Assessment Rubrics for Professional Internship Programme – Placement Report

Assessment Task	Criterion	Weighting (100%)
Placement Report	(a) Ability to report and reflect on placement learning experience	30%
	(b) Ability to describe the project work in the company	35%
	(c) Ability to describe the technical knowledge/skills acquired in the internship programme	35%

Criterion		A	B	C	D	F
(a) Ability to report and reflect on placement learning experience	Time management	Consistently able to accurately estimate time required to complete tasks.	Generally able to accurately estimate time required to complete tasks.	Generally able to estimate time required to complete tasks.	Occasionally able to estimate time required to complete tasks	Unable to estimate time required to complete tasks
	Observation and reflection	Able to regularly observe and reflect on the assigned tasks and beyond	Able to observe and reflect on the assigned tasks and beyond	Able to observe and reflect on the assigned tasks	Occasionally able to observe and reflect on assigned tasks	Unable to observe and reflect on the assigned tasks
	Independence	Pursue academic interests and their relation with an industrial environment	Engage in relating academic work with an industrial environment	Recognize academic relation with an industrial environment	Occasional recognition of academic relation with an industrial environment	Unable to relate academic knowledge in an industrial environment
(b) Ability to describe the project work in the company	Responsibility	Able to take ownership and consistently able to anticipate consequences of their own action	Able to take ownership and able to anticipate consequence of their own actions	Little sense of ownership And occasionally anticipates consequences of their own actions	Avoids responsibilities and does not anticipate consequences of their own actions	Takes no responsibilities and consistently being told what to do
	Initiative	Completes the required work, and goes a step further by actively pursuing what can be improved upon	Completes the required work, identifies areas of improvements and make suggestions	Completes the required work and identifies areas of improvements	Completes only the required work	Takes no initiative

	Company structure and their function	Able to describe the company structure and the functions of each department, their importance and interdependence	Able to describe the company structure and the functions of each department and their importance	Able to describe the company structure and the functions of each department	Able to describe the company structure	Unable to describe the company structure and their importance
(c) Ability to describe the technical knowledge/skills acquired in the internship programme	Work flow management	Consistently able to procure necessary tasks taking into account stake holders	Generally able to procure necessary tasks taking into account stake holders	Generally able to procure necessary tasks	Occasionally able to procure necessary tasks	Unable to procure necessary tasks
	Software skills	Consistently able to seek out and use the necessary IT skills to efficiently and accurately complete tasks	Generally able to seek out and use the necessary IT skills to efficiently and accurately complete tasks	Generally able use the necessary IT skills to complete tasks	Generally able use IT skills to complete tasks	Unable to use the basic IT skills to do tasks
	Classroom transfer skills	Independently adapts and applies theories and methodologies for difficult problems	Adapts and applies theories and methodologies for new problems	Applies theories and methodologies for problems	Vague references to the solution of problems	Unable to relate classroom skills

Extracted from FYP Rubric

Areas of Achievements	Excellent (A)	Good (B)	Basic (C)	Unacceptable (D)	No progress (F)
	4 points	3 points	2 points	1 point	0
Project Presentation					
1) *Content* – *Relevance of information presented*	• Relevant to and appropriate for the purpose, audience and setting • Audience is engaged in the presentation.	• Relevant to and appropriate for the purpose, audience and setting • Audience is attentive.	• Relevant to and appropriate for the purpose, audience and setting	• Irrelevant to or inappropriate for the purpose, audience and setting	
2) *Content* – *Accuracy of information presented*	• Statements or positions communicated clearly and strongly supported with accurate and appropriate details.	• Statements or positions communicated clearly and accurately, with no major omissions.	• Covers main points but with limited facts and few details; • There may be minor inaccuracies.	• Contains major inaccuracies	
3) *Delivery* – *Organization, preparation and effectiveness of delivery*	• Confident & relaxed throughout the presentation • Clear evidence of organization and presentation • Sentence structure consistently correct; good English	• Appears comfortable in most parts of presentation • Evidence of organization & preparation • Correct sentence structure; proficiency in English demonstrated	• Appears comfortable in only parts of the presentation • Some evidence of organization & preparation • Some errors in sentence structure; English just comprehensible	• Appears uncomfortable & not confident in most parts of presentation • Little evidence of organization & preparation • Awkward and frequent errors in sentence structure; poor English	

