

Name of Student: \_\_\_\_\_

Matric No.: \_\_\_\_\_

Moderator: \_\_\_\_\_

**Rubrics for CG4001 FA (Moderator)**

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 (20%)	Ability to Communicate (20%)
1	<ul style="list-style-type: none"> <li>Slides are inappropriate.</li> <li>Major points are missing.</li> <li>Little evidence of organization and preparation.</li> </ul>	<ul style="list-style-type: none"> <li>Presentation was awkward throughout.</li> <li>Presentation was incomprehensible.</li> <li>Unable to answer most of the questions.</li> </ul>
2	<ul style="list-style-type: none"> <li>Slides cover main points but there is clear lack of proper organization.</li> <li>Some evidence of organization and preparation.</li> </ul>	<ul style="list-style-type: none"> <li>Presentation was awkward at times with frequent errors in sentence structure; poor English.</li> <li>Presentation was barely comprehensible.</li> <li>Answer some questions, but with difficulties.</li> </ul>
3	<ul style="list-style-type: none"> <li>Slides cover main points but hypotheses and conclusions not fully communicated.</li> <li>Some evidence of organization and preparation.</li> </ul>	<ul style="list-style-type: none"> <li>Presentation was comfortable in only parts of the presentation.</li> <li>Some errors in sentence structure; English just comprehensible.</li> <li>Made good effort to answer questions, but required some prompting.</li> </ul>
4	<ul style="list-style-type: none"> <li>Hypotheses and conclusions clearly and accurately communicated.</li> <li>Clear evidence of organization and preparation.</li> </ul>	<ul style="list-style-type: none"> <li>Presentation was comfortable in most parts.</li> <li>Correct sentence structure; proficiency in English demonstrated.</li> <li>Answered most of the questions correctly and required minimum prompting.</li> </ul>
5	<ul style="list-style-type: none"> <li>Hypotheses and conclusions clearly and strongly supported with accurate and appropriate details.</li> <li>Clear evidence of organization and presentation.</li> </ul>	<ul style="list-style-type: none"> <li>Confident and relaxed throughout the presentation.</li> <li>Sentence structure consistently correct; good English.</li> <li>Answered questions to satisfaction and demonstrate good grasp of the project.</li> </ul>

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

**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"> <li>• Basic concepts not applied correctly. - <input type="radio"/></li> <li>• No evidence of independent learning. + <input type="radio"/></li> </ul>
2	<ul style="list-style-type: none"> <li>• Some basic concepts used; no new idea introduced. - <input type="radio"/></li> <li>• Some Innovative work initiated, but of minimal importance. + <input type="radio"/></li> <li>• Minimum demonstration of independent learning.</li> </ul>
3	<ul style="list-style-type: none"> <li>• Basic concepts used. - <input type="radio"/></li> <li>• Some new concepts introduced but not well developed. + <input type="radio"/></li> <li>• Some Innovative work initiated.</li> <li>• Some demonstration of independent work.</li> </ul>
4	<ul style="list-style-type: none"> <li>• Basic concepts used and some new concepts applied. - <input type="radio"/></li> <li>• Innovative work initiated but needs more work. + <input type="radio"/></li> <li>• Demonstrate sufficient ability to perform independent work.</li> </ul>
5	<ul style="list-style-type: none"> <li>• Basic and new concepts frequently used. - <input type="radio"/></li> <li>• Promising innovative work initiated. + <input type="radio"/></li> <li>• Demonstrate strong capability to perform independent work.</li> </ul>

**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 Moderator: \_\_\_\_\_

Date: \_\_\_\_\_

Name of Moderator: \_\_\_\_\_