

Policies & Procedures Manual

Institute of Business Management (IoBM)

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Policy Statement
It is the policy of IoBM to establish a quality management system for the smooth conduction of Final Year Design Projects of all Undergraduate Programs that meet the quality standards expected by our stakeholders. To achieve this, IoBM management is committed to continue the improvement in all areas of activities.

	Name	Designation	Signature	Date
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Final Year Design Project (FYDP) Policy

1. Preamble

Final Year Design Project (FYDP) is a compulsory element of Computer Science, Data Science and Software Engineering degree programs. It is an Outcome-Based Education (OBE), Complex Engineering Activity (CEA) of 6 credit hours. FYDP is for the final year students and begins in 7th semester and stays till the end of 8th semester. The main purpose of this project is to enhance the technical capabilities of students by implementing their theoretical & practical knowledge in the field of Research & Development. It encourages students to work on an industrial or research-based problem and show how proficient they are in problem-solving and critical thinking. FYDP allows the students to develop cognitive, affective, and psychomotor skills i.e. technical skills, communication skills by integrating writing, presentation, and teamwork. Working in team structure, time management, member participation, planning, cost estimations are some of the key processes, the student learns and applies in FYDP.

The document serves as a structured manual for Final Year Design Project procedure, assessment tools and their mapping with Program Learning Outcomes, guidelines for FYDP process activities, FYDP Stake Holders responsibilities, FYDP, and Evaluation Criteria.

2. Introduction

The Final Year Project (FYP) is the culmination of the student's degree program. The main purpose of this project is to encourage students to apply the knowledge acquired during their studies. It allows them to work on a substantial problem for an extended period of time, show how proficient they are in solving problems related to the real world. It's a two-semester course with 6 credit hours in which students of 4 members (max) select a PROJECT, which is supervised by a faculty member, specialized in that particular field with collaboration with an external (optional).

3. FYDP Objectives

The objectives of the Senior Design Project are:

1. To use the skills acquired in the other courses to solve real technological and technical problems.
2. To enhance creativity of the students in analyzing and solving computer science problems.
3. To create an environment to promote cross disciplinary learning and team approach to problem solving.
4. To develop the ability of self-learning.
5. To prepare students to be successful in their industrial careers.

4. FYDP Duration

Senior students expected to graduate by the end of the academic year must take the senior design project course which spans a two-semester. During the first semester, the student registers in phase one of the project. After successful completion of the first phase, the student registers in phase two of the project.

A sample of timeline is given below, different departments/programs may adapt it according to their requirements.

S. No.	Milestones	Calendar
1	Submission FYPD titles by students	12 th Week of 6 th Semester
2	Submission FYPD titles by Faculty	13 th Week of 6 th Semester
3	FYP committee meeting in which committee members finalize FYP topics and allocate supervisors	14 th & 15 th Week of 6 th Semester
4	Synopsis Submission	1 st Week of 7 th Semester
5	Synopsis Defense	3 rd Week of 7 th Semester
6	FYPD-1 Mid-Term Evaluation + SRS Submission + Report Submission	8 th Week of 7 th Semester
7	Detail meeting with Supervisor, FYDP Convener and Chairman (on the flow of the FYDP project)	9 th Week of 8 th Semester
8	FYPD-1 Final Evaluation	17 th Week of 7 th Semester
9	FYPD-2 Mid-Term Evaluation	8 th Week of 8 th Semester
10	Detail meeting with Supervisor, FYDP Convener and Chairman (on the flow of the FYDP project)	9 th Week of 8 th Semester
11	FYPD-1 Final Evaluation + Final Report Submission	17 th Week of 8 th Semester

4.1 Team Formation

Team formation must satisfy the following requirements:

- FYDP group should preferably comprise of three (3) students.
- In case a group of four (4) students is to be formed, an approval from the concerned Chairperson is needed on the recommendation of FYDP Committee with appropriate justification.
- Senior project group may be a single discipline or multidisciplinary computing student.
 - Single-discipline design group is advised by one faculty member from the relevant discipline.
 - Multidisciplinary design group may include students from at least two programs and is advised by two faculty members each from the relevant department.

