Rubrics for CA (Supervisor)

For the tables below, please tick the relevant button (either “+” or “-” for the chosen level of achievement) for each column. For the chosen level of achievement, tick the “+” button if you feel that the student is above the level of indicated achievement and the “-” button if the student meets, or is slightly below, the indicated achievement level.

Note: Tick achievement level 5+ only if you can fully justify (reasons to be provided) that the student deserves full marks for the particular criterion assessed.

Table 1: Effort and Initiative

<table>
<thead>
<tr>
<th>Levels of Achievement</th>
<th>Effort (15%)</th>
<th>Initiative (15%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>• Does not take responsibility for own work.</td>
<td>• Shows little interest and initiative in the project.</td>
</tr>
<tr>
<td></td>
<td>• Unmotivated, hardly demonstrates any effort and shows little interest/diligence in the project.</td>
<td>• Demonstrates a negative attitude towards learning and further inquiry.</td>
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<tr>
<td></td>
<td>• Seldom attends meetings with supervisor.</td>
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</tr>
<tr>
<td>2</td>
<td>• Must be reminded to stay on tasks.</td>
<td>• Lack resourcefulness and hardly shows initiative and self direction.</td>
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<tr>
<td></td>
<td>• Demonstrates minimal effort and diligence. Makes excuses for not carrying out work. Stopped working when difficulties arose.</td>
<td>• Displays considerable lack of confidence and motivation.</td>
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<tr>
<td></td>
<td>• Meetings with supervisor are intermittent and irregular.</td>
<td>• Generally avoids new learning situations and challenges.</td>
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<tr>
<td></td>
<td>• Comes unprepared for meetings.</td>
<td>• Generates questions for further inquiry reluctantly and only with assistance and direct supervision.</td>
</tr>
<tr>
<td></td>
<td>• Demonstrates some responsibility for setting goals/targets and planning.</td>
<td>• Constantly rely on guidance to progress in the project.</td>
</tr>
<tr>
<td></td>
<td>• Demonstrates effort when prompted.</td>
<td>• Shows initiative and self direction in limited ways.</td>
</tr>
<tr>
<td></td>
<td>• Diligent but does not exert more effort when difficulties arose.</td>
<td>• Approaches new learning situations and challenges with limited confidence.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Shows some interest and sometimes generates questions for further inquiry when prompted.</td>
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<tr>
<td></td>
<td></td>
<td>• Shows motivation for some activities.</td>
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<tr>
<td></td>
<td></td>
<td>• Some guidance needed in solving problems.</td>
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<tr>
<td>4</td>
<td>• Accepts complete responsibility for developing goals/targets/plans with good commitment.</td>
<td>• Generally shows initiative and self direction.</td>
</tr>
<tr>
<td></td>
<td>• Demonstrates consistent effort.</td>
<td>• Demonstrates an attitude towards learning and approaches challenges with some confidence.</td>
</tr>
<tr>
<td></td>
<td>• Diligent and shows some independence in tackling problems encountered.</td>
<td>• Explores and generates some questions for further inquiry.</td>
</tr>
<tr>
<td></td>
<td>• Demonstrates perseverance when difficulties arose or when a solution was not immediately obvious.</td>
<td>• Shows good motivation for all activities.</td>
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<tr>
<td></td>
<td></td>
<td>• Independent in solving problems.</td>
</tr>
<tr>
<td>5</td>
<td>• Independently develops challenging goals/targets/plans and sustains strong commitment to them.</td>
<td>• Shows considerable initiative and self direction. Identifies problems to solve.</td>
</tr>
<tr>
<td></td>
<td>• Highly motivated and gives maximal effort.</td>
<td>• Approaches new learning situations and challenges with a positive, enthusiastic and confident attitude.</td>
</tr>
<tr>
<td></td>
<td>• Shows considerable diligence and independence in tackling problems encountered.</td>
<td>• Constantly explores and independently generates relevant questions for further inquiry.</td>
</tr>
</tbody>
</table>
### Table 2: Understanding and Execution

