Instructions:

* This form needs to be filled up INDIVIDUALLY by each student.
* Section A should be completed by the student before sending the form to both the Industry and Academic Supervisor for appraisal.
* Section B should be completed separately by both the Industry and Academic Supervisor.
* The marks for part B will be summed up and divided by two (2) to get the actual grade (10%).
* Please return the completed evaluation to the Academic Supervisor.

1. **Student Details (student to fill up and return to academic supervisor before appraisal)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Student Name** |  | **Student ID** |  |
| **Student Email** |  | | |
| **Company Name** |  | | |
| **Industry Supervisor Name** |  | **Industry Supervisor Email** |  |
| **Project Name** |  | | |
| **Overview of project** |  | | |

1. **Evaluation (separate copy to be filled up by industry and academic supervisor)**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Evaluation** | | | | | | | |
| **Assessment Criteria:**  Project groups are evaluated in groups via formal presentations to the industry supervisor in the presence of a designated examiner. The evaluation criteria are listed below:   * Meeting project objectives * Presenters’ general preparation * Presentation content * Knowledge and skill * Ability to handle questions * Design meets expected functional and/or non-functional specification. | | | | | | | |
| **Criteria** | **Sub-criteria** | **Outstanding (9-10)** | **Mastering (7-8)** | **Developing (5-6)** | | **Beginning (0-4)** | **Mark Awarded** |
| **MLO5:** Critically appraise and present the prototype demo in accordance with the project objectives   (TGC 3.1,3.4,3.5) | Meeting project objectives (3.1) | Deliver compelling and outstanding presentation through critical reflection which demonstrates a thorough understanding of software knowledge and skill and meeting of project objectives with high level prototype. | Deliver an excellent presentation through critical reflection which demonstrates a thorough understanding of software knowledge and skill and meeting of project objectives with a complete prototype. | Deliver basic presentation through critical reflection which demonstrates a basic understanding of software knowledge and skill and meeting of project objectives with a partial demonstration of the prototype. | | Deliver superficial presentation through critical reflection which demonstrates a lack understanding of software knowledge and skill and meeting project objectives and almost incompetent prototype. | **/2** |
| **Sub-criteria** | **Outstanding (9-10)** | **Mastering (7-8)** | **Developing (5-6)** | | **Beginning (0-4)** | **Mark Awarded** |
| Presenter’s general preparation (3.4)  Part 1: Evidence | Uses a variety of supporting evidence, making appropriate reference to information or analysis that significantly supports the points  being made | Uses adequate supporting evidence, making appropriate reference to information or analysis that supports the points  being made | Uses adequate, but sometimes irrelevant, supporting evidence, making adequate, but sometimes  inappropriate reference to  information or  analysis that  supports the points | | Uses little or irrelevant supporting evidence, with little reference to information or analysis that supports the points being made. The content of slides seems to be completely irrelevant, reflecting a lack of understanding of how the presentation should be crafted. Numerous mistakes appear in the presentation | **/2** |
| **Sub-criteria** | **Outstanding (9-10)** | **Mastering (7-8)** | **Developing (5-6)** | | **Beginning (0-4)** | **Mark Awarded** |
| (3.4) Part 2: Demo Contain sufficient explanation on the system analysis and design | Deliver compelling and outstanding presentation through critical reflection which demonstrates a thorough understanding of the system analysis and design | Deliver an excellent presentation through critical reflection which demonstrates a thorough understanding of the system analysis and design | Deliver basic presentation through critical reflection which demonstrates a basic understanding of the system analysis and design | | Deliver superficial presentation through critical reflection which demonstrates a lacked understanding of the system analysis and design | **/2** |
| **Sub-criteria** | **Outstanding (9-10)** | **Mastering (7-8)** | **Developing (5-6)** | | **Beginning (0-4)** | **Mark Awarded** |
