

Name of Student: _____

Matric No.: _____

Supervisor: _____

Rubrics for CA (Main Evaluator)

For the tables below, please tick the relevant button (either “+” or “-” for the chosen level of achievement) for each column. For the chosen level of achievement, tick the “+” button if you feel that the student is above the level of indicated achievement and the “-” button if the student meets, or is slightly below, the indicated achievement level.

Note: Tick achievement level 5+ only if you can fully justify (reasons to be provided) that the student deserves full marks for the particular criterion assessed.

Table 1: Understanding and Execution

Levels of Achievement	Understanding (30%)	Execution and Overall Achievement (30%)
1	<ul style="list-style-type: none"> Hardly any understanding of main issues and shows little interest in the project. Does not understand important algorithms/assumptions/circuits/codes/design concepts/equations/ experimental requirements/models. 	<ul style="list-style-type: none"> Has difficulty in validating /formulating the problem statement or shows little interest in doing so. Only beginning to understand the tools required for the project.
2	<ul style="list-style-type: none"> Summarizes issues though some aspects are incorrect or some key issues are neglected. Little understanding of the important algorithms/ assumptions/circuits/codes/design concepts/equations/ experimental requirements/models. Little awareness of constraints / assumptions. 	<ul style="list-style-type: none"> Has difficulty in validating /formulating the problem but is making some effort towards exploring the problem. Unable to make effective use of relevant tools.
3	<ul style="list-style-type: none"> Adequate but superficial understanding/summary of the key issues. Design/equations/ models/experimental requirements are not well understood. Little identification of inter-relationships between issues. Can solve problems with guided supervision. Some appreciation of constraints/shortcomings of current/own work. 	<ul style="list-style-type: none"> Has formulated the problem and is able to validate the problem statement with limited success so far. Has proposed some viable solutions/plans to address difficulties encountered. Able to make good use of tools.
4	<ul style="list-style-type: none"> Able to use equations / models to demonstrate/explain certain behaviours/trends. Poses relevant questions for further inquiry. Able to propose new changes to improve the results achieved at this stage. Well aware of constraints/shortcomings of current/own work and ready to provide improvements. 	<ul style="list-style-type: none"> Has formulated problem statement with clear objectives. Able to validate the problem statement with some success. Preliminary results verified but in-depth analysis has yet to be realized. Able to propose some plans to move forward to achieve the goals of the project. Well aware of shortcomings of the current work.
5	<ul style="list-style-type: none"> Able to use equations / models to demonstrate/explain certain behaviours/trends. Clearly identifies all embedded or implicit key issues and integral relationships. Poses a depth and breadth of relevant questions for further inquiry. Well aware of constraints/shortcomings of current/own work and ready to propose new approaches to improve the results achieved at this stage. 	<ul style="list-style-type: none"> Good formulation of problem statement with clear and viable objectives. Able to validate the problem statement with good success. Has verified or demonstrated repeatability/accuracy of results obtained. Good analysis given to support understanding. Well aware of shortcomings of the current work. Ready to make significant changes to improve current/previous results. Detailed and viable plan is in place to achieve the goals of the project.

Table 2: Report and Presentation

Levels of Achievement	Report (20%)	Presentation (20%)
1	<ul style="list-style-type: none"> Disorganized to the extent of preventing understanding. Frequent spelling and grammatical errors. Writing is disorganized and difficult to read and understand. Considerable amount of material are irrelevant, misplaced or not documented. 	<ul style="list-style-type: none"> Unable to explain what the project is about.
2	<ul style="list-style-type: none"> Unclear organization; almost one spelling/grammar error per page. Readable writing style, but difficult to follow. Work presented is either trivial or not used in the work performed. 	<ul style="list-style-type: none"> Unable to express ideas clearly. Unable to provide answers to many questions asked.
3	<ul style="list-style-type: none"> Report is readable, but requires some effort. Content is somewhat organized but organization can be better. Contains relevant materials though more material can be included. 	<ul style="list-style-type: none"> Able to explain the problem in some detail Able to answer questions asked, but with some difficulties
4	<ul style="list-style-type: none"> Organization is generally good, but some parts seem out of place. A few spelling and grammatical errors. Writing style indicates planning that makes reading easy. Content is sufficient and largely relevant. 	<ul style="list-style-type: none"> Able to articulate the problem and work done reasonably well Understands the questions asked and is able to provide concise answers in most cases.
5	<ul style="list-style-type: none"> Written work is well organized and easy to understand. Spell-checked and proofread well. Writing style indicates planning that makes reading easy and flow of material makes understanding easy. Work presented is entirely relevant to the work performed. Information appropriately placed in either the main text or appendices. 	<ul style="list-style-type: none"> Presents ideas clearly and concisely. Understands questions asked quickly and provides relevant and detail answers.

If you have ticked achievement level 5+ for any of the assessed criteria above, please provide reasons to justify your assessment:

Qualitative Feedback (Will be sent to the student via email once submitted)

Signature of Main Evaluator: _____

Date: _____

Name of Main Evaluator: _____