

Student name: _____

Assessor: _____

Assessment matrix for: Semester 2 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> | Students achieve all Objectives |
|---|-----|---|--|---|--|
| 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 objectives are open in nature |
| | 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 research-based studies on a topic defined by lecturer |
| | 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 from high quality sources and suited to an open inquiry <input type="checkbox"/> Extensive evidence of an effective search strategy |
| B. Students find/generate needed information / data / ideas using appropriate approach / method | 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 / ideas in all cases |
| | 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 high technical merit |
| C. Students critically evaluate information / data / ideas, their approach, methods and results, and react appropriately | 10% | <input type="checkbox"/> Sporadic progress | <input type="checkbox"/> Intermittent progress | <input type="checkbox"/> Steady progress | <input type="checkbox"/> 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 |
| | 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 |
| | 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 |
| | 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 |
| D. Students perform necessary processes to meet stated project objectives | 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 |
| | 3% | <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 and applies knowledge to construct emergent knowledge and asks, researchable questions. |
| E. Students synthesise, applies and analyses new knowledge creatively | 10% | | | | |
| 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 |
| | 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 / 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 |

Technical

Management

Creativity

Communications

ments:

| | |
|---|--|
| <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> | |