data / ideas, their approach, methods and results, and react appropriately | 10% | <input type="checkbox"/> Approach is flawed in conception and is infeasible | <input type="checkbox"/> Approach has some issues which affects its feasibility | <input type="checkbox"/> Approach is an effective solution to the identified challenges | <input type="checkbox"/> Approac solution identifie |
| | 10% | <input type="checkbox"/> Proposal's significance minimally addressed | <input type="checkbox"/> Proposal's significance partially addressed | <input type="checkbox"/> Proposal's significance clearly addressed | <input type="checkbox"/> Proposa complet |
| D. Students perform necessary processes to meet stated project objectives | 3% 2% | <input type="checkbox"/> No discussions on plan <input type="checkbox"/> No strategy to ensure progress | <input type="checkbox"/> Limited discussions on plan <input type="checkbox"/> Strategy to ensure progress is stated | <input type="checkbox"/> Some discussions on plan <input type="checkbox"/> Strategy to ensure progress is stated and briefly explained | <input type="checkbox"/> Detailed <input type="checkbox"/> Strategy stated a |
| 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"/> Synthe applied recogn and as resear |
| F. Students communicate project objectives, achievements and the process | 5% | <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 shown b commen |
| | 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 an are high effective |
| | 5% | <input type="checkbox"/> Ineffective use of allotted time (incl questions) | <input type="checkbox"/> Moderately effective use of allotted time (incl questions) | <input type="checkbox"/> Effective use of allotted time (incl questions) | <input type="checkbox"/> Highly ef allotted |
| | 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 underst |

↑ 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> | |

essor's signature _____