<table>
<thead>
<tr>
<th>Levels of Achievement</th>
<th>Understanding (30%)</th>
<th>Execution and Overall Achievement (20%)</th>
</tr>
</thead>
</table>
| **1**                 | • Hardly any understanding of main issues and shows little interest in the project.  
                        • Does not understand important algorithms/assumptions/  
                          circuits/codes/design concepts/equations/ experimental  
                          requirements/models.  
                        • Summarizes issues though some aspects are incorrect or some key issues are neglected.  
                        • Little understanding of the important algorithms/  
                          assumptions/circuits/codes/design concepts/equations/  
                          experimental requirements/models.  
                        • Little awareness of constraints/assumptions.      | • Has difficulty in validating/formulating the problem statement or shows little interest in doing so.  
                        • Only beginning to understand the tools required for the project.  
                        • Has difficulty in validating/formulating the problem but is making some effort towards exploring the problem.  
                        • Unable to make effective use of relevant tools.   |
| **2**                 | • Adequate but superficial understanding/summary of the key issues. Design/equations/ models/experimental requirements are not well understood.  
                        • Little identification of inter-relationships between issues.  
                        • Can solve problems with guided supervision.  
                        • Some appreciation of constraints/shortcomings of current/own work. | • Has formulated the problem and is able to validate the problem statement with limited success so far.  
                        • Has proposed some viable solutions/plans to address difficulties encountered.  
                        • Able to make good use of tools.  |
| **3**                 | • Able to use equations/models to demonstrate/explain certain behaviours/trends.  
                        • Poses relevant questions for further inquiry.  
                        • Able to propose new changes to improve the results achieved at this stage.  
                        • Well aware of constraints/shortcomings of current/own work and ready to provide improvements.  
                       | • Has formulated problem statement with clear objectives.  
                        • Able to validate the problem statement with some success.  
                        • Preliminary results verified but in-depth analysis has yet to be realized.  
                        • Able to propose some plans to move forward to achieve the goals of the project.  
                        • Well aware of shortcomings of the current work.  |
| **4**                 | • Able to use equations / models to demonstrate/explain certain behaviours/trends.  
                        • Clearly identifies all embedded or implicit key issues and integral relationships.  
                        • Poses a depth and breadth of relevant questions for further inquiry.  
                        • Well aware of constraints/shortcomings of current/own work and ready to propose new approaches to improve the results achieved at this stage.  
                       | • Good formulation of problem statement with clear and viable objectives.  
                        • Able to validate the problem statement with good success.  
                        • Has verified or demonstrated repeatability/accuracy of results obtained. Good analysis given to support understanding.  
                        • Well aware of shortcomings of the current work. Ready to make significant changes to improve current/previous results.  
                        • Detailed and viable plan is in place to achieve the goals of the project.  |
| **5**                 | • Identifies all embedded or implicit key issues and integral relationships.  
                        • Poses a depth and breadth of relevant questions for further inquiry.  
                        • Well aware of constraints/shortcomings of current/own work and ready to propose new approaches to improve the results achieved at this stage.  
                       | • Good formulation of problem statement with clear and viable objectives.  
                        • Able to validate the problem statement with good success.  
                        • Has verified or demonstrated repeatability/accuracy of results obtained. Good analysis given to support understanding.  
                        • Well aware of shortcomings of the current work. Ready to make significant changes to improve current/previous results.  
                        • Detailed and viable plan is in place to achieve the goals of the project.  |
### Table 3: Report

<table>
<thead>
<tr>
<th>Levels of Achievement</th>
<th>Report (20%)</th>
</tr>
</thead>
</table>
| 1                     | - Disorganized to the extent of preventing understanding.  
                          - Frequent spelling and grammatical errors.  
                          - Writing is disorganized and difficult to read and understand.  
                          - Considerable amount of material are irrelevant, misplaced or not documented. |
| 2                     | - Unclear organization; almost one spelling/grammar error per page.  
                          - Readable writing style, but difficult to follow.  
                          - Work presented is either trivial or not used in the work performed. |
| 3                     | - Report is readable, but requires some effort.  
                          - Content is somewhat organized but organization can be better.  
                          - Contains relevant materials though more material can be included.  
                          - Organization is generally good, but some parts seem out of place.  
                          - A few spelling and grammatical errors.  
                          - Writing style indicates planning that makes reading easy.  
                          - Content is sufficient and largely relevant. |
| 4                     | - Written work is well organized and easy to understand.  
                          - Spell-checked and proofread well.  
                          - Writing style indicates planning that makes reading easy and flow of material makes understanding easy.  
                          - Work presented is entirely relevant to the work performed.  
                          - Information appropriately placed in either the main text or appendices. |
| 5                     | - Written work is well organized and easy to understand.  
                          - Spell-checked and proofread well.  
                          - Writing style indicates planning that makes reading easy and flow of material makes understanding easy.  
                          - Work presented is entirely relevant to the work performed.  
                          - Information appropriately placed in either the main text or appendices. |

If you have ticked achievement level 5+ for any of the assessed criteria above, please provide reasons to justify your assessment:
| Signature of Supervisor: ____________________________ | Date: ________________ |
| Name of Supervisor: ______________________________ |