

Student Name:

Assessor:

Date:

Supervisor Co-supervisor

Final year project assessment matrix for: **Stage 2 Progress Report**

← Grade →

Facet of Work	E <i>Students achieves a minimal number of objectives</i>	D <i>Students achieves some of the objectives</i>	C <i>Students achieves a majority of the original set of objectives</i>	B <i>Students achieves the original set of objectives</i>	A <i>Students achieves beyond the original set of objectives</i>
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"/> 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. Students find/generate needed information / data / ideas using appropriate approach / method (10%)	<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
C. Students critically evaluate information / data / ideas, their approach and results, and react appropriately (25%)	<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
D. Students perform necessary processes to meet stated project objectives (25%)	<input type="checkbox"/> Progress is not satisfactory with respect to plan <input type="checkbox"/> No discussions on milestones completed <input type="checkbox"/> No discussions on future project plan <input type="checkbox"/> No strategy to ensure progress	<input type="checkbox"/> Progress is barely satisfactory with respect to plan <input type="checkbox"/> Limited discussions on milestones completed <input type="checkbox"/> Limited discussions on future project plan <input type="checkbox"/> Strategy to ensure progress is stated	<input type="checkbox"/> Progress is mostly satisfactory with respect to plan <input type="checkbox"/> Some discussions on milestones completed <input type="checkbox"/> Some discussions on future project plan <input type="checkbox"/> Strategy to ensure progress is stated and briefly explained	<input type="checkbox"/> Progress is highly satisfactory with respect to plan <input type="checkbox"/> Detailed discussions on milestones completed <input type="checkbox"/> Detailed discussions on future project plan <input type="checkbox"/> Strategy to ensure progress is stated and explained in detail	<input type="checkbox"/> Progress is beyond expectations with respect to plan <input type="checkbox"/> Highly detailed discussions on milestones completed <input type="checkbox"/> Highly detailed discussions on future project plan <input type="checkbox"/> Strategy to ensure progress is stated, explained in detail and innovative
E. Students organize themselves effectively and adequately manage human input to project (15%)	<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
F. Students communicate project objectives, achievements and the process (15%)	<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>A. Students embark on inquiry* and so determine a need for knowledge / understanding (10%)</p>	
<p>B. Students find/generate needed information / data / ideas using appropriate approach / method (20%)</p>	
<p>C. Students critically evaluate information / data / ideas, their approach and results, and react appropriately (25%)</p>	
<p>D. Students perform necessary processes to meet stated project objectives (15%)</p>	
<p>E. Students organize themselves effectively and adequately manage human input to project (10%)</p>	
<p>F. Students communicate project objectives, achievements and the process (20%)</p>	

Grade Assigned (A-E): _____