

**GRADUATION PROJECT PART 1 or 2**  
**Supervisor Assessment for Follow up Meetings and Project Report**

<b>Name of Student(s):</b>	<b>Student No.:</b>
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**Graduation Project Title:**

**1: Supervisor Assessment for Follow up Meetings /20**

ID	Item Evaluated		Score (S)	Weight (W)	Mark (Weightage × Score)
M1	Regularity and attendance			1	
M2	Attitude and Ability to conduct project and teamwork			1	
M3	Project planning, implementation chart and budgeting			1	
M4	Weekly activities			1	
<b>Total Score /20</b>					

**Table 1. Supervisor Assessment Rubric for Follow up Meetings**

ID	Item Evaluated	Level and Description				
		Very Poor (1)	Poor (2)	Average (3)	Good (4)	Excellent (5)
M1	<b>Regularity and attendance</b>	Rarely, the student meets the supervisor and many times do not submit the deliverables	The student has a serious problem with keeping agreed to meet and deadlines. The supervisor has not been able to get a picture of the status of the work during the project.	The student has been late to meetings or in sending deliverables in a way that have hampered the process. The Supervisor had to prompt the students with questions about the status of the work.	The student has mostly sent deliverables on agreed dates. With only a few exceptions, student(s) have been on time to meetings and in reporting their progress.	Student has kept continuous contact during the work and has been on time both to meetings and in sending deliverable
M2	<b>Attitude and Ability to conduct project and teamwork</b>	Hardly shows enthusiasm towards the project with almost no initiative, inquisition, commitment and team spirit seen.	Less enthusiasm than the average where inquisition, commitment and teamwork spirit are all at a lower Description or being more dependent on the supervisor than own initiative.	Lack of enthusiasm towards the project, which is seen in the lack of inquisition, commitment, and teamwork spirit.	Enthusiastic towards the project and seen in constant inquisition, full commitment, and functioning teamwork spirit	Very enthusiastic towards the project and obviously seen in striking inquisition, extraordinary commitment, and seamless teamwork spirit.
M3	Project	Almost ignorant and	The project plan is	The project plan is prepared	Project plan is efficiently	The project proposal is

	planning, implementation chart and budgeting	senseless. The project plan is not prepared in completion.	ambitiously or not fully prepared with a lower Description of organization, and less convincingly applicable.	but the lack of organization but seemed applicable.	prepared, well-organized and convincingly applicable	very soundly prepared, neatly organized and affirmatively applicable.
<b>M4</b>	<b>Weekly activities</b>	The common activities lagged unacceptably behind and refused to adjust to any change.	The activities are all delayed longer than the planned and adjusting poorly to changes.	The activities are mostly slightly delayed compared to the planned and adjusting rather slowly to changes	Most of the activities are conducted in accord to plan and adjusting appropriately to changes	Activities progress earlier than planned as well as adjusting swiftly and creatively to changes

<b>2: Supervisor Assessment for Project Report /20</b>						
<b>ID</b>	<b>Item Evaluated</b>		<b>Score (S)</b>	<b>Weight (W)</b>	<b>Mark (Weightage × Score)</b>	
<b>R1</b>	<b>Style and Format</b>			0.4		
<b>R2</b>	<b>Language (Spelling, Wording, Grammar )</b>			0.4		
<b>R3</b>	<b>Information Literacy</b>			0.4		
<b>R4</b>	<b>Citations</b>			0.4		
<b>R5</b>	<b>Organization</b>			0.4		
<b>R6</b>	<b>Contents and Creativity</b>			0.4		
<b>R7</b>	<b>Testing, methodology and use of tools and software</b>			0.4		
<b>R8</b>	<b>Design elements and component</b>			0.4		
<b>R9</b>	<b>Ethics</b>			0.4		
<b>R10</b>	<b>Completeness and Accuracy</b>			0.4		
<b>Total Score /20</b>						

<b>Table 2. Supervisor Assessment Rubric for Project Report</b>						
<b>ID</b>	<b>Item Evaluated</b>	<b>Level and Description</b>				
		<b>Very Poor (1)</b>	<b>Poor (2)</b>	<b>Average (3)</b>	<b>Good (4)</b>	<b>Excellent (5)</b>
<b>R1</b>	<b>Style and Format</b>	Incomplete pages and improper format. Not follow the proposed guideline.	Preliminary pages are not as required. The improper caption of tables and figures. Sometimes follow the guideline.	Preliminary pages are as required. The title of tables and figures can be improved. Generally follow the guideline	Preliminary pages are as required. The tables and figures have the proper captions. Mostly follow guideline	Preliminary pages are as required. Tables and figures have the proper format and captions. Always follow guideline

