

Name of Student: _____

Matric No.: _____

Main Evaluator: _____

Rubrics for CG4001 FA (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: Presentation: Organization, Clarity and Ability to Communicate

| Levels of Achievement | Organization, Clarity (10%) | Ability to Communicate (10%) |
|-----------------------|--|--|
| 1 | <ul style="list-style-type: none"> Slides are inappropriate. Major points are missing. Little evidence of organization and preparation. | <ul style="list-style-type: none"> Presentation was awkward throughout. Presentation was incomprehensible. Unable to answer most of the questions. |
| 2 | <ul style="list-style-type: none"> Slides cover main points but there is clear lack of proper organization. Some evidence of organization and preparation. | <ul style="list-style-type: none"> Presentation was awkward at times with frequent errors in sentence structure; poor English. Presentation was barely comprehensible. Answer some questions, but with difficulties. |
| 3 | <ul style="list-style-type: none"> Slides cover main points but hypotheses and conclusions not fully communicated. Some evidence of organization and preparation. | <ul style="list-style-type: none"> Presentation was comfortable in only parts of the presentation. Some errors in sentence structure; English just comprehensible. Made good effort to answer questions, but required some prompting. |
| 4 | <ul style="list-style-type: none"> Hypotheses and conclusions clearly and accurately communicated. Clear evidence of organization and preparation. | <ul style="list-style-type: none"> Presentation was comfortable in most parts. Correct sentence structure; proficiency in English demonstrated. Answered most of the questions correctly and required minimum prompting. |
| 5 | <ul style="list-style-type: none"> Hypotheses and conclusions clearly and strongly supported with accurate and appropriate details. Clear evidence of organization and presentation. | <ul style="list-style-type: none"> Confident and relaxed throughout the presentation. Sentence structure consistently correct; good English. Answered questions to satisfaction and demonstrate good grasp of the project. |

Table 2a: Technical Achievement: Problem Formulation, Methodology, Implementation, Analysis and Validation

| Levels of Achievement | Problem Formulation (10%) | Methodology, Implementation, Analysis and Validation (25%) |
|-----------------------|---|--|
| 1 | <ul style="list-style-type: none"> Incomplete thesis submitted. Fails to provide adequate context, rationale, or purpose of thesis. | <ul style="list-style-type: none"> No appropriate research or investigative method/design. No clear specification of the problem and inadequate or trivial implementation. Inadequate use of problem solving skills. No analysis of the result. |
| 2 | <ul style="list-style-type: none"> Poor statement of context supporting rationale for proposed thesis. Poor statement of research question, design decision, hypothesis, significance, and limitations. | <ul style="list-style-type: none"> Problem not fully researched or investigated; appropriateness of research/design or investigative method is questionable. Limited implementation of initial specification. Limited use of problem skills. Assumptions are stated but none are justified; limited analysis of the results. |
| 3 | <ul style="list-style-type: none"> Adequate statement of context supporting rationale for proposed thesis. Adequate statement of research questions, design decision, hypothesis, significance, and limitations. | <ul style="list-style-type: none"> The research/design method is somewhat adequate. Partial in-depth specification and implementation. Some steps used in solving the problem are not supported by calculations or reasoning. Assumptions are stated but some are not justified. |
| 4 | <ul style="list-style-type: none"> Provides clear context supporting rationale for proposed thesis. Clear statement of research questions, design decision, hypothesis, significance, and limitations. | <ul style="list-style-type: none"> The research/design method is adequate. Sufficient in-depth specification and implementation. Most steps used in solving the problem are supported by calculations or reasoning. Most assumptions are stated and justified. |
| 5 | <ul style="list-style-type: none"> Provides clear context supporting rationale for proposed thesis and strong motivation for work. Research questions, design decision, hypothesis, significance, and limitations clearly explain and well-motivated. | <ul style="list-style-type: none"> Disciplined, well thought out investigation/design method; justification for research/design method used. Fully developed specification and supporting implementation. Problem solving skills is evident. Results are analysed and well interpreted. |

Table 2b: Technical Achievement: Extension of Knowledge/Overall Outcome

| Levels of Achievement | Extension of Knowledge/Overall Outcome (25%) |
|-----------------------|---|
| 1 | <ul style="list-style-type: none">• Basic concepts not applied correctly. - ○• No evidence of independent learning. + ○ |
| 2 | <ul style="list-style-type: none">• Some basic concepts used; no new idea introduced. - ○• Some Innovative work initiated, but of minimal importance. + ○• Minimum demonstration of independent learning. |
| 3 | <ul style="list-style-type: none">• Basic concepts used. - ○• Some new concepts introduced but not well developed. + ○• Some Innovative work initiated.• Some demonstration of independent work. |
| 4 | <ul style="list-style-type: none">• Basic concepts used and some new concepts applied. - ○• Innovative work initiated but needs more work. + ○• Demonstrate sufficient ability to perform independent work. |
| 5 | <ul style="list-style-type: none">• Basic and new concepts frequently used. - ○• Promising innovative work initiated. + ○• Demonstrate strong capability to perform independent work. |

Table 3: Report: Organization, Writing Style and Clarity

| Levels of Achievement | Organization (10%) | Writing Style, Clarity (10%) |
|-----------------------|---|--|
| 1 | <ul style="list-style-type: none"> • Incomplete thesis submitted. - ○ • Considerable amount of material are irrelevant, misplaced or not documented. + ○ • Disorganized to the extent of preventing understanding. | <ul style="list-style-type: none"> • Frequent spelling and grammatical errors. - ○ • Writing is disorganized and difficult to read and understand. + ○ • Poor use of proper grammar and spelling. |
| 2 | <ul style="list-style-type: none"> • Poor organization of thesis; chapters not clearly linked. - ○ • Sources not cited and referenced in text. + ○ • All figures/tables not referenced in text; axes not labeled. | <ul style="list-style-type: none"> • Writing does not flow well, is neither clear nor concise. - ○ • Readable writing style, but difficult to follow. + ○ • Work presented is either trivial or not used in the work performed. |
| 3 | <ul style="list-style-type: none"> • Some organization of thesis is evident but chapters are not well linked. - ○ • Most sources are cited and referenced in text. + ○ • Figures/tables relevant but not all are referenced in text. • Not all figures are clearly annotated. | <ul style="list-style-type: none"> • Report is readable, but requires some effort. - ○ • Grammar and sentence structure adequate. + ○ • Contains relevant materials though more material can be included. |
| 4 | <ul style="list-style-type: none"> • Chapters are well linked but thesis can be more concise. - ○ • Sources are cited and referenced in text. + ○ • Provides good figures/tables, all referenced in text. | <ul style="list-style-type: none"> • Uses proper grammar and sentence structure. - ○ • A few spelling and grammatical errors. + ○ • Writing style indicates planning that makes reading easy. • Content is sufficient and largely relevant. |
| 5 | <ul style="list-style-type: none"> • Chapters are appropriate and well linked. - ○ • Good use of tables and figures. + ○ • Information appropriately placed in either the main text or appendices. | <ul style="list-style-type: none"> • Spell-checked and proofread well. - ○ • Writing style indicates planning that makes reading easy and flow of material. + ○ • Exemplary writing that flows well, clear, concise, and comprehensive. • Work presented is entirely relevant to the work performed. |

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: _____