Project Sheet 3 - Report Rubric

Your report should be aimed at a well-educated peer, *e.g.,* another AMP 1 student.

Marks will be approximately evenly divided between presentation and content. The following is a guide to how these will be assessed. However, there is no intention that you will be awarded "marks" for each area. Moreover, the categories below are indicative, not a checklist.

Presentation

Component	Excellent	Good	Adequate	Inadequate
Overall	The template is used and enhanced when appropriate, for instance, by creating new sections.	Template is used, though it is followed too closely for the given material, i.e., it might have been customised in some way to good effect.	Some careless variations from the template, or failure to update obvious components such as skeleton section headings.	The template is not used, or broken in some way.
Use of English	Grammar and spelling[a] are all correct, and stylistically appealing. A formal style is preferred, with some allowed variation for readability. ——— [a]Standard Australian spelling should be used.	Grammar and spelling are all correct (barring 1 or 2 minor typos). Style is at least consistent.	There are more than 1 or 2 typos, but broadly correct use of English. Style is reasonable, but sometimes inconsistent.	Frequent significant grammatical mistakes (e.g., inconsistent use of tense, incorrect or ambiguous pronouns, missing or incorrect definite and indefinite articles, ...). Repeated spelling mistakes. Other poor use of language, including overly informal language, or overuse of, for instance, passive constructions, or uninformative abstract nouns (e.g., thing).
Figures and Tables	Tables and figures add to the enjoyment of reading the report.	Tables and figures are: (1) appropriate to the story being told, (2) well captioned, (3) clearly readable, and (4) explained in the text (as well as captions).	Most tables and figures are appropriate, but there are some deviations from the above, for instance, some figures that add little to underlying message of the report.	Uncaptioned tables or figures. Unlabelled axes. Illegible labels or other data. Poor import of figures (e.g., resulting in pixelisation).
Structure	Sections and other structures relate well to the material covered, and help make the report more readable.	Document structures are appropriate, but not edifying.	Sections, paragraphs or other document structures mostly appropriate, but are sometimes awkward, or material contained in them is not logically part of that section.	Sections or other structures are badly chosen. Required sections, e.g., abstract, introduction or conclusion are missing.
Mathematics	Mathematical is appealing, well-integrated with the text, and follows all required conventions (e.g., punctuation of equations, equation referencing, ...). Notation is well-defined, and consistent.	Mathematical typesetting is appropriate. Mathematical conventions are respected. Notation is well-defined, and consistent.	All correct, but poorly typeset in places, or some typos, e.g., occasional missing punctuation. Poor integration of mathematics with text, e.g., banks of unexplained equations, not described in the text.	Frequently undefined notation, or inconsistent notations (for instance the same symbol used to mean two different things).

Content

Component	Excellent	Good	Adequate	Inadequate
Evidence of understanding	Assumptions and limitations are clearly stated. Clear explanations of advantages and disadvantages of techniques. Compelling descriptions of real instantiations of techniques, e.g., via simulation results.	Assumptions and limitations are clearly stated. Examples are used to illustrate key ideas.	Some (trivial) innaccuracies or mistakes in derivations. Ideas are explained but only by paraphrasing existing texts, or the explanations are not clear, or with only few examples.	Frequent missing assumptions or discussion of limitations. Frequent inaccuracies, or incorrect derivations. Incorrect statistical techniques applied to data.
Focus	Work is well motivated. Extraneous points are well signposted, so that they do not distract from the main point of the report. Information is presented at the correct level for the audience.	The message of the report is clear and concise. Information is at the correct level for the audience.	Some digressions or extraneous material, or material that makes incorrect assumptions about the audience level of knowledge.	The work contains a mass of incoherent material, making it hard to understand the underlying message of the report. Missing details make the material unreadable to the intended audience.
Organisation	Information presented in logical and interesting sequence. Goals and results of work are clear.	Information presented in a logical sequence, e.g., terms defined before or during use, and ideas introduced in a sequence that builds understanding of the topic.	Information not always presented in a logical sequence, or transitions between topics are weak, but overall sequence is still possible to understand.	Information not presented in a logical sequence.
Use of references	References support ideas well. All sources are correctly attributed. Bibliography is well formatted.	All sources are correctly attributed. Bibliography is well formatted.	References are mostly used correctly, but with some formatting or other problems.	Plagiarism. Incorrect references. Poorly formatted bibliography. References are not cited in the text.
Use of data or experiments	Any data used is described in detail. Any experiments are described at a level of detail sufficient for reproducibility.	Data and experiments are described in sufficient detail, but the description is overly tedious or awkward.	Data and experiments are mostly described, but the reader is left with some questions.	Data not described. Simulations or other experiments not described.

There is no intention that you will be awarded "marks" for each area. The final mark will be an overall impression – however, some guidance follows below.

- **High Distinction:** excellent performance in 3-4 areas of assessment, and no worse than good in any.

- **Distinction:** excellent performance in 1-2 areas, and good performance in all others.

- **Credit:** Adequate or above in all categories, with at least good in several.

- **Pass:** Inadequate performance in no more than one category, and adequate or above in all others.

- **Fail:** Inadequate performance in several areas.

However, these are simply a guide and will not be applied dogmatically. For instance, truly exceptional performance in one area might compensate for deficiency in another. Likewise, other factors outside of the above list, for instance, evidence of initiative, may influence the mark.

In the other direction, serious plagiarism will result in a fail regardless of the quality of all other categories. **Note that plagiarism may have consequences outside the immediate exercise as well, as explained within the University's Academic Honesty Policy**.

Finally, there is no requirement for original thought or results in the work, but such will be seen very favourably.