<b>R2</b>	<b>Language (Spelling, Wording, Grammar )</b>	The error on most pages and the Description of writing is not accepted and need resubmit	Errors are serious and numerous. Reader must stop and reread and may struggle to discern the writer's intention. Multiple, serious errors.	Frequent errors that impede the flow of communication. Ok with <15 errors.	Occasional errors that have only minor impact on the flow of communication. Good with <10 errors	There are no errors that impair the flow of communication. Perfect with <5 errors
<b>R3</b>	<b>Information Literacy</b>	No References or/and incorrect. No evidence of credible primary and secondary sources is	References are incomplete and incorrect. Rarely integrates credible primary or secondary sources.	References are given occasionally. Adequately integrates credible primary or secondary sources.	Adequate references are given. effectively integrates a variety of credible primary and secondary sources.	Complete references are given. Conscientiously and consistently integrates a variety of credible primary and secondary sources.
<b>R4</b>	<b>Citations</b>	Does not demonstrate an understanding of how to use quotes, paraphrases, in-text citations, or works cited.	Uses quotes, paraphrases, and in-text citations and follows most formatting rules for documentation and works cited.	Uses quotes, paraphrases, and in-text citations adequately and follows formatting rules for documentation and works cited.	Uses quotes, paraphrases, and in-text citations properly and follows formatting rules for documentation and works cited.	Uses quotes, paraphrases, and in-text citations in a refined manner and follows all formatting rules for documentation and works cited.
<b>R5</b>	<b>Organization</b>	No progression of ideas is evident; does not use transitions.	Rarely provides a progression of ideas; rarely uses transitions.	Provides an adequate progression of related ideas with some transitions.	Provides an effective progression of related ideas with transitions.	Provides a sophisticated progression of related ideas with transitions.
<b>R6</b>	<b>Contents and Creativity</b>	The necessary and important material is not provided. Demonstrates no creative thinking, decision making, reasoning, and/or problem solving.	Material lacks the relevant content. Details lack a clear connection to the purpose. Everything seems as important as everything else. Demonstrates limited creative thinking, decision making, reasoning, and/or problem solving.	Material content is appropriate. Some details are present to support the main idea. Some of the significant points are identified. Demonstrates Adequate creative thinking, decision making, reasoning, and/or problem solving.	Material content is clear and appropriate. Some details are present to support the main idea. Significant points are Identified. Demonstrates effective creative thinking, decision making, reasoning, and/or problem solving.	Material content is clear and concise. Accurate details are present to support the main idea. Significant points are well identified. Demonstrates sophisticated creative thinking, decision making, reasoning, and/or problem solving.
<b>R7</b>	<b>Testing, methodology and use of tools and software</b>	Collecting improper data, and testing according to specified standard. No use of modern tool and techniques in the field	Collecting limited necessary data, and analysis few testing according to specified standard. Use of very limited modern tool and techniques in the field	Collecting some necessary data, and analysis some testing according to specified standard. Use of few modern tool and techniques in the field	Collecting most necessary data, analysis and most testing according to specified standard. Use of some modern tool and techniques in the field	Collecting all necessary data, and analysis all testing according to specified standard. Use of modern tool and techniques in the field

<b>R8</b>	<b>Design elements and component</b>	Weak and mistakes in design do not follow standard codes and improper integration of design and no alternatives were provided	Conduct limited design according to standard codes and integrate design and no alternatives were provided	Conduct some design according to standard codes and integrate design and provides few alternatives	Conduct most design according to standard codes and integrate design and provide some alternatives	Conduct all design according to standard codes and integrate design and provide many alternatives
<b>R9</b>	<b>Ethics</b>	Does not use ethical standard in producing an original product.	Minimally demonstrates use of ethical standards in producing an original product.	Adequately demonstrates use of ethical standards in producing an original product.	Effectively demonstrates use of ethical standards in producing an original product.	Consistently demonstrates sophisticated use of ethical standards in producing an original product.
<b>R10</b>	<b>Completeness and Accuracy</b>	No description of the important outcomes	Incomplete, inaccurate description of important outcomes	Complete, inaccurate description of important outcomes	Incomplete, accurate description of important outcomes	Complete, accurate description of important outcomes

**Summary of Supervisor Assessment**

<table border="1"> <thead> <tr> <th>Assessment Method</th> <th>Score Obtained</th> </tr> </thead> <tbody> <tr> <td>Follow up Meetings /20</td> <td></td> </tr> <tr> <td>Project Report /20</td> <td></td> </tr> <tr> <td><b>Total /40</b></td> <td></td> </tr> </tbody> </table>		Assessment Method	Score Obtained	Follow up Meetings /20		Project Report /20		<b>Total /40</b>		<b>Approved by Supervisor:</b> <b>Name:</b> _____  <b>Date:</b> _____  <b>Signature</b> _____	<b>Remarks:::</b>
Assessment Method	Score Obtained										
Follow up Meetings /20											
Project Report /20											
<b>Total /40</b>											

