



PERFORMANCE CRITERIA (RUBRICS) ON ASSESSMENT OF REPORT WRITING (FYP 2) BY FACULTY PANEL AND SUPERVISOR

Components	Weightage	Domain	E, F, D, ≤ 43%	D+, C- 44-49%	C, C+ 50-59%	B-, B 60-69%	B+, A- 70-79%	A, A+ 80-100%
			<i>Weak</i>	<i>Poor</i>	<i>Average</i>	<i>Satisfactory</i>	<i>Good</i>	<i>Excellent</i>
Problem Statement (C03-PO2)	5	Cognitive	Not able to identify all the three elements which are: 1) What is the current situation (brief literature review of similar works)? 2) What is wrong with the current situation (issues/problems regard to similar area of study)? 3) What needs more to be done?	Able to identify one of the elements however, it is inconsistent with the title. Not able to identify issues/ problems.	Able to identify two of the elements that are consistent with the title. There is evidence of issues/problems highlighted but indirectly related to the intended study.	Able to determine three elements consistent with the title. Able to identify issues/problems directly related to the intended study.	Able to establish three elements consistent with the title. Able to identify issues/problems directly related to the intended study. Able to establish the shortcomings with brief proposal of suitable measures.	Able to formulate the three elements that are consistent with the title. Able to identify issues/problems directly related to the intended study. Able to establish the shortcomings with some justifications. Brief proposals of suitable measures are also included.
Objectives (C03-PO2)	5	Cognitive	Not able to identify objectives.	Able to identify the objectives of the study. However, objectives are non-SMART (Specific, Measurable, Achievable, Realistic and Timeliness) with incorrect usage of verbs.	Able to identify the objectives of the study which are SMART with correct usage of verbs.	Able to determine at least two numbers of objectives in line with problem statements. Objectives are SMART with correct usage of verbs.	Able to establish at least two numbers of objectives that are SMART with correct usage of verbs consistent with problem statement and scope of work.	Able to establish at least two numbers of objectives that are SMART with correct usage of verbs consistent with problem statement, scope of work, methodology and conclusions.



Scope of Work (C03-PO2)	5	Cognitive	Not able to identify main activities undertaken.	Able to identify main activities undertaken. However, the activities indicated are inconsistent with objectives and problem statement.	Able to identify activities and consistent with objectives and problem statement.	Able to outline activities that are consistent with objectives, problem statement and methodology showing the limitation of the work.	Able to establish activities that are consistent with the objectives, problem statement and methodology showing the limitation of the work. Flow of activities are provided.	Able to establish activities that are consistent with objectives, problem statement, methodology that include limitations. Flow of activities presented briefly the methodology, apparatus/techniques to be adopted, parameters/variables to be measured
Literature Review (C03-PO2)	5	Cognitive	Not able to identify relevant themes to review.	Able to make a review but it is summary of general literature related to the topic. Write-up consists of merely a copy and paste job, rewritten facts and full of annotations.	Able to make a review with little analysis on the previous research and with limited coverage of related theories/concept and studies on the subject area. Improper citations are evident. Materials organized according to chronology and not according to theme.	Able to make a sensible review with sufficient coverage of related theories/concept and studies on the subject area with appropriate references. Materials organized according to chronology and not according to theme.	Able to establish substantial coverage of related theories/concept and studies on the subject area. Proper citations (include figures and tables taken from various sources). Materials organized according to theme. There is some evidence of good organization.	Able to adapt related theories/concept and studies on the subject area. Able to integrate the previous findings and conclude the uniqueness of the present work. Proper citations (include figures and tables taken from various sources). Summary of important information given. Materials organized according to theme. There is evidence of good



