	Needs Improvement (1)	Developing (2)	Excellent (3)
Wk1 : Introduction of Concurrent Programming	The student fails to define concurrent programming or explain its significance. No examples or incorrect examples of concurrent applications are provided.	The student provides a basic definition of concurrent programming but struggles to explain its applications correctly. Examples given are vague or only partially correct.	The student offers a comprehensive definition of concurrent programming, its theoretical foundation, and uses examples. Extra contents (other than the given course materials) are proposed and discussed.
Wk2: Process	The student does not correctly describe what a process is in computing or confuses it with other concepts like threads or programs.	The student accurately describes a process and mentions its life-cycle and states, such as new, running, waiting, and terminated.	The student gives a clear description of a process, including a thorough understanding of process creation, execution, and termination. They also discuss it using examples. Extra contents (other than the given course materials) are proposed and discussed.
Wk3: Scheduling	The student cannot explain what scheduling is or incorrectly describes it as simply a to-do list for the computer. The student has a basic grasp of scheduling as a system to manage processor time but lacks detail and may confuse different scheduling algorithms.	The student correctly describes CPU scheduling and can name several algorithms like First-Come, First-Served (FCFS) and Round Robin (RR), with basic understanding of their use cases.	The student explains CPU scheduling in depth, discussing the advantages and drawbacks of various algorithms and providing examples of scenarios. Extra contents (other than the given course materials) are proposed and discussed.
Wk4: Thread	The student does not define a thread properly or confuses threads with processes. The student understands threads as a subset of processes but does not explain the concept of multithreading or its benefits and challenges accurately.	The student correctly defines threads and multithreading, mentioning how threads can run in parallel within a single process.	The student provides a detailed explanation of threads, including the differences between user-level and kernel-level threads, and discusses the context. Extra contents (other than the given course materials) are proposed and discussed.

Wk5: Lock I	The student provides a basic description of locks but cannot correctly explain how locks prevent concurrent access to shared resources.	The student accurately describes the purpose of locks in preventing race conditions and gives examples of their use in protecting critical sections.	The student thoroughly explains lock mechanisms, and uses examples to complement it. Extra contents (other than the given course materials) are proposed and discussed.
Wk6: Lock II	The student repeats information from Week 5	The student describes some advanced lock mechanisms but with limited understanding. There is an attempt to explain concepts like reentrant locks or spinlocks without clear examples or applications.	The student provides a comprehensive explanation of advanced lock mechanisms, including where and when to use them. And they use examples to complement their understanding. Extra contents (other than the given course materials) are proposed and discussed.
Clarity	The purpose of the student work is not well-defined.	The central purpose of the student work is identified. Contents are generally focused in a way that supports the report.	The central purpose of the student work is clear and supporting contents are always well-focused. Details are relevant, enrich the work.
Organization and Mechanics	Information and ideas are poorly sequenced. There are five or more misspellings and/or systematic grammatical errors per page or eight or more in the entire document.	Information and ideas are presented in an order that the audience can follow with minimum difficulty. Errors distract from the work.	Information and ideas are presented in a logical sequence which flows naturally and is engaging to the audience. There are no more than two misspelled words or grammatical errors in the document.