**GRADUATION PROJECT PART 1 or 2**

**Examination Assessment Rubric for Presentation and Project Report**

<b>Name of Student(s):</b>	<b>Student No.:</b>
<b>Graduation Project Title:</b>	
<b>1: Committee Assessment for Presentation /30</b>	

ID	Item Evaluated	Score (S)	Weight (W)	Mark (Weightage × Score)
P1	Presentation contents and organization		0.75	
P2	Delivery methods and techniques		0.75	
P3	Ability to answer questions based on contemporary issues		0.75	
P4	Comfort		0.75	
P5	Connection		0.75	
P6	Connection		0.75	
P7	Clarity		0.75	
P8	Volume		0.75	
<b>Total Score /30</b>				

Table 3. Examination Assessment Rubric for Presentation

ID	Item Evaluated	Level and Description				
		Very Poor (1)	Poor (2)	Average (3)	Good (4)	Excellent (5)
P1	Presentation contents and organization	Insignificant presentation due to lack of too much or almost absence of skills in communication.	Inappropriate presentation due to lack of skills of communication.	Ordinary presentation with lower level of needed skills of communication.	Interesting presentation that is enjoyable and traceable main skills of communication.	Impressive presentation that is fascinating and smoothly revealing excellent talent of multi-skills.
P2	Delivery methods and techniques	Carelessly prepared slides/poster missing most important aspects of the project.	Poorly prepared slides/poster covering unimportant aspects of the project.	Satisfactorily prepared slides/poster covered only some important aspects of the project.	Well-prepared and appealing slides/poster that highlight the main aspects of the project.	Amazingly prepared slides and catchy poster that successfully highlight the critical aspects of the project.
P3	Ability to answer questions based on contemporary issues	Hardly able to answer the questions convincingly.	Answer most of the questions poorly convincing with poor coherence and cohesion.	Answer some questions unconvincingly with lack of coherence and cohesion.	Answer question convincing, coherent, and cohesive.	Answer questions informatively convincing, creatively coherent, and smoothly cohesive.
Non-verbal skills:						
P4	Comfort	Completely uncomfortable, lack of flow to presentation, frequent hesitation	Generally uncomfortable, difficulty with flow of presentation	Somewhat comfortable appearance, some hesitation	Generally comfortable appearance, occasional hesitation	Relaxed, easy presentation with minimal hesitation

<b>P5</b>	<b>Confidence</b>	Tension and nervousness are obvious, multiple mistakes	Tense body language, frequent mistakes	Some tension noted, stiff body language	Occasional mistakes but recovers quickly	Ease of movement, minimal tension
<b>P6</b>	<b>Connection</b>	Generally reading from notes without eye contact or connection with audience	Minimal eye contact, frequently using notes	Some eye contact, dependent on notes	Consistent eye contact, uses notes infrequently	Frequent eye contact, readily engages audience
Verbal skills:						
<b>P7</b>	<b>Clarity</b>	Loses audience's attention due to lack of clarity	Unclear, difficult to understand	Audience must put forth effort to listen, poor pronunciation	Occasionally difficult to understand	Clear, easy to understand
<b>P8</b>	<b>Volume</b>	Generally inaudible, not using audio equipment	Difficult to hear, poorly positioned audio equipment	Generally audible, often hard to hear	Overall appropriate, some sentences trail off or are hard to hear	Easy to hear, doesn't overpower audio equipment

## 2: Examination Committee Assessment for Project Report /30

	Item Evaluated	Score (S)	Weight (W)	Mark (Weightage × Score)
<b>R1</b>	<b>Style and Format</b>		<b>0.6</b>	
<b>R2</b>	<b>Language (Spelling, Wording, Grammar )</b>		<b>0.6</b>	
<b>R3</b>	<b>Information Literacy</b>		<b>0.6</b>	
<b>R4</b>	<b>Citations</b>		<b>0.6</b>	
<b>R5</b>	<b>Organization</b>		<b>0.6</b>	
<b>R6</b>	<b>Contents and Creativity</b>		<b>0.6</b>	
<b>R7</b>	<b>Testing, methodology and use of tools and software</b>		<b>0.6</b>	
<b>R8</b>	<b>Design elements and component</b>		<b>0.6</b>	
<b>R9</b>	<b>Ethics</b>		<b>0.6</b>	
<b>R10</b>	<b>Completeness and Accuracy</b>		<b>0.6</b>	
<b>Total Score /30</b>				

