

RAFFLES ACADEMY 2.0

HANDBOOK



RAFFLES
GIRLS' SCHOOL

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1 USING THIS HANDBOOK

These pages contain essential information about **Raffles Academy 2.0 (RA)** only, from its aims to the application process and evaluation essentials.

The information provided in this RA Handbook is first accessed by students who are completing Year 2 and would like to take up an RA module in Year 3. They should read the handbook entirely and may refer to it again in Year 3 and Year 4.

The module listing for each academic year can be found in the following folders in the *Research Studies & Raffles Academy* site on iNet:


 [RS & RA Handbooks](#)


 [Application Information](#)


Read on to learn more about RA and craft your talent development plan.

The Talent Development Department

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2 AN OVERVIEW OF RAFFLES ACADEMY 2.0

Introduction

Raffles Academy 2.0 (RA) was created to help every RGS student experience the joy of learning by discovering her interests, growing her passions, and mastering skills and knowledge in a chosen area of talent. It is a talent development Platform for all Year 3 and Year 4 students.

RA offers a rigorous multidisciplinary curriculum and an intellectually stimulating environment for the highly motivated. Students can choose from a wide range of rich talent development experiences in the academic and creative or creative problem-solving domains to cater to their interests and talents.

Whether a student is pursuing in-depth or extended study of a body of knowledge or discipline, exploring a newfound interest area or furthering a passion through research, there would be something for her in RA.

Parameters

Raffles Academy is framed by the following parameters.

Non-mandatory enrolment

Students can exercise their freedom of **choice** to commit to an RA module. It is not mandatory.

The **unstructured space** is designed to develop students' intrinsic motivation and the 21st century soft skills of self-awareness, self-management, social awareness, relationship building and responsible decision-making.

① *Note: A Year 2 student who chooses to opt out of RA must still officially declare this choice using the RA Application site on iNet.*

Eclectic & inclusive options

RA caters to various interests and talents with a range of modules across subject disciplines as well as skills sets. The module durations are varied, allowing students to decide on their level of commitment, and some modules have more than one entry and exit point.

De-emphasised competition

RA emphasises on the quality of instruction; interaction between instructor and student, and between students; and the learning experience. The RA Evaluation Report is **qualitative** and delinked from academic awards or other forms of recognition or tangible benefit.

Effective structure and processes

The structure and processes are designed to **encourage** student enrolment, through a demonstration of *their readiness* for greater depth or breadth of learning, and to **optimise** resources.

Duration

RA modules are conducted by semesters and on a weekly basis.

Semester

The semesters for each cohort are as follows. These durations are subject to minor adjustment to accommodate major school activities and public/school holidays.

▶ Semester 1	Year 3	Term 1 Week 3 - Term 2 Week 7	13 – 15 weeks
▶ Semester 2	Year 3	Term 2 Week 8 - Term 4 Week 3	13 – 15 weeks
▶ Semester 2*	Years 3 – 4	Term 2 Week 8 - Term 1 Week 2	17 – 19 weeks
▶ Semester 3	Year 4	Term 1 Week 3 - Term 2 Week 7	13 – 15 weeks

*RMs of two-semester duration may end in Term 1 Week 2 of Semester 3, giving students time (after the end-of-year examinations) to *independently* complete outstanding module requirements (e.g. submit a research report, submit a product, present their research in an oral presentation).

Module

A module may be for one semester, two semesters or three semesters. A module may be offered in the first or second semester of an academic year. Information on each module's duration and when it is offered can be found in the listing of module descriptions for each academic year.

Students should be prepared to commit to the module duration when they apply as they must remain in the module for its entire duration to be deemed as having completed it. For example, for a **three-semester module**, students must **complete all three semesters** to complete the module.

① Important note: A student can only be deemed to have completed a module if she remains in the module for its entire duration (among other requirements).

Lesson

Lessons take place weekly and can take the form of classroom lessons, practical work, consultation sessions, and out-of-school activities. In general, lessons are on



Wednesdays from 2.00 pm to 3.30 pm, a duration of 1.5 hours.

However, some modules will extend every week, while others will extend on certain weeks or require an additional lesson on another day of the week. This is to accommodate practical work and fieldtrips.

This information is available in the module description as a Further Requirement. Students should bear this in mind when applying.

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3 CHOOSING A MODULE

Students can choose to take up **EITHER** one Coursework Module (CM) **OR** one Research Module (RM) in Year 3.

Application (see section 5) takes place at the end of Term 3 when students are in Year 2. Assessments (see section 6) are conducted for both CM and RM, and students who successfully complete a module will receive a Raffles Academy Evaluation Report.

