



F3- LITERATURE REVIEW EVALUATION FORM

| | | | |
|----------------------|--|-------------------|--|
| STUDENT NAME | | STUDENT ID | |
| PROGRAM | | | |
| SUPERVISOR | | | |
| PROJECT TITLE | | | |

| Assessment Criteria | Weight (W) | Score (S) [0-10] (Refer to rubric) | Marks (W*S) |
|---|---------------|---|----------------|
| Relevance and context (Identify problems/issues/opportunities) | 2 | | |
| Knowledge of the field/sources (Knowledge of the field/sources) | 4 | | |
| 1. Writing (Summary based on references) | 4 | | |
| Total | | | |

Lecturer's Name

Signature

Date



F3 - LITERATURE REVIEW EVALUATION RUBRIC

| No. | Assessment Criteria | Excellent (8-10) | Good (6-7) | Satisfactory (5) | Poor (1-4) | 0 |
|-----|---------------------------------------|---|---|---|---|-------------|
| 1. | Relevance and context | <ul style="list-style-type: none"> Shows exceptional understanding of project's relevance. Skillfully aligns the literature with project's context. Sets in-depth context for the problem. | <ul style="list-style-type: none"> Shows capable understanding of project's relevance. Makes some associations of the literature with project's context. Places the problem in context beyond basic level. | <ul style="list-style-type: none"> Shows limited understanding of project's relevance. Displays some perspective of project's context. Sets a basic context for the problem. | <ul style="list-style-type: none"> Does not explain project's relevance. Does not place the project into context of the literature. Does not set the context for the problem . | No evidence |
| 2. | Knowledge of the field/sources | <ul style="list-style-type: none"> Demonstrates exceptional depth of knowledge of the field. Comprehensive use of most recent and relevant sources. Clearly discriminates among seminal sources. | <ul style="list-style-type: none"> Demonstrates proficient knowledge of the field. Thorough selection of sources pertinent to project. Shows some discrimination among relevant sources. | <ul style="list-style-type: none"> Demonstrates a basic knowledge of the field. Selected sources relevant to project. Limited discrimination among relevant sources. | <ul style="list-style-type: none"> Lacks a basic knowledge of the field. Selected sources irrelevant to project. Does not discriminate among relevant sources. Misinterprets sources. | No evidence |
| 3. | Writing | <ul style="list-style-type: none"> Exemplary writing quality. Components are connected in a seamless way. No grammatical, punctuation, and/or errors. | <ul style="list-style-type: none"> Is well written and coherently organized. Few grammatical, punctuation, and/or spelling errors. | <ul style="list-style-type: none"> Adequate writing quality. Organized but tends to discuss papers in succession. Several grammatical, punctuation, and/or spelling errors. | <ul style="list-style-type: none"> Writing is confusing. Structure is disorganized. Many grammatical, punctuation, and/or spelling errors. | No evidence |