

NTU-A*STAR-HCI H3 Science Research Evaluation Rubric Assessment Form for Research Process

Name of Student : _____

Project Code & Title : _____

Name of Assessor : _____ Signature & Date : _____

Assessment is based on observations of the student at work.

Components	Outstanding 4	Good 3	Average 2	Below Average 1	Score* (1-4)
(A) Initiative	<ul style="list-style-type: none"> Very self-directed Contributed significantly to project planning 	<ul style="list-style-type: none"> Needs mentor's leadership Mentor can count on student to follow through 	<ul style="list-style-type: none"> Mentor must sometimes remind student to keep on-task 	<ul style="list-style-type: none"> Rarely focuses on the task and on what needs to be done 	
(B) Keeping to Schedule	<ul style="list-style-type: none"> All deadlines are met 	<ul style="list-style-type: none"> Most deadlines are met 	<ul style="list-style-type: none"> Deadlines are met with a little prompting 	<ul style="list-style-type: none"> Work is generally late or missing even with prompting 	
(C) Interpersonal Effectiveness	<ul style="list-style-type: none"> Works well with mentor and others 	<ul style="list-style-type: none"> Able to work with mentor and others 	<ul style="list-style-type: none"> Able to work with mentor and others with occasional difficulties 	<ul style="list-style-type: none"> Able to work with mentor and others but with great difficulties 	
(D) Attitude	<ul style="list-style-type: none"> Shows great interest and commitment all the time 	<ul style="list-style-type: none"> Shows interest and commitment most of the time 	<ul style="list-style-type: none"> Inconsistent interest and commitment 	<ul style="list-style-type: none"> Not interested and not committed 	
(E) Inquisitiveness	<ul style="list-style-type: none"> Asks challenging and relevant questions all the time 	<ul style="list-style-type: none"> Asks relevant questions most of the time 	<ul style="list-style-type: none"> Asks questions occasionally 	<ul style="list-style-type: none"> Hardly asks questions 	
(F) Problem-Solving Skills	<ul style="list-style-type: none"> Provides effective solutions to problems most of the time 	<ul style="list-style-type: none"> Provides effective solutions to problems at times 	<ul style="list-style-type: none"> Seldom provides effective solutions 	<ul style="list-style-type: none"> Never provides effective solutions 	
(G) Keeping Records	<ul style="list-style-type: none"> Well-documented and organised Essential information is kept in a well-organised written format Strong evidence of individual insights and reflection 	<ul style="list-style-type: none"> Fairly well-documented and organised Essential information is kept in a fairly easy to follow format Some evidence of individual insights and reflection 	<ul style="list-style-type: none"> Only some portions are well-documented and organised Little evidence of individual insights and reflection 	<ul style="list-style-type: none"> Incomplete documentation No evidence of individual insights and reflection 	
<p>* Please give only integer scores from 1 to 4.</p> <p style="text-align: right;">TOTAL</p>					

NTU-A*STAR-HCI H3 Science Research Evaluation Rubric Assessment Form for Research Paper

Name of Student : _____

Project Code & Title : _____

Name of Assessor : _____ Signature & Date : _____

Assessment is based on the Research Paper submitted by the student.