The module listings for each academic year can be found in [Application Information on the Research Studies iNet site](#).

Module code

Each module is assigned a unique module code. An identifier may be included to inform you of the semester it is conducted (for your cohort) or the duration.

Type	Module	Identifier	
CM	001	-1	⇒ Coursework module 001 of one-semester duration offered to Year 3s in their Semester 1.
CM	001	-3	⇒ The same module as above offered to Year 4s in their Semester 3.
CM	002		⇒ Two-semester coursework module 002 (different from 001) offered to Year 3, starting in Semester 1.
RM	020		⇒ Research module 020 of two-semester duration. ⓘ <i>Note: possible extension if student participates in a competition that requires it.</i>
RM	001	E	⇒ Research module 001 of three-semester duration.

3.1 COURSEWORK MODULES

Coursework modules comprise classroom lessons and may include field trips, field studies and experiments. Students are expected to be self-directed, be willing to commit the time to read up, and participate readily during class discussions. Apart from their lesson scope, CMs differ in prerequisite, duration, commitment expected, performance expected and assessment.

There are generally two types of CM, namely Stand-alone and Stacked modules.

- *Stand-alone* coursework module

One-semester duration.

A *stand-alone* CM of one-semester duration may be offered in Semester 1 or Semester 2. Popular modules may be offered repeatedly, once in Semester 1 and again in Semester 2.

Students who require this flexibility can **choose the semester** they wish to take a module, so that they can manage their schedule and pursue other talent development opportunities, like CCA, in the other semester.

① *Note: This type of CM may be made available to Year 4 students. This is subject to availability of places in the module, and the applicant having fulfilled all commitments required by the RA module taken in Year 3. A student cannot drop out of an RA module of three-semester duration to take up this CM.*

Two-semester duration.

A *stand-alone* CM of two-semester duration begins in Semester 1 and ends in Semester 2. The longer duration accommodates a wider scope and/or additional time needed for practical application. Students must **complete both semesters**.

Stacked coursework module

A *stacked* CM is a sequence of 2 or 3 modules, where each module in the stack is one semester in duration and the first begins in Semester 1. This implies that a *stacked* CM can span **over two or three semesters** respectively. Effectively, a *stacked* CM is to be taken wholly, so students must **commit to all the modules** (i.e. and semesters).

Students must achieve a minimum requirement to be deemed to have completed a module to qualify for the next module in the stack. A student who does not qualify will be given the option or be required to withdraw from the module; the implication is that she is deemed to have not completed the *stack*.

3.2 RESEARCH MODULES

RM comprises creative or creative problem-solving projects and academic research projects. These may be interdisciplinary in nature. RMs can be **two-semester or three-semester in duration**, and students must commit to the entire duration, which is but one criterion to be deemed as having completed the module.

Some RMs may offer students the opportunity to participate in local exhibitions, conferences and competitions, as well as international competitions. Students are selected because they have shown readiness for a wider experience beyond the school, having exceeded expectation, and/or students are selected through a round of evaluation.

3.3 DUAL-MODULE TRACK (BY INVITATION ONLY)

Students who demonstrate very strong aptitude for Raffles Academy and an excellent attitude may be invited to consider taking up both a CM and an RM, as they would be able to meet the demands of both simultaneously.

This is strictly **BY INVITATION ONLY**.

These students would have shown **consistency in performance** and possess a **high level of readiness for greater challenge**. Selection will be based on subject grade point, Grade Point Average, participation in relevant activities and competitions, possession of specific skills sets, performance in selection tests and/or interviews, and teacher recommendations.

Invited students may choose to decline this offer without implication to their regular RA application.

3.4 COURSEWORK OR RESEARCH MODULE - WHICH TO CHOOSE?

Coursework Modules and Research Modules are crafted for different student profiles. A student should choose a module that would match her learning style, is of an area of study in which she is interested and is an overall best 'fit'. The latter is to take into consideration her other developmental plans in her CCA, VIA project, student leadership role and Elective Programme, such as the school's Music Elective Programme (MEP), Special Art Programme (SAP), Regional Studies Programme (RSP), or *Third Language* conducted at MOE Language Centre.

Considering a Coursework Module

CMs offer 'stretch' with structure: the opportunity to read and learn beyond the academic curriculum through learning experiences planned by the teachers. This suits students who have a passion for the subject or discipline and want the challenge to learn more and prefer structured sessions and activities.

Stand-alone coursework modules

Stand-alone CMs offer **breadth** of study and exposure to topics not usually taught in the curriculum.

