

## Capstone Project Final Assessment (Dissertation)

Student Name: \_\_\_\_\_ Assessor: \_\_\_\_\_

Please put a “✓” to the appropriate box:

Criteria	A <sup>+</sup> / A	B <sup>+</sup> / B	C <sup>+</sup> / C	D <sup>+</sup> / D	F
<b>Literature review (ILO-6)</b>	Demonstrates an excellent ability to find and integrate a wide range of relevant resource materials. Relevant and covers all key issues.  <div style="text-align: right;">A<sup>+</sup><input type="checkbox"/> / A<input type="checkbox"/></div>	Very good / good in summarizing and integrating resource materials. Mostly relevant and covers most key issues.  <div style="text-align: right;">B<sup>+</sup><input type="checkbox"/> / B<input type="checkbox"/></div>	Satisfactory / but tends to give a summarized list rather than integrating into the report. Most content relevant but some key issues not covered.  <div style="text-align: right;">C<sup>+</sup><input type="checkbox"/> / C<input type="checkbox"/></div>	Limited use of resource materials and summaries are weak or chunks of text are copied directly. Much of content lacks relevance and some major issues are not covered.  <div style="text-align: right;">D<sup>+</sup><input type="checkbox"/> / D<input type="checkbox"/></div>	No use of resource material Not relevant or only vaguely relevant to topic.  <div style="text-align: right;">F<input type="checkbox"/></div>
<b>Ability to design and conduct BME experiments as well as to analyze and interpret data (ILO-2, 3, 4, 7)</b>	Not only identifies and rigorously evaluates all important findings offered, but also interprets it in the light of other evidence from other sources.  <div style="text-align: right;">A<sup>+</sup><input type="checkbox"/> / A<input type="checkbox"/></div>	Identifies all important findings and rigorously evaluates them.  <div style="text-align: right;">B<sup>+</sup><input type="checkbox"/> / B<input type="checkbox"/></div>	Identifies most of the important findings and evaluates them thoroughly.  <div style="text-align: right;">C<sup>+</sup><input type="checkbox"/> / C<input type="checkbox"/></div>	Successfully describes findings but fails to thoroughly evaluate their credibility.  <div style="text-align: right;">D<sup>+</sup><input type="checkbox"/> / D<input type="checkbox"/></div>	Fails to describe findings.  <div style="text-align: right;">F<input type="checkbox"/></div>
<b>Ideas for continuation / modification of project (ILO-12)</b>	Excellent ideas and suggestions for future study.  <div style="text-align: right;">A<sup>+</sup><input type="checkbox"/> / A<input type="checkbox"/></div>	Very good / good ideas and suggestions for future study.  <div style="text-align: right;">B<sup>+</sup><input type="checkbox"/> / B<input type="checkbox"/></div>	Wholly satisfactory / satisfactory ideas and suggestions for future study.  <div style="text-align: right;">C<sup>+</sup><input type="checkbox"/> / C<input type="checkbox"/></div>	Barely adequate / weak ideas and suggestions for future study.  <div style="text-align: right;">D<sup>+</sup><input type="checkbox"/> / D<input type="checkbox"/></div>	No ideas and suggestions given.  <div style="text-align: right;">F<input type="checkbox"/></div>
<b>Grammar, Spelling, Presentation</b>	Professional presentation throughout. No grammar or spelling mistakes.  <div style="text-align: right;">A<sup>+</sup><input type="checkbox"/> / A<input type="checkbox"/></div>	Written style clear and effective. Consistent use of standard grammar and punctuation. Presentation is of a high quality.  <div style="text-align: right;">B<sup>+</sup><input type="checkbox"/> / B<input type="checkbox"/></div>	Sentence construction generally correct. Some spelling and grammar errors. Written style wordy or repetitive. Acceptable presentation.  <div style="text-align: right;">C<sup>+</sup><input type="checkbox"/> / C<input type="checkbox"/></div>	Frequent problems with sentence construction. Frequent spelling and grammar errors.  <div style="text-align: right;">D<sup>+</sup><input type="checkbox"/> / D<input type="checkbox"/></div>	Written English so poor as to be barely understandable. Many spelling mistakes. Very poor presentation.  <div style="text-align: right;">F<input type="checkbox"/></div>

**Remarks**

- Please note that in the final rubrics 9 grades will be used. However, it is suggested to use only 5 standards descriptors, since it is very difficult to fine-tune 9 descriptors that discriminate effectively. Assessors will be invited to use their professional judgment to decide where a grade falls between these descriptors.
- Ref: Written Communication Toolkit developed by the Griffith University (Retrieved from the World Wide Web in Sept 2007) [http://www.griffith.edu.au/centre/gihe/griffith\\_graduate/toolkit/written/assess02.htm](http://www.griffith.edu.au/centre/gihe/griffith_graduate/toolkit/written/assess02.htm)

**(ILO-5)**  
Understand the impact of BME solutions (pass / failure / NA)  
Please delete where appropriate.

**(ILO-8)**  
Ability to use the computer / IT tools (pass / failure / NA)  
Please delete where appropriate.

**(ILO-10)**  
Ability to understand professional & ethical responsibility (pass / failure / NA)  
Please delete where appropriate.