**Table 4. Examination Committee Assessment Rubric for Project Report /30**

ID	Item Evaluated	Level and Description				
		Very Poor (1)	Poor (2)	Average (3)	Good (4)	Excellent (5)
R1	<b>Style and Format</b>	Incomplete pages and improper format. Not follow the proposed guideline.	Preliminary pages are not as required. The improper caption of tables and figures. Sometimes follow the guideline.	Preliminary pages are as required. The title of tables and figures can be improved. Generally follow guideline	Preliminary pages are as required. The tables and figures have the proper captions. Mostly follow guideline	Preliminary pages are as required. Tables and figures have the proper format and captions. Always follow guideline
R2	<b>Language (Spelling, Wording, Grammar )</b>	The error on most pages and the level of writing is not accepted and need resubmit	Errors are serious and numerous. Reader must stop and reread and may struggle to discern the writer's intention. Multiple, serious errors.	Frequent errors that impede the flow of communication. Ok with <15 errors.	Occasional errors that have only minor impact on the flow of communication. Good with <10 errors	There are no errors that impair the flow of communication. Perfect with <5 errors
R3	<b>Information Literacy</b>	No References or/and incorrect. No evidence of credible primary and secondary sources is	References are incomplete and incorrect. Rarely integrates credible primary or secondary sources.	References are given occasionally. Adequately integrates credible primary or secondary sources.	Adequate references are given. effectively integrates a variety of credible primary and secondary sources.	Complete references are given. Conscientiously and consistently integrates a variety of credible primary and secondary sources.
R4	<b>Citations</b>	Does not demonstrate an understanding of how to use quotes, paraphrases, in text citations, or works cited.	Uses quotes, paraphrases, and in-text citations and follows most formatting rules for documentation and works cited.	Uses quotes, paraphrases, and in-text citations adequately and follows formatting rules for documentation and works cited.	Uses quotes, paraphrases, and in-text citations properly and follows formatting rules for documentation and works cited.	Uses quotes, paraphrases, and in-text citations in a refined manner and follows all formatting rules for documentation and works cited.
R5	<b>Organization</b>	No progression of ideas is evident; does not use transitions.	Rarely provides a progression of ideas; rarely uses transitions.	Provides an adequate progression of related ideas with some transitions.	Provides an effective progression of related ideas with transitions.	Provides a sophisticated progression of related ideas with transitions.
R6	<b>Contents and Creativity</b>	The necessary and important material is not provided. Demonstrates no creative thinking, decision making, reasoning, and/or problem	Material lacks the relevant content. Details lack a clear connection to the purpose. Everything seems as important as everything else. Demonstrates limited creative thinking, decision making,	Material content is Appropriate. Some details are present to support the main idea. Some of the significant points are identified. Demonstrates Adequate creative thinking, decision making,	Material content is clear and appropriate. Some details are present to support the main idea. Significant points are Identified. Demonstrates effective creative thinking, decision making,	Material content is clear and concise. Accurate details are present to support the main idea. Significant points are well identified. Demonstrates sophisticated creative thinking,

		solving.	reasoning, and/or problem solving.	reasoning, and/or problem solving.	reasoning, and/or problem solving.	decision making, reasoning, and/or problem solving.
<b>R7</b>	<b>Testing, methodology and use of tools and software</b>	Collecting improper data, and testing according to specified standard. No use of modern tool and techniques in the field	Collecting limited necessary data, and analysis few testing according to specified standard. Use of very limited modern tool and techniques in the field	Collecting some necessary data, and analysis some testing according to specified standard. Use of few modern tool and techniques in the field	Collecting most necessary data, analysis and most testing according to specified standard. Use of some modern tool and techniques in the field	Collecting all necessary data, and analysis all testing according to specified standard. Use of modern tool and techniques in the field
<b>R8</b>	<b>Design elements and component</b>	Week and mistakes in design. Do not follow standard codes and improper integration of design and no alternatives were provided	Conduct limited design according to standard codes and integrate design and no alternatives were provided	Conduct some design according to standard codes and integrate design and provides few alternatives	Conduct most design according to standard codes and integrate design and provide some alternatives	Conduct all design according to standard codes and integrate design and provide many alternatives
<b>R9</b>	<b>Ethics</b>	Does not use ethical standard in producing an original product.	Minimally demonstrates use of ethical standards in producing an original product.	Adequately demonstrates use of ethical standards in producing an original product.	Effectively demonstrates use of ethical standards in producing an original product.	Consistently demonstrates sophisticated use of ethical standards in producing an original product.
<b>R10</b>	<b>Completeness and Accuracy</b>	No description of the important outcomes	Incomplete, inaccurate description of important outcomes	Complete, inaccurate description of important outcomes	Incomplete, accurate description of important outcomes	Complete, accurate description of important outcomes

### Summary of Examination Committee Assessment

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Assessment Method	Score Obtained									
Presentation /30										
Project Report /30										
<b>Total /60</b>										