Some are contained within one semester and suitable for students who wish to focus on other aspects of school life and need to better manage their commitments.

For example, a student athlete may be busy with training for the National School Games or ASEAN School Games, or a student in a performing arts CCA may have training for the Singapore Youth Festival or an upcoming concert. If a student would be busy in Semester 1, she may take up a *stand-alone* CM in Semester 2 during the off-peak season. However, if the CM she wants is only offered in Semester 1, she will have to forego that CM and choose another.

Stacked coursework modules

Stacked CMs offer breadth, as well as an **in-depth** study of a topic, subject or discipline over a sustained duration (i.e. two or three semesters).

Considering a Research Module

RMs are characterised by investigation and creative problem solving. They require a long-term commitment of at least one year, as the process is as important as the product. Collaborative learning is the vehicle by which ideas build on ideas and the team works towards a common goal.

This is for students who prefer this approach in learning a subject or discipline in **depth** or developing mastery of certain skills through collaboration with their peers, and with the teacher as mentor and guide, over a sustained duration.

Creative or creative problem-solving projects

In creative problem-solving projects, students enjoy finding solutions to a problem (like in Odyssey of the Mind, Community Problem Solving programmes or School-based Research projects) because they learn from the rigorous research, experimenting with and creating solutions, and sharing their solution through presentation or performance.

Creative product research projects like those in the Film Cluster and Fashion Cluster allow students time to work on their project for one year or more and showcase their product to a wide audience (e.g. a film screening, a fashion show).

Hands-on projects like those in Junior Inventors Cluster and F1 in Schools excite students who love 'tinkering', as these projects nurture interest and develop knowledge and skills further.

Academic research projects

Mentorship programmes like the Science Mentorship Programme (SMP) and Humanities and Social Science Research Programme (HSSRP) give students the opportunity to be mentored by academics in a university, industry experts and the like.

Students can also initiate their own research in an academic area by participating in School-based Academic Research Projects, e.g. in mathematics, science, sports science, the humanities, the languages and literary studies.

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3.5 IMPLICATIONS FOR RAFFLES DIPLOMA & YEAR 5-6 RAFFLES ACADEMY

When choosing between RA modules, students should also bear in mind that some modules may lead to recognition in the Raffles Diploma (RD) and some do not.

For example, participation in the Odyssey of the Mind (OM) RM and doing well enough to be selected to represent Singapore at the OM World Finals is recognised in the RD Cognitive domain. Refer closely to the module descriptions for information on this.

All students are eligible to apply to Raffles Academy Year 5-6 at Raffles Institution, regardless of whether they have participated in RM or CM. All Year 5-6 applicants of the Raffles Academy offered at Raffles Institution are required to sit for its selection tests.

Your passion, traits and competencies developed in the Raffles Programme and its Raffles Academy will stand you in good stead for your studies at Years 5-6 at Raffles Institution and beyond.

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4 APPLYING FOR MODULES

Refer to the Module Listings for the required dates and deadlines for the following activities and items.

Online RA Application

The online link to RA Application can be found in the [Research Studies & Raffles Academy](#) site on iNet.

Online application will take place at the end of Term 3 for Year 2 students. All Year 2 students must log on to iNet to either

- i. Indicate their RA module choices, or
- ii. Declare that they do not wish to take up any RA module.
① *Note: This declaration is required for administrative tracking, with no further implication.*

Year 3 students may also be invited to apply for CMs in Semester 3, subject to module availability and the student having fulfilled her Year 3 RA commitments before the CM commences when she is in Year 4. However, Year 2 students will be given priority.

Each student may **select and rank up to three (3) modules from the list of CM and RM.** Their selection should reflect their interest in, readiness for, and ability to commit to each module.

Students should not miss the deadline as they would have received an email alerting them to apply.

Parent's Acknowledgement Form

After making their selection, students are to print a hard copy of the Parent's Acknowledgement Form and obtain their parent's signature to indicate they have parental endorsement of their RA selection.

Students must **submit the signed Parent's Acknowledgement Form upon first return to school in Term 4** to the RGS General Office. A student who does not submit this form by the Wednesday of Term 4 Week 1 would have made void her application.

Other Application Requirements & Selection Criteria

Having read the module listings and referred to the application briefing slides, students would know of the (if any) additional application requirements and selection criteria of each module they had selected.

Applicants may possibly be required to do one or more of the following, which serve as selection criteria.

