

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

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

Supervisor: \_\_\_\_\_

### Rubrics for CA (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 1: Effort and Initiative**

Levels of Achievement	Effort (15%)	Initiative (15%)
1	<ul style="list-style-type: none"> <li>Does not take responsibility for own work.</li> <li>Unmotivated, hardly demonstrates any effort and shows little interest/diligence in the project.</li> <li>Seldom attends meetings with supervisor.</li> </ul>	<ul style="list-style-type: none"> <li>Shows little interest and initiative in the project.</li> <li>Demonstrates a negative attitude towards learning and further inquiry.</li> </ul>
2	<ul style="list-style-type: none"> <li>Must be reminded to stay on tasks.</li> <li>Demonstrates minimal effort and diligence. Makes excuses for not carrying out work. Stopped working when difficulties arose.</li> <li>Meetings with supervisor are intermittent and irregular.</li> <li>Comes unprepared for meetings.</li> </ul>	<ul style="list-style-type: none"> <li>Lack resourcefulness and hardly shows initiative and self direction.</li> <li>Displays considerable lack of confidence and motivation.</li> <li>Generally avoids new learning situations and challenges.</li> <li>Generates questions for further inquiry reluctantly and only with assistance and direct supervision.</li> <li>Constantly rely on guidance to progress in the project.</li> </ul>
3	<ul style="list-style-type: none"> <li>Demonstrates some responsibility for setting goals/targets and planning.</li> <li>Demonstrates effort when prompted.</li> <li>Diligent but does not exert more effort when difficulties arose.</li> </ul>	<ul style="list-style-type: none"> <li>Shows initiative and self direction in limited ways.</li> <li>Approaches new learning situations and challenges with limited confidence.</li> <li>Shows some interest and sometimes generates questions for further inquiry when prompted.</li> <li>Shows motivation for some activities.</li> <li>Some guidance needed in solving problems.</li> </ul>
4	<ul style="list-style-type: none"> <li>Accepts complete responsibility for developing goals/targets/plans with good commitment.</li> <li>Demonstrates consistent effort.</li> <li>Diligent and shows some independence in tackling problems encountered.</li> <li>Demonstrates perseverance when difficulties arose or when a solution was not immediately obvious.</li> </ul>	<ul style="list-style-type: none"> <li>Generally shows initiative and self direction.</li> <li>Demonstrates an attitude towards learning and approaches challenges with some confidence.</li> <li>Explores and generates some questions for further inquiry.</li> <li>Shows good motivation for all activities.</li> <li>Independent in solving problems.</li> </ul>
5	<ul style="list-style-type: none"> <li>Independently develops challenging goals/targets/plans and sustains strong commitment to them.</li> <li>Highly motivated and gives maximal effort.</li> <li>Shows considerable diligence and independence in tackling problems encountered.</li> <li>Views difficulties that arose as opportunities to strengthen understanding.</li> </ul>	<ul style="list-style-type: none"> <li>Shows considerable initiative and self direction. Identifies problems to solve.</li> <li>Approaches new learning situations and challenges with a positive, enthusiastic and confident attitude.</li> <li>Constantly explores and independently generates relevant questions for further inquiry.</li> </ul>

