

Appendix B: Work-Term Report Evaluation (CSI)

Student's name	
Course code	CSI <input type="checkbox"/> 2901 <input type="checkbox"/> 3901 <input type="checkbox"/> 3902 <input type="checkbox"/> 4901 <input type="checkbox"/> 4902
Session (ex. winter 2017)	
Work term	<input type="checkbox"/> First <input type="checkbox"/> Second <input type="checkbox"/> Third <input type="checkbox"/> Fourth <input type="checkbox"/> Fifth
Type of report	<input type="checkbox"/> Type 1 Non-confidential <input type="checkbox"/> Type 2 Confidential
CO-OP employer	
Employer's work-term evaluation:	<input type="checkbox"/> Exceptional, <input type="checkbox"/> Excellent, <input type="checkbox"/> Very good, <input type="checkbox"/> Good, <input type="checkbox"/> Fair, <input type="checkbox"/> Needs improvement
Evaluator's name	Date
Official work-term report appraisal	<input type="checkbox"/> Pass <input type="checkbox"/> Fail <input type="checkbox"/> Resubmit

Note: If a "fail" is given, the evaluator contacts the student, the CO-OP academic coordinator and the CO-OP Office to discuss the evaluation. If the evaluator suggests to resubmit the work-term report, this must be done rapidly by the student.

Criteria	Not satisfactory Fail	Needs improvement Fail	Good Pass	Very good Pass	Excellent Pass	Exceptional Pass
<p>Cover letter Presentation: address line, subject line, signature, date, etc.</p> <p>Literary quality: grammar and spelling</p> <p>Content: description of the work-term location and nature of job, skills learned, etc.</p>	<input type="checkbox"/> The letter complies with very few or none of the guidelines.	<input type="checkbox"/> The letter complies with a few of the guidelines.	<input type="checkbox"/> The letter complies with several of the guidelines.	<input type="checkbox"/> The letter complies with many of the guidelines.	<input type="checkbox"/> The letter complies with almost all of the guidelines.	<input type="checkbox"/> The letter complies with all of the guidelines.
<p>Rigour Work-term report guidelines and conventions are followed.</p> <p>Presentation: abstract, table of contents, list of tables, references, appendices, etc.</p> <p>The general structure follows the guidelines.</p> <p>Literary quality: grammar and spelling.</p>	<input type="checkbox"/> The report complies with very few or none of the guidelines and conventions.	<input type="checkbox"/> The report complies with a few of the guidelines and conventions.	<input type="checkbox"/> The report complies with several of the guidelines and conventions.	<input type="checkbox"/> The report complies with many of the guidelines and conventions.	<input type="checkbox"/> The report complies with almost all of the guidelines and conventions.	<input type="checkbox"/> The report complies with all of the guidelines and conventions.
<p>Precision Concepts, terms, and principles are used precisely throughout the report (degree of accuracy and clarity).</p>	<input type="checkbox"/> Very few or no concepts, terms and principles are used precisely throughout the report.	<input type="checkbox"/> A few concepts, terms and principles are used precisely throughout the report.	<input type="checkbox"/> Some concepts, terms and principles are used precisely throughout the report.	<input type="checkbox"/> Many concepts, terms and principles are used precisely throughout the report.	<input type="checkbox"/> Almost all concepts, terms and principles are used precisely throughout the report.	<input type="checkbox"/> All concepts, terms and principles are used precisely throughout the report.
<p>Depth The work presented is supported by analysis and scholarly references. The quality of the report is clear; for example, methods, principles or theories of practice, are correctly applied.</p>	<input type="checkbox"/> Very few or no aspects of the work are supported by analysis and scholarly references.	<input type="checkbox"/> A few aspects of the work are supported by analysis and scholarly references.	<input type="checkbox"/> Some aspects of the work are supported by analysis and scholarly references.	<input type="checkbox"/> Many aspects of the work are supported by analysis and scholarly references.	<input type="checkbox"/> Almost all of the work is supported by analysis and scholarly references.	<input type="checkbox"/> All the work is supported by analysis and scholarly references.
<p>Coherence Elements across the report are linked together structurally and conceptually.</p>	<input type="checkbox"/> Very little or no aspects of the report are organized structurally and conceptually.	<input type="checkbox"/> A few aspects of the report are organized structurally and conceptually.	<input type="checkbox"/> The report is somewhat organized with some elements linked, either within or across the report.	<input type="checkbox"/> The report is fairly well organized with elements linked structurally or conceptually within <i>and</i> across the report.	<input type="checkbox"/> The report is very well organized .	<input type="checkbox"/> The report is impeccably organized .
<p>Relevance The context and the work-term experience are well described in the report.</p>	<input type="checkbox"/> The relevance of the content is not evident .	<input type="checkbox"/> The relevance of the content is evident to a limited degree .	<input type="checkbox"/> The relevance of the content is moderately evident .	<input type="checkbox"/> The relevance of the content is evident for the most part .	<input type="checkbox"/> The relevance of the content is clearly evident for the most part .	<input type="checkbox"/> The relevance of the content is clearly evident throughout .

Comments and suggestions

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