

FYP 1 Rubric

1. Written Report

<u>Areas of Assessment</u>	<u>Weightage</u>	<u>No Evidence</u> (0 mark)	<u>Below Expectation</u> (1 mark)	<u>Basic</u> (2 marks)	<u>Average</u> (3 marks)	<u>Good</u> (4 marks)	<u>Excellent</u> (5 marks)	<u>Score</u>
Abstract	3	No evidence of abstract	The overview of the abstract is poorly explained and insufficient.	The overview, objectives, deliverables of the project are covered and summarized.	The overview, objectives, deliverables, implementation methods, and conclusions of the project are covered and summarized.	The overview, objectives, deliverables, implementation methods, findings, and conclusions are covered, valid and summarized clearly .	Overall, the language and contents of this section is beyond expectation .	
Problem Statement; Project Objective; Expected Findings/Deliverables	5	No evidence of problem statement and project objective.	Problem statements and project objectives are listed and described.	Problem statements, project objectives, expected findings (research-type) or deliverables (application-type) are listed and described.	Problems statements, project objectives, expected findings (research-type) or deliverables (application-type) are listed and described clearly .	Problem statements, project objectives expected findings (research-type) are sound, revealing, reasonable and achievable . The deliverables (application-type) are interesting, challenging, novel, reasonable and achievable .	Overall, the language and contents of this section is beyond expectation .	

FYP 1 Rubric

Literature Review / Background Study	10	No evidence of literature review / background study.	The literature review / background study is poorly written, disorganized and fails to show the relatedness to the project.	The literature review / background study is understandable but insufficient in explaining the state of art related to the project undertaken.	Same as previous scale with these additions: The literature review is relevant and covers current major topics of the research project (research-type). The background study covers at least 3 related applications (application-type).	Same as previous scale with these additions: The literature review or background study is written in a clear and easy to understand manner . The flow of thought and ideas are continuous and smooth .	Same as previous scale with these additions: Overall, the analyses and discussions of the key issues are beyond expectation .	
Proposed Solution and Prototype/ Proof-of-concept/Simulation	20	No evidence of proposal.	Proposal to be used is poorly explained and insufficient to solve the problem identified.	Proposal to be used is adequately explained and suitable to solve the problem.	Proposal is suitable and technically sound ; Prototype/Proof-of-concept/Simulation clearly implement the proposal	Proposal is suitable, technically sound and well described ; Prototype/Proof-of-concept/Simulation clearly implement the proposal ; Suitable evaluation methods to be used are clearly justified.	Same as previous scale with these additions: Overall, the project generates high value in exploration, creativity, novelty or innovation through the proposed methods and techniques.	
Spelling, grammar, and punctuation	3	Incomprehensible writing.	Makes repeated grammatical and syntactical errors; frequently misspells; distract from understanding.	Errors are less than 50% and do not interfere with reading and understanding.	Errors are less than 20% and do not interfere with reading and understanding.	Writes generally correct prose ; occasionally fails to catch minor grammatical errors.	Proofreads well enough to eliminate most grammatical errors	

FYP 1 Rubric

Writing Style and organization (overall effectiveness of communication in written form)	3	Incomprehensible writing.	Sentence structure, word choice, and lack of sequencing of ideas make reading difficult to follow; lack of appropriate sections or many items are in the wrong section.	Sentence structure and/or word choice sometimes interfere with clarity; sequencing of ideas within paragraphs and transitions between paragraphs need to be improved to make reading easy to follow; Some of the information is in the wrong section.	Sentence structure and/or word choice somewhat interfere with clarity but sequencing of ideas within paragraphs and transitions between paragraphs make reading easy to follow; Organization of information is generally correct but still has room for improvement.	Sentences are structured and words are chosen to communicate ideas clearly; sequencing of ideas within paragraphs and transitions between paragraphs make reading easy to follow.	Overall, the language and contents of this section is beyond expectation .	
Figures, tables, and graphs	3	No relevant figure, table and graph.	Less than 30% compliance to required format; captions are ineffective in communicating content; ineffective visual representation; exhibit little understanding of important features or issues in the explanation.	At least 50% compliance to the required format; captions are ineffective in communicating content; some of the data being visualized ineffectively ; important features or issues are not communicated well in the explanation.	At least 80% compliance to the required format; captions are effective in communicating content; data is being visualized and interpreted effectively but important features are not communicated well in the explanation .	Correct format of figures, tables, and graphs; captions effectively communicate content; data is being visualized and interpreted effectively; important features are noted in the explanation .	Correct format of figures, tables, and graphs; captions effectively communicate content; data is being visualized effectively; all visualizations are effectively interpreted and discussed in the report.	
Abbreviations, bibliography and appendices (if any)	3	No evidence of reference	Less than 30% compliance to required format; More than 80% of the references are incomplete, insufficient, out dated or not relevant.	Less than 50% compliance to required format; More than 50% of the references are incomplete, insufficient, out dated or not relevant.	Less than 80% compliance to required format; More than 30% of the references are incomplete, insufficient, out dated or not relevant.	Minimum formatting error. Almost all the references are complete, sufficient, updated and relevant .	Correct format. All references are complete, sufficient, updated and relevant .	

