



NAME								
REG NO								
PROGRAMME								
NO	CRITERIA	CLO	SCORE					MARKS
			5	4	3	2	1	
1	<b>Contents of report</b> <i>Introduction to the organization (Historical Background/ Organizational Chart/Organization's main activities</i>	5	Full and rich development of content (Introduction and historical background of the company & related activities) and complete explanation of the management function.	Clear and complete development of content (Introduction and historical background of the company & related activities) and complete explanation of the management function.	Adequate development of content, but lacks clearly stated positions/argument or supporting information; some explanation the management function.	Restricted development of content restricted; may be incomplete or unclear; little explanation of the management function .	Simplistic statement of content; no use of management function to support argument function.	[ /5]
2	<b>Summary of activities</b>	5	Details are arranged in an order that reader can follow; clear transition between steps; overall presentation is coherent.	Details organized reasonably well; there may be minor lapses from logical order, but they do not seriously detract from coherence of presentation.	Details organized acceptably; there may be some lapses from logical order, but they do not seriously detract from coherence of presentation.	Some attempt to order information has been made, but the sequence is difficult to follow	There is no apparent order. Writing rambles and/or is confusing to the reader.	[ /5]
3	<b>Task explanation</b> <i>Introduction</i> <i>-Objective of the technical task</i>	1	Objectives of the technical task are very clear and well-presented.	Objectives of the technical task are clear but unorganized.	Objectives of the technical task are vague.	Objectives of the technical task are very vague.	Objectives of the technical task are not related.	[ /5]
4	<b>Task explanation</b> <i>Introduction</i> <i>-Relations between theory and technical task</i>	1	Able to fully relate between the theory and technical task	Able to relate some of the theory and technical task	Able to relate little of the theory and technical task	Lack of relations between the theory and technical task	Fail to relate between the theory and technical task	[ /5]
5	<b>Task explanation</b> <i>Elaboration of the task</i>	1	Elaboration and detail achieved through full use of technical <i>terms</i> ;	Flexibility in range; appropriate use of technical <i>terms</i> and other vocabulary in a variety of situations; mostly correct use of <i>word forms</i> and <i>word choice</i> ; occasional wordiness or colloquialism	Adequate range; no precise use of subtle meanings displayed; technical <i>terms</i> only used occasionally;	Adequate range; no precise use of subtle meanings displayed; technical <i>terms</i> are seldom used	No attempt to use <i>technical terms</i> ; wordiness and colloquialisms throughout	[ /5]



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6	<b>Language and usage</b>	2	Error-free sentence-level grammar; broad and fluent range of vocabulary; concise and appropriate use of vocabulary; correct use of word forms and word choice.	Mastery of sentence patterns demonstrated; may have occasional grammatical errors on the sentence level.	Sentence patterns most often successfully used; several grammatical errors on the sentence level.	Narrow range; many <i>word form</i> errors; technical <i>terms</i> and other vocabulary often used inappropriately.	Attempts at simple sentences often not successful; many grammatical errors; simple vocabulary, often inappropriately used.	[ /5]
7	<b>Procedure and Chart consist of:</b> <ul style="list-style-type: none"> <li>Procedures</li> <li>Table/chart/diagram/graphic/photo/etc. includes its explanation</li> </ul>	4	Content supported effectively by data (procedures, manual, tables/ charts/ diagram/graphic/ photos/ etc) and completed fully with explanations of all data and assertions; data are presented in appropriate format; documentation for assertions is provided	Most of the content supported by data-- (procedures, manual, tables or charts); mostly appropriate explanations of data and assertions; data mostly presented in appropriate format; documentation generally provided.	Some of the content supported by data but should include more (procedures, manual, tables or charts) ; some explanations of data and assertions; data sometimes presented in appropriate format; documentation sometimes missing.	Little support of content by data-- (procedures, manual, tables or charts); incomplete or missing explanations of data and assertions; data not presented in appropriate format; documentation incomplete or absent	No support of content by data--(procedures, manual, tables or charts); minimal explanations of data and assertions; incorrect calculations throughout; data not presented in appropriate format; no documentation provided	[ /5]
8	<b>Conclusions consist of: summarizes and draws conclusions of the industrial training</b>	5	Concluding paragraph summarizes and draws a clear, effective conclusion and enhances the impact of the report	Concluding paragraph summarizes and draws a clear, effective conclusion and enhances the impact of the report	Concluding paragraph follows and summarizes report discussion, and draws a conclusion	Concluding paragraph is only remotely related to the report topic	Concluding paragraph is not apparent	[ /5]
9	<b>Conclusions consist of: continuity discussion on all task (as described in item 3b)</b>	5	Develop and organize idea effectively	Develop and organize ideas well	Develop and organize ideas satisfactorily	Develop and organize ideas with effort	Limited ability to develop and organize ideas	[ /5]
10	<b>Conclusions consist of: Comments and Suggestions</b>	5	Develop clear, comprehensive and creative comments and suggestions.	Develop clear, comprehensive and good comments and suggestions.	Develop clear, comprehensive and satisfactory comments and suggestions.	Develop comments and suggestions with effort	Hardly able to give comments and suggestions	[ /5]



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11	Use information ethically and legally	5	A thorough understanding of citations: <ul style="list-style-type: none"> <li>• Able to quote and paraphrase sentences from the cited sources</li> <li>• Wide use of own sentences.</li> <li>• Able to indicate the best sources in a works cited page clearly and correctly.</li> </ul>	A substantial understanding of citations: <ul style="list-style-type: none"> <li>• Attempt to paraphrase sentences from the cited sources.</li> <li>• Minimal use of own sentences.</li> <li>• Cited the best sources in a works cited page</li> </ul>	A partial understanding of citations: <ul style="list-style-type: none"> <li>• A partial understanding of the sources used</li> <li>• Confusing quotations and paraphrase statements</li> <li>• Able to cite sources but many errors on the given format</li> </ul>	Little understanding of citations : <ul style="list-style-type: none"> <li>• Wrongly cite sources in a given format</li> <li>• Wrongly quote and paraphrase sources used</li> <li>• Fail to cite the best sources in a works cited page</li> </ul>	Not understanding citations <ul style="list-style-type: none"> <li>• Copy and paste directly from the sources and fail to quote and paraphrase the sources</li> <li>• Fail to quote and paraphrase the sources</li> <li>• Fail to cite the best sources in a works cited pages</li> </ul>	[ /5]
<b>Total Marks</b>								[ /55]

LECTURER'S NAME :

POSITION :

DATE OF ASSESSMENT :

STAMP :