4.2 Project Title Selection

- Primarily all the FYP students are asked by FYP COMMITTEE to form their FYP groups and submit TITLES (at least one topic from each group member) for Final Year Projects.
- Secondly all the faculty members are asked by FYP COMMITTEE to offer TITLES for Final Year Students in which they want to conduct PROJECTS.
- Thirdly FYP committee meeting is scheduled in which committee members finalize FYP topics for groups.
- Students approach the FACULTY MEMBERS as per their interest in TITLES offered by faculty members to take them as their SUPERVISORS/ADVISORS for their Final year project.

4.3 Synopsis Submission

- After group formation and FYP topic finalization, each group have to go through SYNOPSIS DEFENSE in front of FYP COMMITTEE which is led by the SYNOPSIS SUBMISSION. The synopsis should cover the following headings:
 - Title
 - Introduction
 - Objective

- Scope
- Methodology
- Expected Results
- A list of APPROVED FINAL YEAR PROJECTS, that contains Group Member Names, FYP Topics and Supervisor Name, is documented and submit this approved list to each FYP Committee member.
- Moreover, Performa regarding FYP Log Book, Synopsis Template, SRS Template, FYP-I and FYP-II Report Template, Mid & Final presentations and Report Writing Guidelines are provided to Project supervisors.

4.4 Mid Presentation

- FYP groups are required to show their Progress by giving presentation. The synopsis should cover the following headings:
 - Title
 - Introduction
 - Project Objectives and Scope
 - Related Work / Existing System
 - Contribution / Novelty
 - Methodology
 - System Design
- Schedule for taking MID PRESENTATION then placed on Notice Board by the FYDP Convener. These Presentations are conducted section-wise in the PROJECT DAY of each section.
- A Rubric is provided to each EVALUATOR for assessment of PARTICULAR PROJECT at the time of Presentation.

4.5 Final Presentation/Report Submission

- After the mid-defense of the project, students again get one semester to complete their remaining work regarding the FYDP.
- Draft FYDP report submission date is announced by the convener FYDP after consultation with the Chairman.
- FYP COMMITTEE along with supervisors go through all these Drafts which should fulfill the criteria provided in REPORT WRITING GUIDELINES.
- After final exams of 8th-semester date for FYP Showcase is announced for which again a schedule is placed in CHAIRMAN OFFICE
- It is recommended to invite Two External Evaluators from particular specialized field and along with FYDP Committee members to take all the presentations and finalize marks on RUBRICS.

5. Grading Policy

S. No.	Assessment Tool	Percentage
1	Mid-Year Presentation	30%
2	Final Year Presentation	50%
3	Supervisor's Marks	20%

6. Assessment Policy:

For the implementation of OBE, all the assessments are based on rubrics. The rubrics are designed using Graduate Attribute (GAs). The rubrics are attached in Annexure-D.

7. FYDP Stakeholders:

- FYP Coordinator
- Final Year Student
- Final Year Design Project Supervisor
- Final Year Design Project Committee

7.1 Final Year Student's Responsibilities

- Discuss their idea with the faculty members of their department before requesting them to supervise the project.
- Meet supervisor on weekly basis, share progress and seek supervisor advice.
- Visit the FYDP website and notice board regularly and meet the deadlines provided in the FYDP Calendar.
- All the instructions/Templates/Performa's issued by FPDPC should be followed.
- Students must comply with the rules and regulations defined by FYDPC / University.

7.2 Final Year Design Project Supervisor's Responsibilities

Each supervisor is allowed to supervise not more than two projects in an academic year.

