Assessment criteria and grading rubrics

Criterion 1: Independent work

Professional planning, accomplishment and follow-up
Grading rubrics: Planning, Accomplishment, Follow-up, Independence

- *The student plans her/his work professional by*
    o writing a clear and reasonable project plan,
        ▪ Is the problem/commission clearly formulated?
        ▪ Are the sub problems reasonable and on sufficiently detailed level?
        ▪ Has an appropriate in-depth study been choosen?
    o being open for different views and think about different ways to solve some sub problems.

- *The student accomplishes her/his work on a professional way by*
    o carrying out projects/working duties within given frameworks,
    o revicing the planning/project plan adapting to time and sub problems,
    o appearing for scheduled meetings on time and well prepared,
    o adapting to regulations at the company where the thesis work is done,
    o carrying out projects/work according to ACM/IEEE Code of Ethics and Professional Practice (se http://www.acm.org/about/se-code). For example,
        ▪ Act to the benefit of the general public's and mandator's best
        ▪ Strive for the completed product/system/software to meet the highest standards available
        ▪ ...

- *The student follows up her/his work on a professional way by*
    o updating the supervisors on the progress of the work
        ▪ Delivers regular and wortwhile status reports
        ▪ Pursue a project diary/blog

- *The student shows independence by*
    o taking inititives to meetings, reviews and discussions,
    o drifting the work ahead and coming up with ideas of her/his own,
    o proving ability for creativity and innovation.

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2010-03-02

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Criterion 2: Scientific and Engineering work

Scientific and Engineering contents and results

Grading Rubrics: Objective wording and surrounding world analysis, Methodical conditions, Scientific/engineering sustainable results, Discussion results, Progression in the subject

- *The student formulates clear objectives and gives a reasonable analysis of the current situation by*
  - o clearly formulating the problem, the issues, the research questions and/or the hypotheses/assumptions,
  - o clearly re-engaging to related research/development.

- *The student creates appropriate methodical conditions by*
  - o choosing adequate methods,
  - o clearly justifying and describing the ways of working and the methodology.

- *The student reaches scientific/engineering sustainable results by*
  - o using the methods correctly,
  - o integrating knowledge from different parts of the education,
  - o carrying out experiments, implementations and/or theoretical tasks carefully and showing good familiarity with the subject.

- *The student discusses the results on an objective way by*
  - o drawing reasonable conclusions,
  - o elucidating restrictions and problems and the good of the results,
  - o indicating possibilities for future works.

- *Progression in the subject*
  - o There are no requirements that the work should lead to progression in the subject, but if this is the case it is considered distinguished positive.

Criterion 3: Presentation and opposition

Written report (layout)
Grading Rubrics: Presentation/layout, Scientific writing

- *The student presents the material on an understanable way by*
  - organizing the contents in a good way,
  - treating the language well and having a balanced terminology in the subject,
  - presenting figures and tables on a clear way making them understandable without other information than the legends of the figures/tables,
  - writing the report with good coherence and cohesion.

- *The student uses a scientific/engineering way of argumentation by*
  - presenting well-founded assertions,
  - formulating the problem/issue on a clear way,
    - Is the problem well-founded and motivated in the introduction?
    - The introduction should put the issue into a lager context
  - relating the problem to earlier research,
  - defining those central concepts that are included in the report,
  - putting the results into a larger context, and evaluating the possible weaknesses of the work.

Oral presentation
Grading Rubrics: Presentation of the material, Describe/clarify initiatives of her/his own

- *The student presents the material on a professional way by*
  - outlining the contents well,
  - keeping up with time,
  - expressing the material in an understandable way tailored for the target group.

- *The student describes and clarifies the initiatives of her/his own in the work*

- *The student implements the discussion with the opponent and the audience in a professional way*

Planning and implementing of opposition

Grading Rubrics: Written basis of the opposition, Constructive implementation of the opposition

- *Before the opposition takes place the student produces a written basis that mirrors the strengths and weaknesess of the work*

- *The student implements a constructive opposition by*
    - discussing, for example, choices of methods and results in the work and not focusing on spelling errors and layout,
    - balancing the mix of comments on strengths and weaknesses,
    - refering, in the oral opposition, to the recent oral presentation