| Ability to handle questions (3.5)  Part 1: Ability to handle question | Display consistent ability to interact positively and to address questions satisfactorily with regards to project success and failures. Fully prepared for questions to the extent that the speaker can anticipate questions and respond with ample information. | Display frequent ability to interact positively and to address questions satisfactorily with regards to project success and failures. Demonstrates a clear understanding of the questions and is well prepared to answer the questions. Provides mostly correct and well-informed responses | Display ability to interact positively and to address questions satisfactorily with regards to project success and failures. Partially prepared to answer questions. Understands most of the questions but demonstrates difficulty in providing correct or well-informed responses. | | Showcase little to no ability to address questions posed with regards to project success and failures. Generally, unprepared to answer questions, misunderstand most of the questions and fail to provide appropriate responses. | **/2** |
| **Sub-criteria** | **Outstanding (9-10)** | **Mastering (7-8)** | **Developing (5-6)** | | **Beginning (0-4)** | **Mark Awarded** |
| (3.5) Part 2: Clear and concise with correct use of technical terms and descriptions | The speaker used excellent command of technical terms. An outstanding amount of knowledgeable information was provided to allow the audience to effectively evaluate the topic. | The speaker used compelling command of technical terms. Essential knowledgeable information was provided to allow the audience to effectively evaluate the topic. | The speaker used general command of technical terms. Less knowledgeable information was provided to allow the audience to effectively evaluate the topic. | | The speaker used less to none of technical terms related to the project. Hardly much knowledgeable information was provided to allow the audience to effectively evaluate the topic. | **/2** |
| **Criteria** | **Sub-criteria** | **Outstanding (9-10)** | **Mastering (7-8)** | **Developing (5-6)** | | **Beginning (0-4)** | **Mark Awarded** |
| 3.1 | Deliver content with consideration of audience, purpose, and context surrounding the task, both orally and in written form as well as any other appropriate forms | Deliver compelling content which demonstrates a thorough understanding of appropriate context, audience and purpose, in oral, written and any other appropriate forms. | Deliver a central content which demonstrates a thorough understanding of appropriate context, audience and purpose, in oral, written and any other appropriate forms. | Deliver basic content which demonstrates a basic understanding of appropriate context, audience and purpose, in oral, written and any other appropriate forms. | | Deliver superficial content which demonstrates a lacked understanding of appropriate context, audience and purpose, in oral, written and any other appropriate forms. | **/5** |
| **Criteria** | **Sub-criteria** | **Outstanding (9-10)** | **Mastering (7-8)** | **Developing (5-6)** | | **Beginning (0-4)** | **Mark Awarded** |
| 3.3 | Use expressive communication | Use imaginative, memorable and compelling language (by means of non-verbal language such as posture, gestures, eye contact and use of voice at all times) to communicate meaning to an audience. | Use thoughtful language (by means of non-verbal language such as posture, gestures, eye contact and use of voice at all times) to communicate meaning to an audience. | Use straightforward language (by means of non-verbal language such as posture, gestures, eye contact and use of voice at all times) that generally communicates meaning to an audience. | | Use unclear language (by means of non- verbal language such as posture, gestures, eye contact and use of voice at all times) that, to a very limited extent, communicates meaning to an audience. | **/2** |
| **Criteria** | **Sub-criteria** | **Outstanding (9-10)** | **Mastering (7-8)** | **Developing (5-6)** | | **Beginning (0-4)** | **Mark Awarded** |
| 3.4 | Use supporting evidence | Uses a variety of supporting evidence, making appropriate reference to information or analysis that significantly supports the points being made. | Uses adequate supporting evidence, making appropriate reference to information or analysis that supports the points being made. | Uses adequate, but sometimes irrelevant, supporting evidence, making adequate, but sometimes inappropriate, reference to information or analysis that supports the  points being made. | | Uses little or irrelevant supporting evidence, with little reference to information or analysis that supports the points being made. | **/1** |
| **Criteria** | **Sub-criteria** | **Outstanding (9-10)** | **Mastering (7-8)** | **Developing (5-6)** | | **Beginning (0-4)** | **Mark Awarded** |
| 3.5 | Actively listen and respond to the ideas of other people and  handle questions. | Actively listen and respond to the ideas of other people. | Occasionally listen and respond to the ideas of other people. | Listen but provide limited response to the ideas of other people. | | Seldom listen and respond to the ideas of other people. | **/2** |
| **TOTAL (20%)** | | | | | | | **(A)** |
| **TOTAL (10%)** | | | | | | | **(A)/2** |
| **Performance Review and Comments:** | | | | | | | |
| **Comments of Other Work Performance:** | | | | | | | |
| **Signature:** |  | | | | **Date:** | | |
| **Industry/Academic Supervisor’s Name:** |  | | | | **Email:** | | |