

Assessment rubric for ESP4901 (Interim)

Module learning outcomes	Does not meet expectations	Meets expectations	Exceeds expectations
Identify the research problem	<input type="checkbox"/> Limited evidence of discovery/value-add/new techniques/new tools/impact	<input type="checkbox"/> Some evidence of discovery/value-add/new techniques/new tools/impact	<input type="checkbox"/> Exceptional evidence of discovery/value-add/new techniques/new tools/impact
Review sources of information to learn about existing methods, solutions and background	<input type="checkbox"/> Demonstrates poor understanding of subject matter and associated literature	<input type="checkbox"/> Demonstrates understanding of subject matter and associated literature	<input type="checkbox"/> Demonstrates mastery of subject matter and associated literature
Specify the objectives and scope clearly	<input type="checkbox"/> Objectives and scope are poorly defined	<input type="checkbox"/> Objectives and scope are clear	<input type="checkbox"/> Objectives and scope are well defined
Develop a methodology and collect data	<input type="checkbox"/> Experiments are not reproduced or have poor statistical confidence levels <input type="checkbox"/> Mathematical models and simulations are not validated with experiments	<input type="checkbox"/> Experiments are reproduced with good statistical confidence levels <input type="checkbox"/> Mathematical models and simulations are validated with a minimum number of experiments	<input type="checkbox"/> Experiments are reproduced with excellent statistical confidence level <input type="checkbox"/> Mathematical models and simulations are validated in great detail with experiments
Analyse and interpret data	<input type="checkbox"/> Results are presented with too many significant digits <input type="checkbox"/> Arguments are incorrect	<input type="checkbox"/> Results presented are significant <input type="checkbox"/> Arguments are clear	<input type="checkbox"/> Results presented are significant and number of significant digits explained <input type="checkbox"/> Arguments are superior
Execution	<input type="checkbox"/> Requires detailed instructions and guidance <input type="checkbox"/> Shows little effort and interest. Did not communicate enough with the supervisor(s) or had to be asked for updates	<input type="checkbox"/> Requires general instructions and guidance <input type="checkbox"/> Shows great effort and interest. Frequent communication with supervisor(s)	<input type="checkbox"/> Works independently and needs little to no guidance <input type="checkbox"/> Shows exceptional effort and interest. Timely and frequent communication with supervisor(s)
Execution & achievement (overall assessment of the execution and achievement; tick one box)	<input type="checkbox"/> Does not meet expectations	<input type="checkbox"/> Meets expectations	<input type="checkbox"/> Exceeds expectations
Communicate findings concisely, precisely and attractively in written reports	<input type="checkbox"/> Writing and typesetting are weak <input type="checkbox"/> Numerous grammatical and spelling errors are apparent <input type="checkbox"/> Organisation is poor <input type="checkbox"/> Final report has little to no value for continued work by future students/readers	<input type="checkbox"/> Writing and typesetting are adequate <input type="checkbox"/> Some grammatical and spelling errors are apparent <input type="checkbox"/> Organisation is logical <input type="checkbox"/> Final report documents the FYP well (including failed attempts) and can be used by future students/readers as reference	<input type="checkbox"/> Writing and typesetting are publication quality <input type="checkbox"/> No grammatical and spelling errors are apparent <input type="checkbox"/> Organisation is excellent <input type="checkbox"/> Final report documents the FYP very well (including failed attempts and improvements) and can easily be used by future students/readers as reference
Interim written report (overall assessment of the written components; tick one box)	<input type="checkbox"/> Does not meet expectations	<input type="checkbox"/> Meets expectations	<input type="checkbox"/> Exceeds expectations
Communicate findings concisely, precisely and attractively in oral presentations (only assessed by examiner)	<input type="checkbox"/> Poor presentation <input type="checkbox"/> Context and outcomes are not clear <input type="checkbox"/> Responses are incomplete or require prompting <input type="checkbox"/> Demonstrates poor understanding of subject matter and associated literature	<input type="checkbox"/> Clear presentation <input type="checkbox"/> Context and outcomes are clear <input type="checkbox"/> Responses are complete <input type="checkbox"/> Demonstrates understanding of subject matter and associated literature	<input type="checkbox"/> Clear and engaging presentation <input type="checkbox"/> Context and outcomes are clearly articulated and are exceptional <input type="checkbox"/> Responses are eloquent <input type="checkbox"/> Demonstrates mastery of subject matter and associated literature
Interim presentation (overall assessment of the oral components; tick one box)	<input type="checkbox"/> Does not meet expectations	<input type="checkbox"/> Meets expectations	<input type="checkbox"/> Exceeds expectations

Comments and justification
(only required if the student
exceeds expectations)