

Sample rubric from engineering used for a group project

Criteria	Weighting	Exemplary (D-HD)	Competent (CR-D)	Developing (N-P)
The value of work you have undertaken personally and that of your team	20%	Identifies the individual work they have done and clearly explains how their work contributed to project goals. Uses examples to support their explanation.	Identifies the individual work they have done. Attempts to explain how their work contributed to project goals, but not completely convincing. Few, if any, examples.	Little or no attempt to identify the individual work they have done. No attempt to explain how their work contributed to project goals.
		Identifies the work the team has done and clearly explains how the team's work contributed to project goals. Uses examples to support their explanation.	Identifies the work the team has done. Attempts to explain how the team's work contributed to project goals, but not completely convincing. Few, if any, examples.	Little or no attempt to identify the work the team has done. No attempt to explain how the team's work contributed to project goals.
	20%	Discusses the progress of their project in detail. Supports their position with evidence.	Discusses the progress of their project, but does not present any supporting evidence.	Presents nothing or very little about the progress of their project.
	20%	Discusses what has and has not worked on their project, and explains why.	Discusses what has and has not worked on their project, but does not explain why.	Little or no attempt to discuss what has and has not worked on their project.
		Discusses what their team would have done differently and explains why.	Discusses what their team would have done differently, but does not explain why.	Little or no attempt to discuss what their team would have done differently.
What lessons will you take forward in this project and into future projects	20%	Clearly identifies key lessons and uses appropriate examples from the project to explain why they are important.	Identifies key lessons but does not adequately explain why they are important.	Little or no attempt to identify key lessons.
		Explains clearly and with specific examples how lessons will be taken forward in this and future projects.	Explains how lessons will be taken forward in this and future projects – uses few if any examples.	Fails to explain how lessons will be taken forward in this and future projects.
How this course has caused you to change your attitude towards successfully completing project development work	10%	Uses personal experience and examples to explain how their learning has changed the way they think about project work.	Explains how their learning has changed the way they think about project work – supported with few, if any, examples and personal experience.	Little or no attempt to explain how their learning has changed the way they think about project work.
Presentation including clarity and conciseness of writing, grammar and quality of diagrams etc.	10%	Citations are appropriate and correct. Listed in references section.	Citations are appropriate and mostly correct. Listing in references section is mostly correct.	No or infrequent citations. Signs of plagiarism.
		Good logical organisation, no misspelled words and good grammar contributes to clarity.	Some logic to the organisation and spelling is generally correct. Some problems with grammar, but they are not distracting.	Illogical or disjointed organisation, frequent spelling errors and/or grammatical errors are distracting and interfere with meaning – the work is difficult to follow.
		Good use of technology – video, interactive.	Limited use of technology – e.g. web site, blog.	Little or no use of technology – simple text.