Components	Outstanding 4	Good 3	Average 2	Below Average 1	Score* (1-4)
(A) Background Information and Clarity in Objectives Set	<ul style="list-style-type: none"> Uses authoritative resources Makes critical assessment All objectives are clearly defined 	<ul style="list-style-type: none"> Uses mainly authoritative resources Makes some critical assessment Some objectives are clearly defined 	<ul style="list-style-type: none"> Uses some authoritative resources Makes occasional critical assessment Some objectives are clearly defined 	<ul style="list-style-type: none"> No background research Lacks critical assessment Objectives are poorly defined 	
(B) Experimental Design	<ul style="list-style-type: none"> Innovative and valid experiments All sources of errors considered All important variables controlled 	<ul style="list-style-type: none"> Valid experiments Most sources of errors considered Important variables controlled 	<ul style="list-style-type: none"> Average experimental design Some sources of errors considered Few variables controlled 	<ul style="list-style-type: none"> Poor experimental design Sources of errors hardly considered Little or no control of variables 	
(C) Data Collection and Processing	<ul style="list-style-type: none"> Excellent sample set High level of accuracy and precision Excellent scientific data processing 	<ul style="list-style-type: none"> Good sample set Some concern for accuracy and precision Good scientific data processing 	<ul style="list-style-type: none"> Average sample set Little concern for accuracy and precision Some evidence of scientific data processing 	<ul style="list-style-type: none"> Insufficient sample set No concern for accuracy and precision No evidence of scientific data processing 	
(D) Discussion and Conclusion	<ul style="list-style-type: none"> Coherent, logical and organised discussion of the results Appropriate conclusions Able to recommend future research / studies with thought given to possible further refinement 	<ul style="list-style-type: none"> Logical and organised discussion of the results Appropriate conclusions Able to recommend possible future research / studies 	<ul style="list-style-type: none"> Somewhat logical and organised discussion of the results Some appropriate conclusions Some suggestions of possible future research / studies but they may not be relevant 	<ul style="list-style-type: none"> Flaws and discontinuity in discussions of the results Inappropriate conclusions No suggestions of future research / studies 	
(E) Paper Writing	<ul style="list-style-type: none"> Paper is written with a high degree of clarity and precision Effective use of scientific notations, references, figures, figure captions etc. All sources are properly cited 	<ul style="list-style-type: none"> Paper is written with a considerable degree of clarity and precision Appropriate use of scientific notations, references, figures, figure captions etc. Most sources are properly cited 	<ul style="list-style-type: none"> Paper is written with some degree of clarity and precision Inconsistent use of scientific notations, references, figures, figure captions etc. Some sources are properly cited 	<ul style="list-style-type: none"> Paper shows only some evidence of clarity and precision Hardly any use of scientific notations, references, figures, figure captions etc. Most sources are not properly cited 	
(F) Originality and Creativity	<ul style="list-style-type: none"> Highly original, novel and resourceful 	<ul style="list-style-type: none"> Original with some novel ideas 	<ul style="list-style-type: none"> Approach is above average 	<ul style="list-style-type: none"> Routine approach 	
<p>* Please give only integer scores from 1 to 4.</p>					TOTAL

NTU-A*STAR-HCI H3 Science Research Evaluation Rubric Assessment Form for Oral Presentation

Name of Student : _____

Project Code & Title : _____

Name of Assessor : _____ Signature & Date : _____

Assessment is based on the oral presentation and oral defence by the student.

Components	Outstanding 4	Good 3	Average 2	Below Average 1	Score* (1-4)
(A) Effectiveness of Presentation materials	<ul style="list-style-type: none"> Impressive presentation flow Very effective use of IT / demonstrations / graphic tools 	<ul style="list-style-type: none"> Good presentation flow Effective use of IT / demonstrations / graphic tools 	<ul style="list-style-type: none"> Average presentation flow Some use of IT / demonstrations / graphic tools 	<ul style="list-style-type: none"> Poor presentation flow No use of IT / demonstrations / graphic tools 	
(B) Communication Skills	<ul style="list-style-type: none"> Very systematic and coherent Very clear and comprehensive Keeps very good timing 	<ul style="list-style-type: none"> Systematic and coherent Clear and comprehensive Keeps to the time 	<ul style="list-style-type: none"> Systematic Lacks clarity and comprehensiveness Slightly over or under run the time 	<ul style="list-style-type: none"> Not systematic Lacks clarity and comprehensiveness Poor time management 	
(C) Content	<ul style="list-style-type: none"> Good background information Very rational experimental/ theoretical design Solid results Logical and consistent conclusions 	<ul style="list-style-type: none"> Sufficient background information Rational experimental/ theoretical design Sufficient results Logical conclusions 	<ul style="list-style-type: none"> Some background information Average experimental/ theoretical design More results required 	<ul style="list-style-type: none"> Little background information Poor experimental /theoretical design Insufficient results Unsubstantiated conclusions 	
(D) Response to Questions	<ul style="list-style-type: none"> Able to answer all questions with good reasoning and logic Shows great confidence 	<ul style="list-style-type: none"> Able to answer most questions with good reasoning and logic Shows confidence 	<ul style="list-style-type: none"> Able to answer some questions Shows average confidence level 	<ul style="list-style-type: none"> Not able to answer most questions Shows poor confidence 	
(E) Demonstration of Knowledge Acquired	<ul style="list-style-type: none"> Demonstrates excellent ability to apply the acquired knowledge to a real or hypothesised situation 	<ul style="list-style-type: none"> Demonstrates good ability to apply the acquired knowledge to a real or hypothesised situation 	<ul style="list-style-type: none"> Demonstrates average ability to apply the acquired knowledge to a real or hypothesised situation 	<ul style="list-style-type: none"> Demonstrates no ability to apply the acquired knowledge to a real or hypothesised situation 	
<p>* Please give only integer scores from 1 to 4.</p> <p style="text-align: right;">TOTAL</p>					