For CM	For RM		When?
<input type="checkbox"/>	<input checked="" type="checkbox"/>	(i) Submit additional application forms	Upon submitting RA application or during post-EYA period
<input type="checkbox"/>	<input checked="" type="checkbox"/>	(ii) Submit a product or portfolio	During post-EYA period
<input type="checkbox"/>	<input checked="" type="checkbox"/>	(iii) Attend a selection trial or audition	During post-EYA period
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	(iv) Attend an interview	During post-EYA period
<input checked="" type="checkbox"/>	<input type="checkbox"/>	(v) Take a selection test	During post-EYA period

In addition, the following may also be considered but no action by applicants is required.

CM	RM	
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	(vi) Grade point for a relevant subject
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	(vii) Grade point average
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	(viii) Participation in related activities (e.g. competitions)
<input type="checkbox"/>	<input checked="" type="checkbox"/>	(ix) Evidence of specific skills sets
<input checked="" type="checkbox"/>	<input type="checkbox"/>	(x) Teacher observations

Allocation of Modules

The school will try its best to allocate every student a module that she has chosen. A student is allocated a module according to the rank order of the modules in her application. The school will not prioritise any module, be it RM or CM, on its own accord without first informing students in the Module Listing of this necessity due to the module being offered as part of a programme run by the Gifted Education Branch of MOE.

However, to be eligible for a module, the student must have first met the selection criteria (if any), failing which, her next choice is exercised.

In the event of an **undersubscription**, the module will be cancelled, and her next choice will be exercised. In the event of an **oversubscription**, a ballot will be conducted; if she is not selected, her next choice will be exercised.

The **application results will be published in mid-December.**

Opting out of Raffles Academy

As participating in RA is **NON-MANDATORY**, Year 2 students who choose to opt out of RA and not apply for any CM or RM must still officially declare this choice using the RA Application site on iNet.

Students will also need to provide the reason she has chosen not to participate in RA.

E.g. 'I am a high-performance athlete who trains many hours and represents Singapore in international competitions', 'I would like to focus on my own leadership development', 'I would like to focus on my studies as I would like to do better in subject X'.

The declaration and reason are used for administrative tracking without further implication to the student.

New and Returning Students

Year 3 students who have just joined the school or have just returned should spend the first few months adjusting to school life. They are advised to take up a CM instead of an RM when they are ready.

5 REQUIREMENTS TO COMPLETE A MODULE

A student is deemed to have successfully completed (i.e. passed) an RA module if she satisfies all module requirements. They are:

1. Attain an overall pass in the module evaluation;
2. Fulfil attendance requirements; and,
3. Remain enrolled in the module (i.e. not withdrawn) until its completion.

Having completed a module, she will receive the *Raffles Academy Evaluation Report* at the end of Year 4.

5.1 GRADING & EVALUATION

Assessments conducted in RA vary in quality (type) and quantity (number or duration) and are dependent on the nature of the module. Using these assessments, teachers will derive a grade for each evaluation criterion. CM and RM use similar and related evaluation criteria. At the end of each academic year, a student's performance in a CM or RM will be recorded in the *Raffles Academy Evaluation Report*.

Evaluation Criteria

Students in CMs are graded on 'Knowledge & Skills' (2 cognitive criteria) and 'Personal Attributes' (1 affective criterion, from a composite of 3). CM criteria are limited to three broad measures that reflect the intent and nature of CMs in general, which cater to nurturing the abilities and positive traits that characterise the high-ability learner.

For RMs, students are graded on two broad areas, namely 'Process & Product' (10 cognitive criteria) and 'Personal Attributes' (6 affective criteria). RM criteria reflect the components of a research or problem-solving process, which would apply regardless of the type of RM. Except the OM RM, where one criterion is different, RMs use the same evaluation criteria.

Individual & Group Grades

In CM, there are only *Individual grades*.

However, as students work in groups in RMs, some criteria assess the group and all members would receive the same *Group grades*, as precise accounting of the contributions of the individual is nearly impossible or would hamper collaborative learning. The remaining criteria, including those under 'Personal Attributes', assess the student individually and she would receive an *Individual grade*.

There are 9 *Group grades* and 7 *Individual grades*.

The table below illustrates the similarities (as coloured) and differences between Year 2 Research Studies (RS), Research Module and Coursework Module. Research Studies is included to show a developmental connection from RS to RA, and the consistent attention to nurturing personal attributes over the years of study.

