

| Assignment 3: Project – Marking Rubric | Criteria | Level 1 Below Minimum Standard <i>Or Not assessable (0)</i> | Level 2 Meets Minimum Standard | Level 3 Exceeds Minimum Standard | Level 4 Excellent Standard | Level 5 Outstanding Standard |
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| | PDDL Project Analysis and Completion (8) | Unable to clearly identify the project case(s) and/or propose solutions. (1) | Demonstrates ability to identify and understand the project case(s) at a high level, but unable to independently translate these into specific, low-level components and their solutions. (4) | Demonstrates ability to identify high-level project case(s) and formulate specific lower-level components or challenges to overcome and align the project's characteristics. (5) | Demonstrates critical analysis in identifying high-level project case(s) and translating these concisely into specific low-level components or challenges to be overcome. (7) | Exceptional project case(s) analysis, demonstrating the ability to not only identify and understand high and low-level project cases but also propose innovative solutions that address these cases effectively and efficiently. (8) |
| | Technical Competency (12) | Unable to apply relevant technical knowledge and skills to the development of solutions, or provide a solution contains several unresolved errors. (1) | Provides a functional solution that addresses the basic requirements but misses some key aspects or features. The presentation of the solution is straightforward, with an appropriate explanation of the methodology. (6) | The solution addresses most requirements and specific features. The presentation of the solution is clear and primarily relevant, offering insights into the solution's development process and choices. (8) | The solution addresses all requirements and specific features and demonstrates creativity and resourcefulness. The presentation of the solution shows proficient application of relevant technical knowledge and skills in solving the given project case(s). (10) | The solution addresses all requirements and features with innovative software artefacts that set benchmarks for effectiveness and efficiency in intelligent systems. Demonstrates mastery in technical competency, with solutions that are not only fully functional but also push the boundaries of what is expected, showcasing high levels of innovation and technical skill. (12) |
| | Application of Theoretical Concepts (12) | The exposition of relevant models, logical representation, and computational intelligence theories had several inaccuracies or was not clearly explained and justified. (1) | The exposition of relevant models, logical representation, and computational intelligence theories is not entirely clear or complete. Some inaccuracies or omissions impede understanding of presented information. (6) | The exposition of relevant models, logical representation, and computational intelligence theories is clear and accurate, although not all implications are explored or considered. (8) | The exposition of relevant models, logical representation, and computational intelligence theories is precise and accurate, and significant implications are explored or discussed. Providing critical evaluation and reflections on the pros and cons of various design decisions. (10) | Extending classroom learning to research and tackle unexplored theoretical questions or novel applications with substantial evidence of critical thinking. Providing comprehensive critical evaluation and reflections on various design decisions and their outcomes on models, logical representation, and computational intelligence theories. (12) |
| | Presentation of Documentation (8) | The report is poorly formatted, the layout is unstructured, or does not present a consistent style. Presentation is below appropriate standards for an educational setting. (1) | Report and Code documentation shows an attempt at structured presentation but lacks consistency and clarity, making it difficult to follow. Lacks proper citation/reference of the external source materials. Formatting and layout improvements are necessary to achieve a professional appearance. (4) | Report and Code documentation uses a structured presentation style with some proper visuals and citations/references to external source materials provided. Improvements are required to meet professional standards. (6) | Formatting, layout, use of relevant visuals and presentation of Report and Code documentation are of a professional standard and are suitable for formal reports in the workplace and academic settings. Showing attention to detail through good-quality documentation. (7) | Formatting, layout, use of relevant visuals and presentation of Report and Code documentation meet professional standards and exemplify best practices in communication and critical evaluation, demonstrating depth and excellent-quality documentation. (8) |