**Table 2: Understanding and Execution**

Levels of Achievement	Understanding (30%)	Execution and Overall Achievement (20%)
1	<ul style="list-style-type: none"> <li>• Hardly any understanding of main issues and shows little interest in the project.</li> <li>• Does not understand important algorithms/assumptions/circuits/codes/design concepts/equations/ experimental requirements/models.</li> </ul>	<ul style="list-style-type: none"> <li>• Has difficulty in validating /formulating the problem statement or shows little interest in doing so.</li> <li>• Only beginning to understand the tools required for the project.</li> </ul>
2	<ul style="list-style-type: none"> <li>• Summarizes issues though some aspects are incorrect or some key issues are neglected.</li> <li>• Little understanding of the important algorithms/assumptions/circuits/codes/design concepts/equations/ experimental requirements/models.</li> <li>• Little awareness of constraints/assumptions.</li> </ul>	<ul style="list-style-type: none"> <li>• Has difficulty in validating /formulating the problem but is making some effort towards exploring the problem.</li> <li>• Unable to make effective use of relevant tools.</li> </ul>
3	<ul style="list-style-type: none"> <li>• Adequate but superficial understanding/summary of the key issues. Design/equations/ models/experimental requirements are not well understood.</li> <li>• Little identification of inter-relationships between issues.</li> <li>• Can solve problems with guided supervision.</li> <li>• Some appreciation of constraints/shortcomings of current/own work.</li> </ul>	<ul style="list-style-type: none"> <li>• Has formulated the problem and is able to validate the problem statement with limited success so far.</li> <li>• Has proposed some viable solutions/plans to address difficulties encountered.</li> <li>• Able to make good use of tools.</li> </ul>
4	<ul style="list-style-type: none"> <li>• Able to use equations/models to demonstrate/explain certain behaviours/trends.</li> <li>• Poses relevant questions for further inquiry.</li> <li>• Able to propose new changes to improve the results achieved at this stage.</li> <li>• Well aware of constraints/shortcomings of current/own work and ready to provide improvements.</li> </ul>	<ul style="list-style-type: none"> <li>• Has formulated problem statement with clear objectives.</li> <li>• Able to validate the problem statement with some success.</li> <li>• Preliminary results verified but in-depth analysis has yet to be realized.</li> <li>• Able to propose some plans to move forward to achieve the goals of the project.</li> <li>• Well aware of shortcomings of the current work.</li> </ul>
5	<ul style="list-style-type: none"> <li>• Able to use equations / models to demonstrate/explain certain behaviours/trends.</li> <li>• Clearly identifies all embedded or implicit key issues and integral relationships.</li> <li>• Poses a depth and breadth of relevant questions for further inquiry.</li> <li>• Well aware of constraints/shortcomings of current/own work and ready to propose new approaches to improve the results achieved at this stage.</li> </ul>	<ul style="list-style-type: none"> <li>• Good formulation of problem statement with clear and viable objectives.</li> <li>• Able to validate the problem statement with good success.</li> <li>• Has verified or demonstrated repeatability/accuracy of results obtained. Good analysis given to support understanding.</li> <li>• Well aware of shortcomings of the current work. Ready to make significant changes to improve current/previous results.</li> <li>• Detailed and viable plan is in place to achieve the goals of the project.</li> </ul>

**Table 3: Report**

Levels of Achievement	Report (20%)	
1	<ul style="list-style-type: none"> <li>• Disorganized to the extent of preventing understanding.</li> <li>• Frequent spelling and grammatical errors.</li> <li>• Writing is disorganized and difficult to read and understand.</li> <li>• Considerable amount of material are irrelevant, misplaced or not documented.</li> </ul>	- <input type="radio"/> + <input type="radio"/>
2	<ul style="list-style-type: none"> <li>• Unclear organization; almost one spelling/grammar error per page.</li> <li>• Readable writing style, but difficult to follow.</li> <li>• Work presented is either trivial or not used in the work performed.</li> </ul>	- <input type="radio"/> + <input type="radio"/>
3	<ul style="list-style-type: none"> <li>• Report is readable, but requires some effort.</li> <li>• Content is somewhat organized but organization can be better.</li> <li>• Contains relevant materials though more material can be included.</li> </ul>	- <input type="radio"/> + <input type="radio"/>
4	<ul style="list-style-type: none"> <li>• Organization is generally good, but some parts seem out of place.</li> <li>• A few spelling and grammatical errors.</li> <li>• Writing style indicates planning that makes reading easy.</li> <li>• Content is sufficient and largely relevant.</li> </ul>	- <input type="radio"/> + <input type="radio"/>
5	<ul style="list-style-type: none"> <li>• Written work is well organized and easy to understand.</li> <li>• Spell-checked and proofread well.</li> <li>• Writing style indicates planning that makes reading easy and flow of material makes understanding easy.</li> <li>• Work presented is entirely relevant to the work performed.</li> <li>• Information appropriately placed in either the main text or appendices.</li> </ul>	- <input type="radio"/> + <input type="radio"/>

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