SCIE30001 Science Research Project
Faculty of Science

GUIDELINES FOR ASSESSMENT

Assessment of the Science Research Project includes a written report, including data collected for the project, presented in a variety of formats, up to the equivalent of 4000 words, submitted at the end of semester (70%); 15 minutes oral presentation, or a poster presentation of equivalent preparation time, given toward the end of semester (15%); and the supervisor's assessment of research competence according to the student's contribution to project design and implementation (15%). The following rubric provides some guidelines for assessment of each component.

GRADE		REPORT (70%)		ORAL/POSTER PRESENTATION (15%)	BENCHWORK (15%)
		Style	Content		
H1	90+	The project report is outstanding in all respects; well presented, clear, concise, logical and flowing. Few, if any, areas for improvement.	Demonstrates a profound understanding of the research and associated literature, providing a clear justification of the research in the introduction, and many thoughtful insights in the discussion	Communicates the aims, methods and outcomes of the project in an exceptionally clear and highly engaging way, suitable for an audience of students entering third year.	Demonstrates unusually high level of research competence by making numerous contributions to experimental design, data management, data analysis, and/or interpretation of the results; and engages enthusiastically in data collection
	85-89	Excellent in most respects; well organised, logical and easy to understand.	Demonstrates an excellent understanding of the research and associated literature, with a number of excellent insights.	Excellent communication of the project, appropriately targeting the audience and certainly engaging their interest.	Demonstrates a high level of research competence by making many contributions to experimental design, data management, data analysis, and/or interpretation of the results; and engages enthusiastically in data collection
	80-84	Coherent, concise and well written; easy to read but has a couple of minor shortcomings.	Demonstrates a very good understanding of the research and associated literature, with a few good insights.	Project very clearly communicated (details as well as context) and very likely to engage audience's interest.	Demonstrates clear research competence by making some contributions to experimental design, data management, data analysis, and/or interpretation of the results; and engages enthusiastically in data collection
H2 A	75-79	Strong effort but has some significant shortcomings in at least one area.	Student shows reasonable understanding of the research and associated literature, but lacks any intellectual 'flair', and may even misunderstand some issues	Clear communication of project but perhaps less engaging; or very engaging presentation but aspects of the project not made completely clear.	Demonstrates some potential for research competence by making the odd contribution to experimental design, data management, data analysis, and/or interpretation of the results; and engages enthusiastically in data collection
H2 B	70-74	Has some good points but is limited by major shortcomings. Mostly easy to read but incomplete or strangely organized.	Student shows a modest understanding of the research but fails to identify some of the more obvious implications of the results.	Details of project communicated effectively but the overall context and importance of the project may not be well communicated.	Demonstrates modest potential for research competence by making no obvious contribution to experimental design, data management, data analysis, and/or interpretation of the results; and engages enthusiastically in data collection
H3	65-69	Has some good aspects, but otherwise mediocre. Often hard to read, with areas that are poorly organized.	Student has a superficial grasp of the project and provides no sense of understanding why it was conducted or why the results might be interesting.	Basic communication skills demonstrated but audience likely to be left with significant questions about the project and/or its importance.	Demonstrates little potential for research competence with no contributions to experimental design, data management, data analysis, and/or interpretation of the results; and engages modestly in data collection