Comparison of Criteria

PROCESS & PRODUCT		KNOWLEDGE & SKILLS
Research Studies <i>Group grades</i>	Research Module	Coursework Module <i>Individual grades</i>
<i>Mentor proposes aims</i>	Set Aims	<i>Teacher determines outcomes</i>
Review Literature	Review Literature	Apply Advanced Content <i>This refers to an ability to understand and apply above-grade level or extensions of knowledge, information and skills, and is comparable to the adjacent RM criteria.</i>
Apply Methodology	Apply Methodology	
Analyse Information	Analyse Information	
Apply Reasoning	Apply Reasoning	
Think Creatively	Think Creatively	Think Creatively.
	Apply Conventions	<i>Creativity can be shown in perspective, process, analysis, reasoning, product, solution, report, presentation, performance, new question and so on.</i>
	Use Language	
Engage Audience	Engage Audience	
	<i>Individual grade</i> Answer Question	

PERSONAL ATTRIBUTES		
Research Studies <i>Individual grades</i>	Research Module	Coursework Module <i>Individual grade</i>
Be Self-directed	Be Self-directed	Show Commitment to Learning
Be Reflective	Be Reflective	Be Self-directed
Collaborate	Collaborate	Be Reflective
Contribute to group	Contribute to group	<i>A composite of the 3 on the right.</i>
Demonstrate Resilience	Demonstrate Resilience	Contribute to group
Ensure Project Integrity	Ensure Project Integrity	

Rubrics

The *Raffles Academy Coursework Module Evaluation Report Rubric* is found in Annex 1, while the *Raffles Academy Research Module Evaluation Report Rubric* is found in Annex 2. Both rubrics list the assessment criteria (“components”) and corresponding standards.

Assessment Types

Various modes of assessment may be used, depending on the nature and duration of the module, some of which will contribute to the overall grades.

‘Knowledge & Skills’ may be assessed through a pen-and-paper test/quiz, report/essay, oral presentation/performance/demonstration, artwork/artefact/model and portfolio/reflection.

‘Process & Product’ may be assessed through the aspects of the research process or problem-solving approach, execution of a method, application of knowledge and skills to a problem, documentation and analysis, a journal, oral presentation, report and product.

‘Personal Attributes’ may be assessed through teacher observation, peer assessment, reflections and portfolio.

5.2 REQUIREMENTS TO PASS

Evaluation Requirements

The details of summative assessment modes will be made available to enrolled students during the module. Student performance in each summative assessment contributes towards the overall grade of the components in the rubric.

Coursework module

To pass a CM, a student must attain a minimum grade of 'Developing' for all three components, namely (i) Apply Advanced Content, (ii) Think Creatively, and (iii) Show Commitment to Learning.

Research module

To pass an RM, a student must attain a minimum of 'Developing' for at least 7 out of the 9 *Group grades*, namely (i) Set Aims, (ii) Review Literature, (iii) Apply Methodology, (iv) Analyse Information, (v) Apply Reasoning, (vi) Think Creatively, (vii) Apply Conventions, (viii) Use Language, and (ix) Engage Audience; and all 7 of the *Individual grades*, namely (i) Answer Question, (ii) Be Self-directed, (iii) Be Reflective, (iv) Collaborate, (v) Contribute to Group, (vi) Demonstrate Resilience, and (vi) Ensure Project Integrity.

Attendance Requirements

In addition, students are expected to attend all lessons or consultations sessions. The school attendance policy applies.

Specifically, for CM, students must attend at least 11 out of the 13 lessons (where 'absent' is computed as per school attendance policy) to be deemed as having completed the module.

Withdrawal from RA

A student may be withdrawn before the module ends if she does not or is unable to fulfil either the assessment or attendance requirement, indicative of her levels of readiness and commitment respectively. A student who is withdrawn or withdraws from a module would not receive the *Raffles Academy Evaluation Report*.

A student may request, with very good reason, to withdraw from a module. This request is to be taken very seriously. The request is to be made in writing via email to Head, Talent Development.

