**Engineering Project – Progress Report Assessment**

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| **Unit Code**  **(e.g. ENS4152)** |  | **Year / Semester**  **(e.g. 2015 / 1)** |  |
| **Student Name** |  | **Student Number** |  |

**MARKING INSTRUCTION:** Please ***tick* (✓) *the corresponding box*** that you believe is the appropriate rank for each of the following criteria, ***supply a mark*** out of 100, and ***write comments*** to justify mark.

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| **Criteria** | **N** | **C** | **CR** | **D** | **HD** |
| **Presentation** | | | | | |
| **Structure**  Is there clear evidence of excellent balance of material, superbly organised, in an appropriate order, and with clear links from one section to the next? Does the report adhere to the template? Is the report free from formatting errors and inconsistency? |  |  |  |  |  |
| **Writing Style**  Does the report use highly appropriate language and in a style that is of publishable grade? |  |  |  |  |  |
| **Spelling and Grammar**  Is the report free from spelling, punctuation and grammatical errors? |  |  |  |  |  |
| **Figures and Tables**  Are they all appropriate, relevant, clearly presented, and produced by the student (if not, references are provided)? |  |  |  |  |  |
| **Technical Content** | | | | | |
| **Objectives**  Are the objectives and scope of project clearly stated and focussed? |  |  |  |  |  |
| **Background**  Is there comprehensive background study / literature survey (with numerous appropriate references from a wide range of sources) to suggest strong awareness of previous developments? Is it being used to inform project approach? |  |  |  |  |  |
| **Originality, Creativity and Independence**  Is there strong evidence of original, creative and independent thought? Is the methodology innovative? |  |  |  |  |  |
| **Critical Thinking**  Is there strong evidence of critical thinking and extremely well developed ability to marshal arguments? Is the methodology well thought-out (rigorous)? |  |  |  |  |  |
| **FINAL MARK (out of 100)** | | | | |  |

**FINAL MARK CRITERIA:**

For a final mark of:

80-100 The report is of High Distinction grade (HD)

70-79 The report is of Distinction grade (D)

60-69 The report is of Credit grade (CR)

50-59 The report is of Pass grade (C)

0-49 The report is of Fail grade (N)

**Comments (justify given mark, stating strength, weaknesses, as well as any other issues; also provide suggestion for improvement): \* COMMENTS REQUIRED, DO NOT LEAVE BLANK \***

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Assessor’s Name and Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**SECOND EXAMINER**

ENDORSEMENT: YES / NO Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name and Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Comments:**

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The following **ELP** is to be completed by the **Principal Supervisor** only.

The ECU English Language Proficiency Measure(Feb 2014)

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| **Levels of**  **proficiency**  **Aspects of writing**  (Indicate with an X main area(s) needing improvement) | | **Low proficiency**  Incorrect or inappropriate aspects of writing obscure meaning in many places.  Significant editing needed to clarify the meaning, along with extensive proofreading to correct technical errors. | **Developing proficiency**  Incorrect or inappropriate aspects of writing obscure meaning in some places.  Some editing needed to clarify the meaning, along with extensive proofreading to correct technical errors**.** | **Moderate proficiency**  Aspects of writing are mostly accurate. Mistakes rarely affect clarity of meaning.  Minor editing needed to clarify the meaning, along with careful proofreading to correct technical errors. | **High proficiency**  Aspects of writing are appropriate and optimally constructed, allowing clarity of meaning.  Meaning is clear and needs only a light proofread to correct technical errors. |
| **Sentence structure**   1. sentence completeness 2. sentence length 3. phrase/clause order 4. use of conjunctions 5. word order 6. punctuation |  |  |  |  |  |
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| **Word use**   1. word choice 2. word form 3. word omission/redundancy 4. verb tense/agreement 5. spelling 6. apostrophes |  |  |  |  |  |
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**Sentence Structure**

1. Sentence completeness: sentence includes subject, verb and complete thought.
2. Sentence length: length is appropriate to context or discipline.
3. Phrase/clause order: parts of the sentence (phrases and clauses) are ordered logically.
4. Use of conjunctions: linking words are used correctly to show the relationship between ideas.
5. Word order: words are ordered correctly in a sentence.
6. Punctuation: the correct use of full stops, commas, semicolons, colons and capitals.

**Word Use**

1. Word choice: words are correct and appropriate for the context.
2. Word form: correct part of speech is used, e.g., [to] affect / [the] effect.
3. Word omission/redundancy: words should not be missing or be unnecessarily repetitive.
4. Verb tense/agreement: correct use of verbs that indicate time and correct word forms that agree grammatically with other words in the sentence.
5. Spelling: correct spelling is used.

Apostrophes: indicate ownership or contraction.