Areas of Achievements	Excellent (A)	Good (B)	Basic (C)	Unacceptable (D)	No progress (F)
	4 points	**3 points**	**2 points**	**1 point**	**0**
Project Presentation (Cont'd)					
4) **Delivery** – *Style, pacing and body language; Time management*	• Body stance & proximity to audience indicate confidence and comfort with the subject and the audience. • Hand gestures facilitate communication • Comfortably uses the time allotted, without evidence of compensation.	• Body stance & proximity to audience indicate comfort with the subject and the audience • Hand gestures emphasize major points • The speaker uses time allotted, but the presentation is slightly rushed or delayed.	• Body stance & proximity to audience indicate some discomfort with the subject and audience • Distractive hand gestures • Speaker either rushes or rambles excessively to meet the time allotted. Time frame is "approximately" met.	• Inappropriate separation from audience & communication appears distant • Distractive body stance & use of hands • Noticeably exceed or fall short of the time allotted	
Project Report					
1) **Organization**	Written work is well organized and easy to understand.	The organization is generally good, but some parts seem out of place.	The organization is unclear.	The report is disorganized to the extent that it prevents understanding of content.	
2) **Content** – *Engineering/ theoretical analysis*	Engineering/theoretical analysis is presented with sufficient detail to be understood at peer level.	Engineering/theoretical analysis is poorly explained or so detailed that the audience loses interest.	Engineering/theoretical analysis consists of trivial calculations and is poorly explained.	Little engineering/theoretical analysis is presented.	

Areas of Achievements	Excellent (A)	Good (B)	Basic (C)	Unacceptable (D)	No progress (F)
	4 points	**3 points**	**2 points**	**1 point**	**0**
Project Report (Cont'd)					
3) **Relevance** – *Use of appendices*	Information is appropriately placed in either the main text or appendix.	Information is appropriately placed in either the main text or an appendix. Documentation and referencing in text are somewhat incomplete.	There is some misplacement of information in the text vs. the appendix. Appendices are poorly documented and referenced in text.	Considerable amount of material is misplaced. Appendices are not documented or referenced in text.	
4) **Relevance** – *Engineering/theoretical work*	Engineering/ theoretical work presented is entirely relevant to the work performed.	Most of the engineering/ theoretical work presented is relevant to the work performed.	A lot of the engineering/theoretical work presented is either trivial or not used in the work performed.	Engineering/theoretical work presented is totally irrelevant to the work performed.	
5) **Writing style and grammar** – *Spelling and grammar*	The work has been thoroughly spell-checked and proofread.	There are a few spelling and grammatical errors.	There is more than one spelling or grammatical error per page.	There are frequent mis-spelled words and serious grammatical errors, indicating that time was not taken to spell-check and proofread	
6) **Writing style and grammar** – *Writing style*	The writing style indicates planning that makes reading easy and the flow of material makes understanding easy.	The writing style indicates planning that makes reading easy.	The writing style is readable, but difficult to follow.	The writing style is difficult to read and the writing disorganised, making understanding a difficult task.	
7) **Presentation of material** – *Visual, example; graphs/diagrams.*	Visual aids are used frequently. They are easy to read and understand, and are of professional quality.	Visual aids are good, but a few are sloppy or difficult to read.	Most visual aids are sloppy and hard to read.	There are few visual aids, and those used are carelessly prepared.	