FYP 1 Rubric

2. Oral Presentation

a. Area of Assessment: Vocal Delivery, Organization and Materials (Weightage: 20)

No	General	Specific	Description	Count (0 or 1)
1	Material	Opening & etc.	Appropriate opening slide , with title, date, names, (candidate, supervisor, moderator), etc. is provided.	
2			Slide layout, background, slide elements and text (font size and highlight) are appropriately chosen	
3			Appropriate references are made to other resources where required	
4			Viewer experience is such that the presentation materials communicates the overall project well	
5			Words are well selected and used correctly in the presentation materials	
6		Content	Outline of the main topics to be covered in the presentation is provided	
7			Ideas and concepts in the presentation sequence are linked and logically coherent	
8			Main description of the project is presented (introduction, overview of the project, objectives and problem statements, motivations, justifications, scope, literature review/background study, etc.).	
9			Design and implementation plan are presented	
10			Specific methods, techniques, algorithms , unique or novel features are highlighted.	
11		Q & A	More than 50% of the questions were responded .	
12			The answers demonstrate the presenter having a good and rounded knowledge on the subject matter.	
13			Use of words reflects having good grounded knowledge on the subject matter	
14	Delivery	Organizational & Effectiveness	Choice of words and spoken sentences are appropriate	
15			Clarifications and explanations of key points are good	
16			No major interruptions or problems (hiccups) during the presentation	
17		Style & pacing	Spoken words are clear and concise with appropriate pauses and breaks	

FYP 1 Rubric

18			Speech volume and tone are appropriate	
19			Engagement with the audience is good (eye contact, audience nodding, etc.)	
20		Time Management	Time duration spent for delivery of key points are appropriate	
			TOTAL POINTS (Maximum = 20 points)	

b. Area of Assessment: Prototype/Proof-of-Concept/Simulation Demonstration (Weightage: 10)

No	Description	Count (0 or 1)
1	The basic prototype/ proof-of-concept /simulation is demonstrated .	
2	Major challenges for the entire project have been identified.	
3	The prototype/ proof-of-concept /simulation is technically sound .	
4	The prototype/ proof-of-concept /simulation demonstrated is aligned to the objectives/deliverables defined in the project.	
5	The prototype/ proof-of-concept /simulation demonstrated shows assuredness that the work belongs to the student .	
6	All activities to address the identified challenges are properly planned for the entire project.	
7	The risks for all activities in the entire project have been identified and assessed. Mitigation measures have also been created.	
8	Based on evidence of current work progress, the project assessor believes that the proposed overall implementation schedule for Phase 2 is reasonable and achievable.	
9	The proposed solutions and the implementations (what to do and how to do them exactly) are clearly explained and found to be achievable.	
10	Overall, the project assessor is satisfied with the ensuing explanations and clarifications, and confidently believes that the whole project will be a success by the end of Phase 2	
	TOTAL POINTS (Maximum = 10 points)	

FYP 1 Rubric

3. General Effort

Areas of Assessment	Weightage	No Evidence (0 mark)	Below Expectation (1 mark)	Basic (2 marks)	Average (3 marks)	Good (4 marks)	Excellent (5 marks)	Score
Project Management	8	No evidence of project management skill	Able to identify all required project activities and resources correctly, but unable to plan and create tasks for the project implementation schedule.	Able to identify all required project activities and resources correctly, as well as to plan and create tasks for the project implementation schedule. The candidate needs help in managing time and resources to achieve goals.	Able to identify all required project activities and resources correctly, as well as to plan and create tasks for the project implementation schedule. The candidate occasionally needs help in managing time and resources to achieve goals.	The candidate plans and manages time and resources in an efficient manner to achieve goals. Able to distinguish critical and non-critical tasks correctly Able to anticipate project problems and suggest solutions or workarounds	Effective consultation with supervisor. The candidate has exceptional project management skills.	
Attitude	8	Poor attitude	No observable or little interest and effort shown in the project undertaken	Persisted in making repeated attempts based on supervisor recommendation (without own initiative).	Demonstrate initiative under supervisor's guidance.	Exhibits a strong focus, passion and commitment toward the project	Exhibits a strong focus, passion and commitment toward the project, Acts pro-actively, self-motivated, driven by self-initiatives .	
Technical competency	4	Does not comprehend project's technicalities.	Able to explain at least 30% of project's technicalities.	Able to explain at least 50% of the project's technicalities; unable to identify technical limitations	Able to explain at least 80% the project's technicalities; Able to identify some technical limitations.	Able to explain all project's technicalities and overcome associated technical limitations.	Overall, able to explain all project's technicalities as well as think and act creatively or innovatively to find clues and ideas to solve the technical problems.	