- Hold weekly meetings with the assigned FYDP group, maintain the logbook after each meeting and submit the Link to FYDP Committee.
- Supervisor needs to create a WhatsApp group for the FYDP students.
- Supervisor needs to communicate through emails/WhatsApp with the FYDP students.
- Assign related literature to the FYDP students.
- Address technical problems by providing a viable solution.
- Council to resolve conflicts among students of his/her FYDP group.
- Arrange mock presentations before the mid and final-year presentations.
- Read the draft of each chapter and provide suggestions for improvement. Ensure that the report is according to the guidelines provided by the FYDP.
- Arrange a co-supervisor if s/he is away for a longer period of time and notify FYDPC through Email.
- Guide the student to convert their FYDP into research work to publish it in a conference of HEC recognized journal.

7.3 Final Year Design Project Committee's Responsibilities

- Manage the FYDP process.
- Hold an orientation session for the final year student before the beginning of any FYDP activity.
- Notify about the proposal acceptance decision on departmental FYDP website and notice boards.
- Manage student evaluation process.
- Submit FYDP result to Examination Department.
- Prepare FYDP timeline aligned with the academic calendar of the University.
- Ensuring that Project Ideas are relevant to the University's aims and objectives and fulfill the Engineering criteria set by the university.

- Finalize the panel of evaluators for mid-year and final presentations.
- Provide a schedule of mid-year and final presentations.

8. Panel of Evaluators:

FYDPC decide the panel of evaluators. The panel must consist of at least 4 evaluators. The panel must contain FYDP supervisor and at least one member of FYDPC and 2 Experts.

8.1 Evaluator's Responsibilities:

- Evaluate mid-year and final presentation as per the FYDP rubrics.
- Submit the Evaluation Performa to FYDPC within 2 days of examinations.

9. Plagiarism Policies

If students have taken ideas or referencing other work as part of the proposed project or implementing a proposed solution, then, it must be cited and reference should be clearly specified. For instance, if students are developing project using 3rd party tools and libraries, it must be referenced, and relevant comments and notes must be highlighted and will not be regarded as part of the original work of student groups. Hence, it is extremely important to note that it is the responsibility of students to ensure they are not plagiarizing knowingly or unknowingly.

Plagiarism Report using Turnitin is mandatory required in the end of the project report. A match of less than 20% may be perfectly acceptable, as long as your work is presented and referenced correctly.

10. Request to Change

10.1 Change of Scope

If there is a situation that the approved project proposal scope is need to be changed then the FYDP Students need to fill and submit the request to change of Scope form with justified reasons. The Performa is attached in Annexure-F.

10.2 Change of Supervisor

FYDP Students need to fill and submit the request to change of supervisor in case they could not get along with the supervisor. The Performa is attached in Annexure-G.

10.3 Extension Period

In case a group or a student could not appear at the evaluation venue on time, can be provided an extension period by Convener FYDP after approval of Chairman and recommendation of Supervisor.

In case a group or a student unable to defend its Final Year Designed Project in front of the evaluation panel, an extension period may be provided to defend his/ her project with the consent of experts and supervisor.

11. Interdisciplinary FYDP

Students who wish to undertake a senior design project that incorporates team members from multiple disciplines/departments may pursue an Interdisciplinary Final Year Design Project (IFYDP).

- Seek out and discuss your intended project idea with your FYDP Supervisor.
- Discuss your project theme and team composition with the FYDP convener.
- Discuss your team composition and project idea with the FYDP convener from the department you are going to request to contribute in your FYDP.

- FYDP team of four members (max.) should contain minimum of two team members from each department. Thus, each Interdisciplinary FYDP is divided into two sub teams, one from each Host and Home department.
- The entire FYDP team should submit the Title Synopsis in both departments and a joint Title defense will be arranged by the FYDP conveners both departments.
- Similarly, Mid-year and Final evaluation will be arranged jointly by the FYDP conveners of both departments.
- The FYDP conveners should keep track of the interdisciplinary FYDP by keeping the record of meetings conducted by the Supervisors with the Team members.
- The students must follow and submit all the required documentation/materials of their relevant department including submission of Minutes of Meeting/Logs/Mid-Report/Final Report etc.

