

NAME							
MATRIC NUMBER							
PROGRAMME							
NO	CRITERIA	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>	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.	
2	<b>Introduction to the department/ unit main activities</b>	Student demonstrates a comprehensive understanding of the department/unit's main activities, including their purpose, scope, and how they contribute to the organization's goals.	Student shows a good understanding of the department/unit's main activities, describing their purpose and scope with clarity and providing insights into their significance for the organization.	Student demonstrates an adequate understanding of the department/unit's main activities but lacks depth or clarity in their description or fails to fully connect them to the organization's goals.	Student displays a basic understanding of some of the department/unit's main activities but lacks coherence or provides incomplete descriptions, with limited relevance to the organization's goals.	Student fails to demonstrate an understanding of the department/unit's main activities or provides inaccurate or irrelevant descriptions.	
3	<b>Summary of activities / task assigned</b>	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.	
4	<b>Task explanation</b> <i>Introduction -Relations between theory and technical task</i>	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	<b>Task explanation</b> <i>Elaboration of the task</i>	Elaboration and detail achieved through full use of technical terms;	Flexibility in range; appropriate use of technical terms and other vocabulary in a variety of situations; mostly correct use of word forms and word choice; occasional wordiness or colloquialism	Adequate range: no precise use of subtle meanings displayed; technical terms only used occasionally;	Adequate range: no precise use of subtle meanings displayed; technical terms are seldom used	No attempt to use technical terms; wordiness and colloquialisms throughout	

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6	<b>Procedure and Chart consist of:</b> <i>Procedures Table/chart/ diagram/ graphic/photo/ etc. includes its explanation</i>	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	
7	<b>Challenges</b> Challenges, weaknesses, and deficiencies faced	Student identifies and comprehensively articulates a diverse range of challenges faced during the internship.	Student identifies and articulates a variety of challenges faced during the internship.	Student identifies some challenges faced during the internship, though lacks depth or specificity in their description.	Student identifies few challenges faced during the internship or provides vague descriptions of challenges.	Student fails to identify any challenges faced during the internship.	
8	<b>Conclusions consist of</b> <i>summarizes and draws conclusions of the industrial training</i>	The conclusion paragraph summarizes and draws a clear, effective conclusion and enhances the impact of the report	The conclusion 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	
9	<b>Conclusions consist of:</b> <i>Comments and Suggestions</i>	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	
10	<b>Use information ethically and legally</b>	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 each 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>	

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11	<i>Language and usage</i>	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.	
12	<b>Appendices</b> Relevance and organization.	Appendices provide highly relevant and well organize supplementary materials that enhance the understanding and support the main content of the report.	Appendices offer relevant and organized in a clear manner, supplementary materials that complement the main content of the report and provide additional context or detail.	Appendices contain some relevant and organize supplementary materials but may include minor instances of tangential or unnecessary information.	Appendices include supplementary materials that are somewhat relevant and organized to the main content of the report but lack clear connection or significance.	Appendices contain irrelevant or lack clear organization, with confusing or inconsistent extraneous materials that do not contribute to the understanding or support of the main content of the report.	
<b>Total Marks</b>							<b>/60</b>

Advisor's Name :

Position :

Date of Assessment :

Signature & Stamping :