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6 Annexes

6.1 ANNEX 1: RA Coursework Module Evaluation Report Rubric

RAFFLES ACADEMY COURSEWORK MODULE EVALUATION RUBRIC

KNOWLEDGE & SKILLS				
Component	Distinguished	Excellent	Proficient	Developing [#]
Apply Advanced Content <ul style="list-style-type: none"> Demonstrate understanding of the course content Applies knowledge and skills relevant to the course AND/OR <ul style="list-style-type: none"> Scores overall in course assessments 	<ul style="list-style-type: none"> Demonstrates in-depth understanding of the course content Applies extensive knowledge and skills relevant to the course AND/OR <ul style="list-style-type: none"> Scores at least 80% overall in course assessments 	<ul style="list-style-type: none"> Demonstrates considerable understanding of the course content Applies substantial knowledge and skills relevant to the course AND/OR <ul style="list-style-type: none"> Scores at least 70% in overall course assessments 	<ul style="list-style-type: none"> Demonstrates general understanding of the course content Applies sufficient knowledge and skills relevant to the course AND/OR <ul style="list-style-type: none"> Scores at least 60% in overall course assessments 	<ul style="list-style-type: none"> Demonstrates superficial understanding of the course content Applies tenuous knowledge and skills relevant to the course AND/OR <ul style="list-style-type: none"> Scores at least 50% in overall course assessments
Think Creatively* <ul style="list-style-type: none"> Is resourceful and innovative in developing ideas 	<ul style="list-style-type: none"> Is consistently resourceful and innovative in developing ideas 	<ul style="list-style-type: none"> Is mostly resourceful and innovative in developing ideas 	<ul style="list-style-type: none"> Is somewhat resourceful and innovative in developing ideas 	<ul style="list-style-type: none"> Is hardly resourceful and innovative in developing ideas

* 'Not Applicable' is an available option.

'Unclassified' is awarded when the minimum standard for 'Developing' is not achieved.

PERSONAL ATTRIBUTES				
Sub-component	4	3	2	1
Be Self-directed <ul style="list-style-type: none"> Prepares for and follows up on lessons 	<ul style="list-style-type: none"> Consistently prepares for and follows up on lessons 	<ul style="list-style-type: none"> Often prepares for and follows up on lessons 	<ul style="list-style-type: none"> Sometimes prepares for and follows up on lessons 	<ul style="list-style-type: none"> Hardly prepares for and follows up on lessons
Be Reflective <ul style="list-style-type: none"> Evaluates own learning 	<ul style="list-style-type: none"> Evaluates own learning in a perceptive manner 	<ul style="list-style-type: none"> Evaluates own learning in a thoughtful manner 	<ul style="list-style-type: none"> Evaluates own learning in a predictable manner 	<ul style="list-style-type: none"> Evaluates own learning in a trivial manner
Contribute to Lessons <ul style="list-style-type: none"> Contributes valuable ideas and/or skills 	<ul style="list-style-type: none"> Consistently contributes valuable ideas and/or skills to lessons and/or collaborative tasks 	<ul style="list-style-type: none"> Often contributes valuable ideas and/or skills to lessons and/or collaborative tasks 	<ul style="list-style-type: none"> Sometimes contributes valuable ideas and/or skills to lessons and/or collaborative tasks 	<ul style="list-style-type: none"> Hardly contributes valuable ideas and/or skills to lessons and/or collaborative tasks
The 'Shows Commitment to Learning' grade is determined from the total of the <i>Sub-component</i> scores.				
Component	Distinguished	Excellent	Proficient	Developing
Show Commitment to Learning	<ul style="list-style-type: none"> Scores 11-12 	<ul style="list-style-type: none"> Scores 8-10 	<ul style="list-style-type: none"> Scores 5-7 	<ul style="list-style-type: none"> Scores 3-4

Approx. grade point equivalent: Distinguished (3.6-4.0) | Excellent (3.2-3.6) | Proficient (2.8-3.2) | Developing (2.0-2.8) | Unclassified (<2.0)

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6.2 ANNEX 2: RA Research Module Evaluation Report Rubric