12. Industrial Projects

12.1 Industrial Collaboration Project

In the case of an industrial collaboration project, the reference letter from the industry needs to be furnished by the group. An official contract may be signed between the department and the industry in order to outline the detail of the contribution by both parties and the ownership of the Project and Intellectual Property.

12.2 Funded FYDP

- An Industrial Representative may be the co-supervisor of the Project.
- The University with Industrial Representative decides whether to hand over the project to the industry after the approval of the relevant Chairperson, Dean, and VC.
- The University and Industry both will be considered equal stakeholders of the Project and will file the patent/publication together.

12.3 On-Site FYDP

- An industrial Representative may be the Supervisor and university faculty may be the co-supervisor of the project.
- For on-site FYDP, the FYDP committee should check the feasibility that the project offered by the industry meets the requirements of the department FYDP.
- The student must follow and present all the assessments requirements of the department.
- If needed, on-site evaluation may be arranged on the special request of the Student/Industrial supervisor.

13. Storing of FYDP and Reports

The storage of FYDP is an important element in showcasing the outstanding FYDPs of the university and departments. The FYDP once stored in the department/university with Project report and Poster Presentation may be used for participating in the Project Exhibition and further extension of the project by following year FYDP groups.

1. It is recommended to store the FYDP project for 3 years (at least), which has won any competition or prize during project exhibition or competition.

2. The FYDPs report, presentation, and any other material related to the FYDP, may be converted into digital form and must be stored in the Digital Library of the University.
3. It is recommended to collect two videos from each group.
 - i. Introduction and the operation of the FYDP.
 - ii. Detailed technical description of the FYDP.

14. Open House and Project Exhibition

It is recommended to all departments to encourage students to participate in the Project Exhibition and Competition as announced by the University.

15. Appendix

15.1 Forms

- Attendance Monitoring Sheet,
- Report Writing Guidelines
- Mid Presentation Performa
- change of Scope
- change of supervisor

15.2 Rubrics

- FYP-1 Mid-Term Assessment
- FYP-1 Final Assessment
- FYP-1 Report Assessment
- FYP-2 Mid-Term Assessment
- FYP-2 Final Assessment
- FYP-2 Report Assessment

15.3 Guides and Templates

- Report Writing Guidelines
- Report Template
- Presentation guidelines
- Presentation Template

Form 1: Student Sign Off Form – Undertaking

Project Title:

Date:

Student Name:

Student ID:

I have read and understood all of the First Day Materials for the Course. In particular, this includes:

1. I am responsible for applying engineering code of ethics.
2. I am responsible for keeping up to date with announcements that I will receive from the course coordinator, academic advisor.
3. I am responsible for submitting tasks on or before the due date.
4. If I am caught cheating, I know that:
 - a) the consequences will be set by the University Policy on Unfair means,
 - b) the sanctions for cheating could be as high as expulsion with a grade of Ex, failure for cheating, recorded in my transcript, and
 - c) cheating includes but is not limited to:
 - i) leaking any confidential information.
 - ii) submitting work that is not my own or, for teamwork, not my team's;
 - iii) accepting unauthorized help from other students or providing unauthorized help to other students (for example, giving another team a copy of your team's work).
 - iv) using unauthorized materials; and
 - v) accepting a grade or other credit for team work to which I have not made an appropriate contribution

Form 2: Final Year Design Project (FYDP) Proposal Form



INSTITUTE OF BUSINESS MANAGEMENT (IoBM)

KARACHI

Final Year Design Project (FYDP) Proposal Form

Project Title:

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Contact Details:

Student's Contact Details			
Student's Name	Student's Roll Number	Mobile Number	Email Address

