

## ENG1003 Freshman Project - Assessment Rubrics

Criteria	A <sup>+</sup> / A / A <sup>-</sup>	B <sup>+</sup> / B / B <sup>-</sup>	C <sup>+</sup> / C / C <sup>-</sup>	D <sup>+</sup> / D	F
<b>Problem-solving ability</b>	<p>There is evidence that the student was able to:</p> <ul style="list-style-type: none"> <li>Connect and extend the knowledge and skills learned in class to plan and implement the project.</li> <li>Create innovative methods or solutions to deal with issues and problems in the project.</li> </ul>	<p>There is evidence that the student was able to:</p> <ul style="list-style-type: none"> <li>Effectively plan and implement the project with correct and appropriate application of knowledge and skills learned in class.</li> <li>Create workable solutions to deal with issues and problems in the project.</li> </ul>	<p>There is evidence that the student was able to:</p> <ul style="list-style-type: none"> <li>Plan and implement the project with largely correct and appropriate application of knowledge and skills learned in class.</li> <li>Create solutions that may not be reliable.</li> </ul>	<p>There is evidence that the student was able to:</p> <ul style="list-style-type: none"> <li>Contribute to the project with minimal application of knowledge and skills learning in class.</li> <li>Create solutions that were mostly inappropriate or incorrect.</li> </ul>	<p>The student <u>failed</u> to:</p> <ul style="list-style-type: none"> <li>Apply the knowledge or skills learned in class to plan or deliver the project.</li> <li>Create any possible solution.</li> </ul>
<b>Research for information</b>	<p>The student was able to:</p> <ul style="list-style-type: none"> <li>Research into and make use of information from other resources beyond the subject, with proper citation.</li> <li>Demonstrates more than required knowledge with clear explanations and elaboration about their project.</li> </ul>	<p>The student was able to:</p> <ul style="list-style-type: none"> <li>Research into and make use of information from the subject with citation.</li> <li>Demonstrates full knowledge with explanations and elaboration about their project.</li> </ul>	<p>The student was able to:</p> <ul style="list-style-type: none"> <li>Research into and make use of most information from the subject with citation.</li> <li>Student is at ease with basic information, but fails to elaborate on their project.</li> </ul>	<p>The student was able to:</p> <ul style="list-style-type: none"> <li>Make use of little information from the subject.</li> <li>Student is uncomfortable with information and is able to give only rudimentary explanations about their project.</li> </ul>	<p>The student <u>failed</u> to:</p> <ul style="list-style-type: none"> <li>Make use of the information from the subject.</li> <li>Student does not have grasp of information about their project.</li> </ul>
<b>Formulate a project plan</b>	<ul style="list-style-type: none"> <li>Students have developed a clear plan with realistic deadlines and budget for completing tasks.</li> </ul>	<ul style="list-style-type: none"> <li>Students have developed a plan with realistic deadlines and budget for completing tasks.</li> </ul>	<ul style="list-style-type: none"> <li>Students have developed a plan with somewhat realistic deadlines and budget for completing tasks.</li> </ul>	<ul style="list-style-type: none"> <li>Students have developed a plan with rarely sets of realistic deadlines and budget for completing tasks.</li> </ul>	<ul style="list-style-type: none"> <li>Students have developed a plan with unrealistic deadlines and budget.</li> </ul>

Criteria	A <sup>+</sup> / A / A <sup>-</sup>	B <sup>+</sup> / B / B <sup>-</sup>	C <sup>+</sup> / C / C <sup>-</sup>	D <sup>+</sup> / D	F
<b>Manage a project with initiative</b>	<ul style="list-style-type: none"> <li>Student keeps excellent progress in accordance with their project plan.</li> <li>The student worked in the team effectively with good attitude.</li> <li>Participated in the project. Offered ideas, suggestions and sometimes lead the group.</li> </ul>	<ul style="list-style-type: none"> <li>Student keeps good progress in accordance with their project plan.</li> <li>The student worked in the team effectively.</li> <li>Participated in the project. Offered ideas, suggestions.</li> </ul>	<ul style="list-style-type: none"> <li>Student keeps some progress in accordance with their project plan.</li> <li>The student usually listened to and supported the team members.</li> <li>Participated in the project but did not offer any ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Student keeps slow progress in accordance with their project plan.</li> <li>The student mostly listened to or supported the team members.</li> <li>Participated in the project but not all the time.</li> </ul>	<ul style="list-style-type: none"> <li>Student keeps no progress and does not follow their project plan.</li> <li>Did not participate in the project.</li> </ul>
<b>Global outlook</b>	<ul style="list-style-type: none"> <li>Student demonstrates high awareness of Engineering in the global context. Student is able to express possible impacts of Engineering to the society.</li> <li>Excellent ideas and suggestions for future study.</li> </ul>	<ul style="list-style-type: none"> <li>Student demonstrates awareness of Engineering in the global context.</li> <li>Very good / good ideas and suggestions for future study</li> </ul>	<ul style="list-style-type: none"> <li>Student demonstrates some awareness of Engineering in the global context.</li> <li>Wholly satisfactory / satisfactory ideas and suggestions for future study.</li> </ul>	<ul style="list-style-type: none"> <li>Student demonstrates limited awareness of Engineering in the global context.</li> <li>Barely adequate / weak ideas and suggestions for future study.</li> </ul>	<ul style="list-style-type: none"> <li>Student fails to demonstrate an awareness of Engineering in the global context.</li> <li>No ideas and suggestions given.</li> </ul>

#### Remarks

- Please note that in the proposed rubrics 12 grades have been used (from F to A+). However, for grades D to A+, two grades are put under a common descriptor of the expected level of performance and hence a total of 5 standards descriptors are being used. Assessors may use their professional judgment to decide the exact grade for an assessment work when the performance falls within a common descriptor for two different grades.

**(Last updated: Aug 2020)**