RESEARCH MODULE EVALUATION REPORT RUBRIC

PROCESS & PRODUCT (GROUP)				
Component	Excellent	Proficient	Adequate	Limited
Set Aims <ul style="list-style-type: none"> Identifies and articulates a research area 	<ul style="list-style-type: none"> Identifies and articulates a significant research area 	<ul style="list-style-type: none"> Identifies and articulates a relevant research area 	<ul style="list-style-type: none"> Identifies and articulates a predictable research area 	<ul style="list-style-type: none"> Identifies and articulates a trivial research area
Review Literature <ul style="list-style-type: none"> Uses a range of relevant and credible sources Retrieves information Synthesises the information with clear links to the project aims Explains ideas with evidence and detail 	<ul style="list-style-type: none"> Uses an extensive range of relevant and credible sources Retrieves significant and pertinent information Synthesises the information skilfully and insightfully, with consistently clear links to the project aims Explains ideas with extensive evidence and detail 	<ul style="list-style-type: none"> Uses a substantial range of relevant and credible sources Retrieves meaningful and relevant information Synthesises the information systematically and thoughtfully, with mostly clear links to the project aims Explains ideas with substantial evidence and detail 	<ul style="list-style-type: none"> Uses a sufficient range of relevant and credible sources Retrieves appropriate and generally applicable information Synthesises the information appropriately and simplistically, with fairly clear links to the project aims Explains ideas with partial evidence and detail 	<ul style="list-style-type: none"> Uses a narrow range of relevant and credible sources Retrieves trivial and vague information Synthesises the information haphazardly and tenuously, with unclear links to the project aims Explains ideas with sketchy evidence and detail
Apply Methodology <ul style="list-style-type: none"> Carries out procedures or methods accurately, such that the data collected addresses the issue or problem. 	<ul style="list-style-type: none"> Always carries out procedures or methods accurately, such that the data collected fully addresses the issue or problem 	<ul style="list-style-type: none"> Often carries out procedures or methods accurately, such that the data collected mostly addresses the issue or problem 	<ul style="list-style-type: none"> Sometimes carries out procedures or methods accurately, such that the data collected somewhat addresses the issue or problem 	<ul style="list-style-type: none"> Hardly carries out procedures or methods accurately, such that the data collected hardly addresses the issue or problem
Analyse Information <ul style="list-style-type: none"> Interprets information Uses appropriate analytical approaches 	<ul style="list-style-type: none"> Insightfully interprets information Always uses appropriate analytical approaches 	<ul style="list-style-type: none"> Thoughtfully interprets information Often uses appropriate analytical approaches 	<ul style="list-style-type: none"> Simplistically interprets information Sometimes uses appropriate analytical approaches 	<ul style="list-style-type: none"> Tenuously interprets information Hardly uses appropriate analytical approaches
Apply Reasoning <ul style="list-style-type: none"> Applies reasoning in a logical manner Addresses errors in reasoning Draws logical conclusions 	<ul style="list-style-type: none"> Applies reasoning in a consistently logical manner Fully addresses errors in reasoning Always draws logical conclusions 	<ul style="list-style-type: none"> Applies reasoning in a mostly logical manner Mostly addresses errors in reasoning Often draws logical conclusions 	<ul style="list-style-type: none"> Applies reasoning in a fairly logical manner Somewhat addresses errors in reasoning Sometimes draws logical conclusions 	<ul style="list-style-type: none"> Applies reasoning in a hardly logical manner Hardly addresses errors in reasoning Hardly draws logical conclusions
Think Creatively <ul style="list-style-type: none"> Is resourceful and innovative in developing ideas 	<ul style="list-style-type: none"> Is consistently resourceful and innovative in developing ideas 	<ul style="list-style-type: none"> Is mostly resourceful and innovative in developing ideas 	<ul style="list-style-type: none"> Is sometimes resourceful and innovative in developing ideas 	<ul style="list-style-type: none"> Is hardly resourceful and innovative in developing ideas

Apply Conventions <ul style="list-style-type: none"> Adheres to conventions 	<ul style="list-style-type: none"> Consistently adheres to conventions 	<ul style="list-style-type: none"> Mostly adheres to conventions 	<ul style="list-style-type: none"> Sometimes adheres to conventions 	<ul style="list-style-type: none"> Hardly adheres to conventions
Use Language <ul style="list-style-type: none"> Uses accurate and clear language Uses an appropriate register, style and tone 	<ul style="list-style-type: none"> Consistently uses accurate and clear language Uses a fully appropriate register, style and tone 	<ul style="list-style-type: none"> Mostly uses accurate and clear language Uses a mostly appropriate register, style and tone 	<ul style="list-style-type: none"> Sometimes uses accurate and clear language. Uses a somewhat appropriate register, style and tone 	<ul style="list-style-type: none"> Hardly uses accurate and clear language Uses a hardly appropriate register, style and tone

ORAL PRESENTATION (GROUP)				
Component	Excellent	Proficient	Adequate	Limited
Engage Audience <ul style="list-style-type: none"> Communicates ideas Organises ideas 	<ul style="list-style-type: none"> Communicates pertinent ideas, where the information is specific and important, thereby enhancing the presentation. Organises ideas skilfully 	<ul style="list-style-type: none"> Communicates relevant ideas, where the information helps the audience understand the presentation. Organises ideas systematically 	<ul style="list-style-type: none"> Communicates general ideas, where the information is correct but needs more focus to help the audience understand the presentation. Organises ideas appropriately 	<ul style="list-style-type: none"> Communicates trivial ideas, where the information does not really help the audience understand the presentation. Organises ideas haphazardly

ORAL PRESENTATION (INDIVIDUAL)				
Component*	Excellent	Proficient	Adequate	Limited
Answer Question <ul style="list-style-type: none"> Shows understanding of the research topic through the answer 	<ul style="list-style-type: none"> Shows extensive understanding of the research topic through the answer 	<ul style="list-style-type: none"> Shows substantial understanding of the research topic through the answer 	<ul style="list-style-type: none"> Shows sufficient understanding of the research topic through the answer 	<ul style="list-style-type: none"> Shows narrow understanding of the research topic through the answer

*'NA' option is available, where there is no Question & Answer component in the Oral Presentation.