**(ILO-13)**  
Ability to stay abreast of contemporary issues (pass / failure / NA)  
Please delete where appropriate.

## Capstone Project Interim / Final Assessment (Oral Presentation)

Student Name: \_\_\_\_\_

Assessor: \_\_\_\_\_

Please put a “✓” to the appropriate box:

Criteria	A <sup>+</sup> / A	B <sup>+</sup> / B	C <sup>+</sup> / C	D <sup>+</sup> / D	F
<b>Ability to keep pace with work schedule and report to supervisor as scheduled (Graded by Supervisor only)</b>	Student keeps excellent progress and report to supervisor as scheduled. <p style="text-align: center;">A<sup>+</sup><input type="checkbox"/> / A<input type="checkbox"/></p>	Student keeps good progress and report to supervisor as scheduled. <p style="text-align: center;">B<sup>+</sup><input type="checkbox"/> / B<input type="checkbox"/></p>	Student keeps some progress and report to supervisor when needed. <p style="text-align: center;">C<sup>+</sup><input type="checkbox"/> / C<input type="checkbox"/></p>	Student keeps slow progress and seldom reports to supervisor. <p style="text-align: center;">D<sup>+</sup><input type="checkbox"/> / D<input type="checkbox"/></p>	Student keeps no progress and does not report to supervisor. <p style="text-align: center;">F<input type="checkbox"/></p>
<b>Logic and clarity in organization of materials (ILO-11)</b>	Student presents information in logical, interesting sequence which audience can easily follow. Presentation is of the standard of a professional in this field. <p style="text-align: center;">A<sup>+</sup><input type="checkbox"/> / A<input type="checkbox"/></p>	Student presents information in logical sequence which audience can follow, and introduces examples and links to engage the audience further. <p style="text-align: center;">B<sup>+</sup><input type="checkbox"/> / B<input type="checkbox"/></p>	Student presents information in logical sequence which audience can follow. <p style="text-align: center;">C<sup>+</sup><input type="checkbox"/> / C<input type="checkbox"/></p>	Audience has difficulty following presentation because student's sequence jumps around. <p style="text-align: center;">D<sup>+</sup><input type="checkbox"/> / D<input type="checkbox"/></p>	Audience cannot understand presentation because there is no sequence of information. <p style="text-align: center;">F<input type="checkbox"/></p>
<b>Subject knowledge with integration of mathematics, science, and engineering appropriate to the discipline (ILO-1)</b>	Student demonstrates more than required knowledge with explanations and elaboration. <p style="text-align: center;">A<sup>+</sup><input type="checkbox"/> / A<input type="checkbox"/></p>	Student demonstrates full knowledge with explanations and elaboration. <p style="text-align: center;">B<sup>+</sup><input type="checkbox"/> / B<input type="checkbox"/></p>	Student is at ease with basic information, but fails to elaborate. <p style="text-align: center;">C<sup>+</sup><input type="checkbox"/> / C<input type="checkbox"/></p>	Student is uncomfortable with information and is able to give only rudimentary explanations. <p style="text-align: center;">D<sup>+</sup><input type="checkbox"/> / D<input type="checkbox"/></p>	Student does not have grasp of information. <p style="text-align: center;">F<input type="checkbox"/></p>
<b>Technical presentation skills (ILO-8)</b>	Graphics are used in a professional manner, presentation has no misspellings or grammatical errors, oral skill is of professional quality and timing is planned carefully. <p style="text-align: center;">A<sup>+</sup><input type="checkbox"/> / A<input type="checkbox"/></p>	Graphics are used quite effectively, presentation has minimal misspellings or grammatical errors, oral skill is of a high quality and time schedule is followed well. <p style="text-align: center;">B<sup>+</sup><input type="checkbox"/> / B<input type="checkbox"/></p>	Some suitable graphics are used, the level of spelling and grammatical accuracy and oral skill are of acceptable standard and timing is reasonable. <p style="text-align: center;">C<sup>+</sup><input type="checkbox"/> / C<input type="checkbox"/></p>	Only occasional use of graphics, accuracy of spelling and grammar only marginal, oral skill only adequate and timing needs attention. <p style="text-align: center;">D<sup>+</sup><input type="checkbox"/> / D<input type="checkbox"/></p>	Superfluous graphics or no graphics used, too many spelling or grammatical mistakes, oral presentation is inadequate and sense of timing is poor. <p style="text-align: center;">F<input type="checkbox"/></p>
<b>Question handling</b>	Responds to all questions with confidence and careful thought and handles situations where the answer is not known appropriately. <p style="text-align: center;">A<sup>+</sup><input type="checkbox"/> / A<input type="checkbox"/></p>	Responds to most questions with confidence and careful thought but does not handle questions to which answer is not known. <p style="text-align: center;">B<sup>+</sup><input type="checkbox"/> / B<input type="checkbox"/></p>	Can answer simple, straightforward questions with reasonable confidence and thought, but cannot handle more difficult or complex questions. <p style="text-align: center;">C<sup>+</sup><input type="checkbox"/> / C<input type="checkbox"/></p>	Only responds to some questions and does not appear to have a sufficient grasp of the subject to demonstrate confidence or thought. <p style="text-align: center;">D<sup>+</sup><input type="checkbox"/> / D<input type="checkbox"/></p>	Unable to answer any questions appropriately – confused and flustered. <p style="text-align: center;">F<input type="checkbox"/></p>

### Remarks:

- Please note that in the final rubrics 9 grades will be used. However, it is suggested to use only 5 standards descriptors, since it is very difficult to fine-tune 9 descriptors that discriminate effectively. Assessors will be invited to use their professional judgment to decide where a grade falls between these descriptors.
- Modified from Information Technology Evaluation Services, NC Department of Public Instruction (retrieved from the World Wide Web in Nov 2005) <http://www.ncsu.edu/midlink/rub.pres.html>