

Written Report GROUP Assessment Report

Topic: _____

Group member: _____ Group No. _____

Group member: _____

Group member: _____

Group member: _____

| Assessment Criteria | | Area of strength (AS) | Satisfactory (S) | Area for improvement (AI) |
|-----------------------|------------------------|--------------------------|--------------------------|---------------------------|
| Content (40%) | Knowledge of the topic | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Originality | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Analytical ability | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Research skills | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Organization (20%) | Structure | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Coherence | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Completeness | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Language (20%) | Clarity | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Style | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Accuracy | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Mechanics (20%) | Reference | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Citations | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Documentation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Format | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Other Comments:

Written Report Score Sheet

For Teacher Use only

Topic: _____

Group member: _____ Group No. _____

Group member: _____

Group member: _____

Group member: _____

| Assessment Criteria | | Marks |
|---------------------|------------------------|-------|
| Content (40%) | Knowledge of the topic | / 40 |
| | Originality | |
| | Analytical ability | |
| | Research skills | |
| Organization (20%) | Structure | / 20 |
| | Coherence | |
| | Completeness | |
| Language (20%) | Clarity | / 20 |
| | Style | |
| | Accuracy | |
| Mechanics (20%) | Reference | / 20 |
| | Citations | |
| | Documentation | |
| | Format | |
| Total | | / 100 |

Written Report Rubric (For Reference Only)

| | Excellent | Good | Fair | Pass | Failure |
|----------------------|---|---|--|---|---|
| Content (40%) | <ul style="list-style-type: none"> • Writer provides an accurate and complete explanation of key concepts and theories, drawing upon relevant literature. Applications of theory are included to illuminate issues • Uses the unexpected to full advantage; very original, clever and creative approach that captures audience's attention • Writer clearly relates evidence to thesis statement and topic sentences; analysis is fresh and exciting, posing new ways to think of the material. Work displays critical thinking and avoids simplistic description or summary of information • Went above and beyond to research information; solicited material in addition to what was provided; brought in personal ideas and information to enhance project; and presented evidence of extensive and valid research with multiple and varied sources | <ul style="list-style-type: none"> • For the most part, explanations of concepts and theories are accurate and complete. Some helpful applications of theory are included • Origin; good variety of blending of materials • Evidence often related to topic sentences, more critical thinking than just simply description • Did a very good job of researching; utilized materials provided to their full potential; presents evidence of valid research with multiple sources; at times took the initiative to find information from varied sources | <ul style="list-style-type: none"> • Explanations of concepts or theories are partly accurate. Attempt is made to tie in theory. There is some information that is not connected to the thesis • Some originality apparent; good variety of blending of materials • Evidence sometimes related to topic sentences, though links perhaps not very clear. Some description, some critical thinking • Used the materials provided in an acceptable manner, presents evidence of research with sources | <ul style="list-style-type: none"> • Explanations of concepts and theories are inaccurate or incomplete. Little attempt is made to tie in theory. There is a great deal of information that is not connected to the thesis • Little or no variation; a few original touches but for the most part materials presented with little originality or interpretation • Very little or very weak attempt to relate evidence to argument; may be no identifiable argument, or no evidence to relate it to. More description than critical thinking • Used the materials provided in an acceptable manner, but did not consult any additional resources | <ul style="list-style-type: none"> • Thesis is not clear; information included that does not support thesis in any way. No reference is made to literature or theory • Bland, predictable. Repetitive with little or no variety; little creative energy used • Shows no evidence of analysis work or the combination of ideas • Did not utilize resources effectively; did little or no fact gathering on the topic |