								organization. Provide some form of justifications on why research should proceed.
Methodological (C02-PO4)	10	Psychomotor	Not able to identify research activities that will be undertaken.	Methodological Framework outlined not consistent with objectives and scope of work. No evidence of data collection programme.	Methodological Framework outlined consistent with objectives and scope of work but do not follow the standard method of measurements. Some evidence of data collection programme is given lead to fair raw data collection.	Methodological Framework outlined are consistent with objectives and scope of work and adopt the standard method of measurements (even if it is not a standard method of measurement, proper citation is required). Some evidence of data collection programme is given lead to moderate raw data collection.	Methodological Framework outlined are consistent with objectives and scope of work and adopt the standard method of measurements (even if it is not a standard method of measurement, proper justifications and citation is required). Evidence of data collection programme is given lead to good raw data collection.	Methodological Framework outlined are consistent with objectives and scope of work and adopt the standard method of measurements (even if it is not a standard method of measurement, proper justifications citation is required). Comprehensive evidence of data collection programme is given lead to collection and compilation substantial raw data. Flow of conducted activities (measurement/test run/ calibration etc) are shown.
Data Collection / Research Techniques	10	Cognitive	Not indication of any tool usage / techniques	Able to identify some adopted tools / techniques	Able to identify some adopted tools / techniques	Able to highlight specific adopted tools / techniques	Able to highlight specific adopted tools / techniques	Able to explain in detail the specific adopted tools /



(C01-PO5)				but irrelevant with objectives	that are consistent with objectives	(with no justifications) that are relevant to objectives	(with justifications) that are relevant to objectives	techniques (with justifications and processed involved) that are relevant to objectives. The adopted tools are supported with previous studies/theory
Result & Analysis (C03-PO2)	20	Cognitive	Not able to compile and present the results either in table or graph forms	Able to fabricate results with no evidence on data collection programme.	Some results are shown but not substantiated with analysis. Tabulation of results in tables and figures with no explanation.	Results substantiated with analysis. Tabulation of results in tables and figures and some explanation.	Results substantiated with analysis. Tabulation of results in tables and figures and some explanation on the trends or behavior of the variables/parameters are expected.	Results substantiated with variety types of analysis. Tabulation of results in tables and figures and some explanation on the trends or behavior of the variables/parameters are expected substantiated with mathematical relationship. Some calculations to show how they arrive to certain values.
Discussion (C03-PO2)	20	Cognitive	Not able to discuss the results.	Able to discuss but limited to current findings. Not able to explain the strength and weakness of the results.	Able to highlight the strength and weakness of the results but inconsistent with the objectives of the study.	Able to explain the strength and weakness of the results in line with the objectives of the study. No comparisons with other studies.	Able to explain the strength and weakness of the results in line with the objectives of the study and compare the results with	Able to explain the strength and weaknesses, justify the main results, compare and criticise results with previous studies / literature to satisfy and



							previous studies or standard.	support the objectives of the study.
Conclusions and Recommendations (C03-PO2)	5	Cognitive	Not able to identify conclusions and provide any recommendations.	Able to identify conclusions but inconsistent with objectives. Irrelevant recommendations	Able to state conclusions and recommendations that are consistent with objectives.	Able to highlight conclusions and recommendations that are consistent with objectives.	Able to outline conclusions consistent with objectives. Appropriate recommendations included based on the findings.	Able to outline conclusions which are consistent with objectives. Comprehensive recommendations (with justifications) included based on the findings.
References (C06-PO12)	5	Affective	Relevant references are merely from website.	Relevant references include articles from website, books, newspaper and magazines.	Relevant references include articles from website, books, newspaper and magazines and 5 to 6 articles from non-refereed/refereed proceedings of conferences.	Relevant references include articles from website, books, newspaper and magazines and 7 to 8 from non-refereed/refereed proceedings of conferences and 1 to 2 from refereed journals in related domain.	Relevant references more than eight (8) from non-refereed/refereed proceedings of conferences and 3 to 4 from refereed journals in related domain.	Relevant references include more than eight (8) from non-refereed/refereed proceedings and more than five (5) refereed journals in related domain.
Writing Skills (C06-PO12)	10	Affective	Poor in writing skill with substantial grammatical errors. Information conveyed cannot be understood.	Weak in writing skill with substantial grammatical errors. Information conveyed cannot be easily understood.	Average writing skill with grammatical errors. Information conveyed can be fairly understood.	Average writing skill with little grammatical errors. Information conveyed can be understood.	Good writing skill, with correct grammar usage. Information conveyed can be understood.	Good narrative structure with excellent writing skill. Information conveyed can be well understood.