

Name of Student: _____

Matric No.: _____

Supervisor: _____

Rubrics for CG4001 FA (Supervisor)

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 1a: Technical Achievement: Problem Formulation, Methodology, Implementation, Analysis and Validation

Levels of Achievement	Problem Formulation (10%)	Methodology, Implementation, Analysis and Validation (20%)
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 1b: Technical Achievement: Extension of Knowledge/Overall Outcome

Levels of Achievement	Extension of Knowledge/Overall Outcome (20%)
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 2: Project Management and Planning

Levels of Achievement	Project Management and Planning (10%)
1	<ul style="list-style-type: none"> • Shows little interest and no planning for the project. - ○ • Project timeline and milestones are non-existence. + ○ • Risk identification and assessment are non-existent.
2	<ul style="list-style-type: none"> • Attempt to set some simple targets but no/minimum follow- up. - ○ • Simplistic and/or non-realistic risk identification and assessment. + ○
3	<ul style="list-style-type: none"> • Able to provide some plans for implementation. - ○ • Has provided some project timeline and milestones. + ○ • However, insufficient monitoring or follow up subsequently. • Some attempt in risk assessment with some risk drivers identified, but no real effort to prioritize or manage the identified risk factors.
4	<ul style="list-style-type: none"> • Has provided complete and comprehensive project timeline based on milestones and analysis, but lacked regular monitoring and updating of progress. - ○ • Able to propose some plans to move forward to achieve the goals of the project. + ○ • Has carried out the risk assessment and management process reasonably well and documented the findings.
5	<ul style="list-style-type: none"> • Provides complete and comprehensive project timeline based on milestones and analysis, with regular monitoring and updating of progress. - ○ • Processes/steps in the plan are well articulated and are relevant to the identified goals, with viable timelines and milestones indicated. + ○ • Correctly analyses and determines the risks to be managed with complete and comprehensive management and contingency plan.

Table 3: Report: Organization, Writing Style & Clarity

Levels of Achievement	Organization (20%)	Writing Style, Clarity (20%)
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 Supervisor: _____

Date: _____

Name of Supervisor: _____