RIPHAH COLLEGE OF REHABILITATION SCIENCES

Faculty of Rehabiliatation & Allied Health Sciences

RIPHAH INTERNATIONAL UNIVERSITY

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Progress Evaluation Form (ANNEX 4)

Student's name	
Supervisor's name	
Program	
Department	
Session	
Title	

Serial Number	Attributes	Marks	Example of level of achievement			
			Exemplary	**Satisfactory**	**Developing**	**Unsatisfactory**
			(5)	**(3-4)**	**(1-2)**	**(0)**
1.	**Subject Knowledge**		Student identifies and demonstrates an understanding of all the concepts and processes necessary to solve the problem.	Student identifies and demonstrates an understanding of most of the concepts and processes necessary to solve the problem.	Student identifies and demonstrates an understanding of some of the concepts and processes necessary to solve the problem.	Student does not identify and does not demonstrate an understanding of concepts and processes necessary to solve the problem
2.	**Problem Analysis**		Student's analysis is complete, detailed, organized and appropriate for the problem. Final analysis is accurate and provides clear evidence and reasoning.	Student's analysis is accurate, organized and appropriate for the problem may lack detail. Final analysis is mostly accurate and provides some evidence and reasoning	Student's analysis contains errors and/or lack an organized approach to solving the problem. Final analysis is moderately accurate and provides minimal evidence and reasoning.	Student's analysis is inaccurate, incomplete and/or inappropriate for the problem. Final analysis is inaccurate and provides no evidence and reasoning
3.	**Design/ Development of Solutions**		Clear and complete understanding of design goal and constraints.	Overall sound understanding of the problem and constraints. Does not significantly impair solution	Some understanding of problem. Major deficiencies that will impact the quality of	Little or no grasp of problem. Incapable of producing a successful solution.

					solution.	
4.	**Investigation**		Student demonstrated a thorough understanding the processes, tenets, and assumptions of multiple methods of investigation leading to scientific knowledge	Student demonstrated an understanding of the processes, tenets, and assumptions of multiple methods of investigation leading to scientific knowledge	Student demonstrated an initial understanding of the processes, tenets, and assumptions of multiple methods of investigation leading to scientific knowledge.	Student demonstrated no understanding of the processes, tenets, and assumptions of multiple methods of investigation leading to scientific knowledge.
5.	**Modern Tool Usage**		Selection of tools is based on sound technical criteria. Usage of the tools shows a good awareness of the tools capabilities and features. Tools are used correctly and in a consistent way with the stated objectives.	Selection of tools is based on prior knowledge of the tools. Usage of the tools is shows a fair awareness of the tools capabilities and features	Tools are selected based on personal preference, but are technically correct. Usage of the tools is shows a little awareness of the tools capabilities and features	Use of the wrong set of tools is commonly noticed. Usage of the tools is shows no awareness of the tools capabilities and features.
6.	**The subject and Society**		Considers and evaluates diverse interactions of subject on society and the environment.	Demonstrates understanding of diverse interactions of subject on society and the Environment.	Demonstrates some understanding of diverse interactions of Subject on society and the environment.	Demonstrates minimal understanding of diverse interactions of Subject on society and the environment.
7.	**Environment and Sustainability**		Fully quantifies the environmental and social impacts associated with engineering project alternatives	Identifies environmental impacts and knows different methods to estimate environmental impacts of engineering designs in his/her branch of engineering	Identifies a list of potential environmental impacts of a project in his/her branch of engineering but cannot estimate them he environment.	Is incapable of identifying potential environmental impacts of a specific project in his/her branch of engineering

8.	**Ethics**		• Appreciates and articulates sophisticated issues and dilemmas in following the requirements of professional ethics and equity, and in relation to larger, substantive issues • Recommends actions that demonstrate accountability and that have broader implications	• Appreciates and articulates issues and dilemmas in following the requirements of professional ethics • Recommends actions that are accountable	• Appreciates some issues and dilemmas in following the requirements of professional ethics and equity • Infrequently recommends actions that are not accountable	• Unable to identify issues and dilemmas related to ethics and equity • Cannot recommend actions that are accountable
9.	**Communication**		Clearly identifies the purpose, and Demonstrates awareness of the audience's identity. Uses appropriate, relevant content. Is grammatically correct and talk is organized.	Clearly identifies the purpose. Uses appropriate, relevant content. Is grammatically sound and talk is somewhat organized. Structure can be improved	Lacks in identifying the purpose, and fails to show awareness of the audience's identity. Uses somewhat appropriate, content. Isn't grammatically correct	Completely fails to identify the purpose, and awareness of the audience's identity. Uses in-appropriate, ir-relevant content. Is grammatically wrong and talk is NOT organized.
10.	**Project Management**		• Understands and can apply all aspects of the project process within the broader scope of project management • Identifies all constraints in a project, the relations between them, and how these relations can impact the project process	• Understands the phases of the project process and can define the necessary tasks for each • Identifies correctly all constraints in a project	• Has some understanding of the project process (e.g., can identify the phases but is unable to define the tasks necessary to complete the phases) • Identifies only the obvious constraint	• Does not understand the notion of project process (i.e., the phases of initiation, planning, execution, closure nor the tasks needed to complete each phase) • Is unable to identify any of the constraints in a project
11.	**Lifelong Learning**		• Demonstrates a skillful ability to explore a subject/topic independently • Relates and applies academic learning to a	• Demonstrates an ability to explore a subject/topic independently • Relates academic learning to	• Demonstrates some independent ability to explore a subject/topic • Relates academic	• Demonstrates no independent ability to explore a subject/topic • Unable to relate academic

			variety range of practical issues	practical issues in his/her own field	learning to some practical issues in his/her own field	learning to practical issues

Supervisor Signature: _____

Signature:

Associate Dean Post Graduate programs & research

Signature:

Dean FR&AHS