| Organization (20%) | <ul style="list-style-type: none"> • Uses a logical structure appropriate to paper's subject, purpose, audience, thesis, and disciplinary field. Sophisticated transitional sentences often develop one idea from the previous one or identify their logical relations. It guides the reader through the chain of reasoning or progression of ideas • A complete and organised report with thesis statement, introduction, body, conclusion and references • Effective and appropriate organization and display of information on charts, maps, diagrams, figures and tables with full accompanying text. | <ul style="list-style-type: none"> • Shows a logical progression of ideas and uses fairly sophisticated transitional devices; e.g. may move from least to more important idea. Some logical links may be faulty, but each paragraph clearly relates to paper's central idea • A complete report with thesis statement, introduction, body, conclusion and references • Appropriate organization and display of information on charts, maps, diagrams, figures and tables with adequate accompanying text. | <ul style="list-style-type: none"> • May list ideas or arrange them randomly rather than using any evident logical structure. May use transitions, but they are likely to be sequential (first, second, third) rather than logic-based. While each paragraph may relate to central idea, logic is not always clear. Paragraphs have topic sentences but may be overly general, and arrangement of sentences within paragraphs may lack coherence • An incomplete report missing one of the followings: thesis statement, introduction, body, conclusion and references • Appropriate organization and display of information on charts, maps, diagrams, figures and tables with inadequate accompanying text. | <ul style="list-style-type: none"> • May have random organization, lacking internal paragraph coherence and using few or inappropriate transitions. Paragraphs may lack topic sentences or main ideas, or may be too general or too specific to be effective. Paragraphs may not all relate to paper's thesis • An incomplete report missing two of the followings: thesis statement, introduction, body, conclusion and references • Inappropriate organization and display of information on charts, maps, diagrams, figures and tables and lack of accompanying text. | <ul style="list-style-type: none"> • No appreciable organization; lacks transitions and coherence • An incomplete report • Failure in organizing and display information on charts, maps, diagrams, figures and tables with accompanying text. |
|-----------------------|--|--|--|---|---|
|-----------------------|--|--|--|---|---|

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|----------------------------|--|---|--|---|--|
| Language (20%) | <ul style="list-style-type: none"> Chooses words for their precise meaning and uses an appropriate level of specificity. Sentence style fits paper's audience and purpose. Sentences are varied, yet clearly structured and carefully focused, not long and rambling Almost entirely free of errors | <ul style="list-style-type: none"> Generally uses words accurately and effectively, but may sometimes be too general. Sentences generally clear, well structured, and focused, though some may be awkward or ineffective May contain a few errors, which may annoy the reader but not impede understanding | <ul style="list-style-type: none"> Uses relatively vague and general words, may use some inappropriate language. Sentence structure generally correct, but sentences may be wordy, unfocused, repetitive, or confusing Usually contains several mechanical errors, which may temporarily confuse the reader but not impede the overall understanding | <ul style="list-style-type: none"> May be too vague and abstract, or very personal and specific. Usually contains several awkward or ungrammatical sentences; sentence structure is simple or monotonous Usually contains either many mechanical errors or a few important errors that block the reader's understanding and ability to see connections between thoughts | <ul style="list-style-type: none"> Usually contains many awkward sentences, misuses words, employs inappropriate language Usually contains so many mechanical errors that it is impossible for the reader to follow the thinking from sentence to sentence |
| Mechanics (20%) | <ul style="list-style-type: none"> All info referenced in body of paper and in bibliography All cited works, both text and visual, are done in the correct format with no errors Researched information appropriately and clearly documented, such as data, charts, questionnaire samples etc. Paginated, correct and consistent format with cover page, table of contents, abstract, references, appendix, etc. | <ul style="list-style-type: none"> All quotes & most paraphrased/summarized info referenced in body of paper and all info referenced in bibliography Most cited works, text and visual, are done in the correct format Researched information appropriately documented Paginated, consistent format | <ul style="list-style-type: none"> Some quotes/ paraphrased /summarized info not referenced in body of paper and most info referenced in bibliography Some cited works, both text and visual, are done in the correct format. Researched information documented Paginated, consistent format | <ul style="list-style-type: none"> Majority of quotes / paraphrased / summarized info not referenced in body of paper and some info not referenced in bibliography Few cited works, both text and visual, are done in the correct format Researched information inappropriately documented or in a mess No pagination, not consistent format of fonts, missing some basic elements such as table of contents etc. | <ul style="list-style-type: none"> No references No citations No documentation No pagination, incomplete format |