

COMP8110 (2016) - Assignment 1 - Report Review & Feedback - Assessment Rubric

Report Topic _____

Mark _____

Review by _____

	HD > 80%	D > 70%	C > 60%	P > 50%	F < 50%
Quality & quantity of feedback (75%)					
Informative - providing detail of the issue raised	Always identifies and the explains the issue very clearly	Identifies and mostly explains the issue clearly	Identifies the issue but only sometimes includes a clearly understood explanation	Identifies that an issue exists but rarely includes any explanation, clear or otherwise	Not always sure what the issue is that has been raised
Constructive - showing how to improve	Always includes excellent suggestions about how to deal with the issue raised	Usually includes good suggestions about how to deal with the issue raised	Sometimes includes suggestions about how to deal with the issue raised	May include suggestions about how to deal with the issue raised but it is not always clear how to apply the suggestions	Very rarely includes a suggestion about how to deal with the issue raised. Suggestions included are not always logical or appropriate
Includes direct reference to the document to help with understanding	Always clearly identifies examples within the document, their location, and specifically associates the issue with them	Usually provides examples from the document but does not always clearly identify where they occur in the document and may not always specifically tie the issue to the example	Provides examples but does not clearly identify where they occur in the document and does not usually tie the issue closely with the example	May include examples, but usually does not provide the location in the document and does not tie the issue specifically to the example	Very rarely provides examples, identify their location in the document, nor tie the example and the issue together specifically
Assignment specification coverage	Has clearly considered all the questions specific to that topic as set out in the assignment specification and has addressed each	Has considered the questions specific to that topic as set out in the assignment specification and has addressed most of them.	Appears to have considered the questions specific to that topic as set out in the assignment specification, but has not addressed them clearly.	Appears to have been some consideration of the questions specific to that topic as set out in the assignment specification. Not always clear that each has been considered in the feedback provided	Not clear that any real attention has been given to the questions specific to that topic as set out in the assignment specification
	Has clearly considered all the general content requirements as set out in the assignment specification	Has considered the majority of the general content requirements in the assignment specification	Has considered the general content requirements in the assignment specification	Appears that there has been some consideration of the general content requirements as set out in the assignment specification	Not clear that any real attention has been paid to general content requirements as set out in the assignment specification
Standard of Feedback document itself (10%)					
Professionalism of the document	Extremely good use of headings and textual signposting which enhances the reader's understanding of the content.	Good use of headings and textual signposting which provides a logical structure	Use of headings and textual signposting, but it does not enhance clarity and understanding	Some use of headings and limited textual signposting, but structure is not always logical	Document lacks clarity. Hard to understand the point at times.
	Excellent logical flow with each point leading on to the next; document shows strong cohesion of thought and presentation	Good logical flow, with most points leading onto the next; document generally is a cohesive whole	Mostly good flow, but with some rambling or disconnected points; document still shows evidence of different writing styles	Limited connections between one point and the next with critical points presented 'out of order'; document shows clear evidence of having been written by multiple people	Limited connections between one point and the next. No real flow. Clear evidence that the document has simply been "stitched together" from separate pieces rather than presenting as a cohesive whole.
	Reader knows what the point is all the time, and can clearly see relevance to other points made elsewhere in the report.	Reader knows what the point is most of the time.	Times where the reader is unsure of the point being made. Some padding / irrelevant material.	Frequently the reader is left guessing about the point being made which is caused through inclusion of irrelevant material	Indirect and/or convoluted language. Significant padding / irrelevant material. Difficult and hard to follow
Grammar & Spelling	Report has been carefully proof read, i.e. no grammar and punctuation errors, no spelling errors, no typographical or layout errors.	Report has been proof read, i.e. no more than a few grammar and punctuation errors, spelling errors, typographical or layout errors. (A few = 3-4 errors.)	Report has been spell checked, but minimal evidence of proof reading, i.e. some grammar and punctuation errors; some spelling errors; some typographic or layout errors. (Some = 5-6 errors.)	Obvious that the report has not only received a cursory proof read and spell checking has been minimalist at best, i.e. many grammar, punctuation, spelling, typographic and/or layout errors (Many = 7 or more.)	Obvious that the report has not been proof read and that even spell checking has been minimalist at best. Full of grammar, punctuation, spelling, typographic and/or layout errors. Detracts from understanding
Correlation between assessment & grade and feedback and review comments (15%)					

Note: Based on what is said in the report, not on what we might have marked the research paper.	High correlation - likely to be what we would have given	Mostly good correlation, but some variance - too high or too low	Some good correlation, but in other sections limited correlation	Limited correlation, but grade appears appropriate given the feedback and review document	No real correlation between the grade and the feedback - appears to have been completely independently of each other
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