PERSONAL ATTRIBUTES (INDIVIDUAL)				
Component	Excellent	Proficient	Adequate	Limited
<p>Be Self-directed (CCE Core Value: Responsibility)</p> <ul style="list-style-type: none"> Uses effective strategies to keep on task Follows up on feedback 	<ul style="list-style-type: none"> Consistently uses effective strategies to keep on task Consistently follows up on feedback 	<ul style="list-style-type: none"> Often uses effective strategies to keep on task Often follows up on feedback 	<ul style="list-style-type: none"> Sometimes uses effective strategies to keep on task Sometimes follows up on feedback 	<ul style="list-style-type: none"> Hardly uses effective strategies to keep on task Hardly follows up on feedback
<p>Be Reflective</p> <ul style="list-style-type: none"> Relates present ideas, concepts or processes to previous ones Evaluates own actions and learning 	<ul style="list-style-type: none"> Relates present ideas, concepts or processes to previous ones in a deep and sustained way Evaluates own actions and learning in a perceptive manner 	<ul style="list-style-type: none"> Relates present ideas, concepts or processes to previous ones in a meaningful way Evaluates own actions and learning in a thoughtful manner 	<ul style="list-style-type: none"> Relates present ideas, concepts or processes to previous ones in a cursory way Evaluates own actions and learning in a predictable manner 	<ul style="list-style-type: none"> Relates present ideas, concepts or processes to previous ones in a tenuous way Evaluates own actions and learning in a trivial manner
<p>Collaborate (CCE Core Values: Harmony, Respect, Care)</p> <ul style="list-style-type: none"> Promotes effective groups collaboration Shows sensitivity to others Works towards group goals 	<ul style="list-style-type: none"> Actively promotes effective group collaboration Consistently shows sensitivity to others Consistently works towards group goals 	<ul style="list-style-type: none"> Often promotes effective group collaboration Often shows sensitivity to others Often works towards group goals 	<ul style="list-style-type: none"> Sometimes promotes effective group collaboration Sometimes shows sensitivity to others Sometimes works towards group goals 	<ul style="list-style-type: none"> Hardly promotes effective group collaboration Hardly shows sensitivity to others Hardly works towards group goals
<p>Contribute to Group</p> <ul style="list-style-type: none"> Plays a role in completing the project Contributes valuable ideas Produces work of quality Takes the initiative to move the group forward when required 	<ul style="list-style-type: none"> Plays an extensive role in completing the project Always contributes valuable ideas and skills Produces work of high quality Always takes the initiative to move the group forward when required 	<ul style="list-style-type: none"> Plays a substantial role in completing the project Mostly contributes valuable ideas and skills Produces work of fairly high quality Often takes the initiative to move the group forward when required 	<ul style="list-style-type: none"> Plays a reasonable role in completing the project Sometimes contributes valuable ideas and skills Produces work of reasonable quality Sometimes takes the initiative to move the group forward when required 	<ul style="list-style-type: none"> Plays an insignificant role in completing the project Hardly contributes valuable ideas and skills Produces work of poor quality Hardly takes the initiative to move the group forward when required
<p>Demonstrate Resilience (CCE Core Value: Resilience)</p> <ul style="list-style-type: none"> Shows determination... Adopts effective strategies to overcome challenges 	<ul style="list-style-type: none"> Consistently shows determination to complete the project Consistently adopts effective strategies to overcome challenges 	<ul style="list-style-type: none"> Often shows determination to complete the project Often adopts effective strategies to overcome challenges 	<ul style="list-style-type: none"> Sometimes shows determination to complete the project Sometimes adopts effective strategies to overcome challenges 	<ul style="list-style-type: none"> Hardly shows determination to complete the project Hardly adopts effective strategies to overcome challenges
<p>Ensure Project Integrity (CCE Core Value: Integrity)</p> <ul style="list-style-type: none"> Attends to ethical concerns... 	<ul style="list-style-type: none"> Consistently attends to ethical concerns in the project 	<ul style="list-style-type: none"> Often attends to ethical concerns in the project 	<ul style="list-style-type: none"> Sometimes attends to ethical concerns in the project 	<ul style="list-style-type: none"> Hardly attends to ethical concerns in the project