Areas of Achievements	Excellent (A)	Good (B)	Basic (C)	Unacceptable (D)	No progress (F)
	4 points	3 points	2 points	1 point	0
Project Implementation					
1) *Exploration* – *Material research*	• Material acquired from different, reliable and reputable sources. • Different material acquired are relevant and form a good amalgamation.	• Material acquired from different sources. • Material acquired are relevant.	• Material acquired from several sources. • Some relevant acquire material.	• Material acquired from questionable sources • Unrelated materials acquired.	
2) *Exploration* – *Required skill acquisition*	• Aware of skills and knowledge required and their limitations. • More advanced new skills and knowledge recognized and acquired.	• Aware of skill and knowledge required. • New skills and knowledge acquired.	• Aware of what skills are required. • New basic skills and knowledge acquired.	• Unaware of what skills are required. • Unable to acquire new skills.	
3) *Growth* – *Formulation of design problem and its solution*	• Design problem formulation is clear and well thought out. The problem scope is well defined. • Clear and practical solutions presented.	• Problem formulation is clear, but the scope is not well defined • Some practical solutions.	• Problem formulation is unclear in some respects and does not appear to be well thought out. • Practical solutions require further thoughts.	• Design problem is not formulated clearly. • No practical solutions presented.	

Areas of Achievements	Excellent (A)	Good (B)	Basic (C)	Unacceptable (D)	No progress (F)
	4 points	**3 points**	**2 points**	**1 point**	**0**
Project Implementation (Cont'd)					
4) *Growth* – *Use of technical and/or practical skills* *(Engineering, mathematical, simulation, measurements, etc.)*	• Engineering skills are detailed and challenging. • They are used at every stage of the design process. • All assumptions are stated and justified.	• Engineering skills are detailed and challenging. • Some steps do not appear to be supported by calculations • Assumptions are stated, but some are not justified.	• Some engineering skills included, but it is not very detailed or challenging. • Many steps are not supported by calculations. • Assumptions are stated but none are justified.	• Engineering skills are infrequently used. • When used, it appears trivial and leads to obvious conclusions. • No assumptions are stated.	
5) *Contribution* – *Help and guidance provided*	Able to resolve problems with minimal help and guidance in the form of advice rather than instruction.	Some help and guidance required but only for the more difficult problems.	Help and guidance required even for simple problems.	Help, guidance and correction is required almost all the time.	
6) *Contribution* – *Project output*	• Output with academically publishable quality. • Software/hardware development is fully completed. • Quality of software/hardware developed is equivalent to that of commercial products.	• Output with potential for academic publication. • Software/hardware development is mostly completed. • Quality of software/hardware developed is good, but below that of a commercial product.	• Output reasonable though not publishable. • Software/hardware development is partly completed. • Software/hardware developed is functional with acceptable quality.	• Unreasonable output with poor quality. • Software/hardware development not completed, even for the most basic parts. • Software/hardware developed is not functional.	

Areas of Achievements	Excellent (A)	Good (B)	Basic (C)	Unacceptable (D)	No progress (F)
	4 points	3 points	2 points	1 point	0
Project Implementation (Cont'd)					
7) **Contribution** – *Extension of knowledge*	• Concepts beyond those in the prerequisite course or material provided are frequently used. • The professor may have learnt something new.	• Prerequisite course content or material provided is used easily. • Some material beyond is included.	• Prerequisite course content or material provided is used. • New and unfamiliar areas are not introduced.	• Prerequisite course content or material provided is not applied correctly. • New areas are not included.	
8) **Contribution** – *Novelty and Innovation*	Evidence of some promising innovative work initiated.	Innovative work initiated but of minimal impact.	Innovative work initiated but of minimal importance.	No innovative work initiated.	
9) **Project Management** – *Usage*	Use of project management techniques with evidence of its continuous use.	Use of project management techniques with evidence of its use.	Use of project management techniques but little evidence of its application.	Little evidence of project management.	
10) **Project Management** – *Resource Management*	Evidence of the proactive utilization of resources such as planned laboratory usage and working within the confines of existing EE resources.	Some evidence of proactive utilization of resources but also some reactive utilization.	Some evidence of resource management but mainly on a reactive basis.	Little evidence of good resource management such as late component sourcing and unplanned late laboratory usage.	
11) **Project Management** – *Meetings*	Regular, well prepared and productive meetings with supervisor.	Regular, somewhat prepared and productive meetings with supervisor.	Irregular, somewhat prepared but unproductive meetings with supervisor.	Infrequent, unprepared and unproductive meetings with supervisor.	