

This rubric is a sample provided by the Industrial Centre (PolyU)

Guidelines for Assessing Report

1. About the performance in communicate, cooperate, and collaborate as a team member, as well as, identify individual efforts of group members.

Excellent (A+,A)	Good (B+,B)	Satisfactory (C+, C)	Barely Satisfactory (D+, D)	Inadequate (F)
<ul style="list-style-type: none"> - Use well selected examples/personal experience and reflections to effectively support the points being made. - Well integration of different ideas and information sources from team members so as to provide sound argument(s) for the conclusion(s) attained. 	<ul style="list-style-type: none"> - Examples/experience support the points being made. - Ideas and information sources from team members can be sufficiently integrated to support the factual conclusion(s) made. 	<ul style="list-style-type: none"> - Use personal experiences to support the points being made. - Ideas and information sources from team members can be satisfactory integrated to support the factual conclusion(s) made. 	<ul style="list-style-type: none"> - Use few examples or personal experience to effectively support the points made. - Some attempt to integrated ideas and information sources from team members to support the arguments. 	<ul style="list-style-type: none"> - Use no examples or personal experience to effectively support the points made. - Little attempt to integrated ideas and information sources from team members in any meaningful way to support the argument.

2. About the performance in obtain information in formulating a problem, including gaining the required skills necessary in data collection, as a means of devising and implementing strategies during problem-solving.

Excellent (A+,A)	Good (B+,B)	Satisfactory (C+, C)	Barely Satisfactory (D+, D)	Inadequate (F)
<ul style="list-style-type: none"> - Clear evidence of a wide ranges of relevant, current and credible sources used to answer/explore the question/task. - Relevant ideas, concepts, theories covered with clear explanation. 	<ul style="list-style-type: none"> - A variety of listed sources used with discrimination to support the topic. - Main relevant ideas, concepts, theories covered. 	<ul style="list-style-type: none"> - Several number of listed sources used to support the topic. - Some core concepts, ideas and/or theories covered. 	<ul style="list-style-type: none"> - Only a single listed source used to support the topic. - Theory/other work are insufficiently described to indicate a clear understanding. 	<ul style="list-style-type: none"> - Little or no evidence of reading/research relevant to the topic. - Fail to grasp or address the core concepts, ideas and/or theories pertinent to the assignment (e.g. by not answering the question).

3. About the performance in apply knowledge and procedures, and understand their limitations.

Excellent (A+,A)	Good (B+,B)	Satisfactory (C+, C)	Barely Satisfactory (D+, D)	Inadequate (F)
<ul style="list-style-type: none"> - All resources are cited and appear with correct formatting. - Identify the major factors/matters pertinent to the problem/case/issue and the significance of any inter-relationship. - Apply most of the relevant theory/knowledge in addressing the problem or issue. 	<ul style="list-style-type: none"> - All resources are cited and formatting is generally followed. - Identify a number of significant factors/matters pertinent to the problem/case/issue and/or their inter-relationships. - Apply a number of relevant theory/knowledge in addressing the problem or issue. 	<ul style="list-style-type: none"> - All resources are cited, but different reference styles are used. - Identify some of the relevant factors/matters that exist. - Apply knowledge related to the problem/issue addressed. 	<ul style="list-style-type: none"> - Some sources are cited, but not all and/or formatting is wrong. - Barely identify some of the relevant factors/matters that exist. - Inappropriate application of knowledge in addressing the problem or issue. 	<ul style="list-style-type: none"> - Resources not cited in paragraph or proper format is not being used. - Fail to identify any relevant factors/matters that exist. - Fail to apply knowledge in addressing the problem or issue.

4. About the performance in prepare, present, and defend a clear, coherent, and concise report.

Excellent (A+,A)	Good (B+,B)	Satisfactory (C+, C)	Barely Satisfactory (D+, D)	Inadequate (F)
<ul style="list-style-type: none"> - Ideas flow clearly and coherently, with appropriate use of paragraphs to make points. - Grammar, spelling & punctuation is virtually free of errors. - Present clear and engaging in abstract and introduction. 	<ul style="list-style-type: none"> - Logical progression of ideas in suitable paragraph structure. - Grammar, spelling & punctuation is mostly free of errors. - Present clear in abstract and introduction. 	<ul style="list-style-type: none"> - Generally structured and organized to aid the reader. - Some errors in grammar, spelling & punctuation. - Present vague in abstract and introduction. 	<ul style="list-style-type: none"> - Ideas somewhat scattered across report and information often out of order. - Many errors & some major problems (e.g. apostrophes and plurals). - Present some ideas but unclear in abstract and introduction. 	<ul style="list-style-type: none"> - Extremely unclear, no direction and unclear arguments. - Poor, major problems throughout (e.g. non-sentences). - Abstract and introduction session are not apparent.