Supervisor's Contact Details			
Supervisor's Name	Designation	Mobile Number	Email Address

Project Description: (Max. 250 Words)

Project Objectives:

S. No.	Project Objectives	Completion Dates
1		
2		
3		
4		
5		

Project Methodology: (Max. 250 Words)

Project Hardware and Software Requirement:

Project Hardware Requirement	Project Software Requirement

Student's Roll Number and Signature

Student's Roll Number and Signature

Student's Roll Number and Signature

Student's Roll Number and Signature

Supervisor's Signature

Only for FYDPC Use		
FYDPC Member 1 Comments		Signature
FYDPC Member 2 Comments		Signature
FYDPC Member 3 Comments		Signature

Approved

Disapproved

Chairperson: _____

Form 3: Selection Form

This form has to be completed by a group of students (3-4 students) for forming a team for the senior design project. The group students will be assigned one project by the program on the basis of the group choices.

S. No.	Student Name	Student Roll Number	Signature

Project Title	

S. No.	Deliverables
1	
2	
3	
4	
5	

Supervisor	Affiliation	Signature

Form 4: Attendance Sheet

Project Title:

Project Supervisor:

Student Name:

Student Roll Number:

S. No.	Date	Task Assigned	Task Status	Supervisor Sign.
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				

Form 5: Progress Report

INSTITUTE OF BUSINESS MANAGEMENT (IoBM), KARACHI

FYDP PROGRESS REPORT

Date: _____

Group Number: _____

Progress Report Number: _____ Date of Last Meeting with Supervisor: _____

Project Title: _____

FYDP Progress		<i>Proposed Plan (Timeline starting from FYDP approval till FYDP Defense)</i>	
<i>Progress of FYDP during this Reporting Period. (Student Comments) (Use extra sheets if required)</i>		Milestone	Completion or Planned Date
<i>Tasks for Next Month (Student Comments) (Use extra sheets if required)</i>			
<i>FYDP Progress in %</i>			
<i>Comment on problems faced and solution presented by Supervisor</i>			
<i>Supervisor's Comments about Student's Performance</i>			

Student's Roll Number and Signature

Student's Roll Number and Signature

Student's Roll Number and Signature

Student's Roll Number and Signature

Supervisor's Name and Signature

Form 6: FYDP Checklist

INSTITUTE OF BUSINESS MANAGEMENT (IoBM), KARACHI

FYDP Checklist

Project Title:

Supervisor:

S. No.	Student Name	Student Roll Number	Signature

Item	Implemented	Remarks	Address in Report
	Yes	No	Indicate page(s) in the report for yes, cite reason for no

Form 7: Change of Scope Form



INSTITUTE OF BUSINESS MANAGEMENT (IoBM), Karachi Request to Change of Scope

Group Number: _____

Date: _____

Project Title: _____

Group Members:

S. No.	Roll Number	Name	Signature
1			
2			
3			
4			

Reason to change:

Evidence Attached:

Yes

No

Proposed/Alternate Scope:

Supervisor Comments:

Signature: _____

FYDPC Comments:

Signature: _____

Approved

Disapproved

Chairperson: _____

Form 8: Change of Supervisor Form



INSTITUTE OF BUSINESS MANAGEMENT (IoBM), Karachi

Request to Change of Supervisor

Group Number: _____

Date: _____

Project Title: _____

Group Members:

S. No.	Roll Number	Name	Signature
1			
2			
3			
4			

Reason to change:

Proposed Supervisor Name:

Proposed Supervisor Consent: Positive Negative

Proposed Supervisor already supervising FYDP in current year Yes No

Proposed Supervisor Signature: _____

FYDPC Suggestions:

Signature: _____

Approved

Disapproved

Chairperson: _____

Form 9: Plagiarism Statement

We, the undersigned students, confirm that the work submitted in this project report is entirely our own and has not been copied from any other source. Any material that has been used from other sources has been properly cited and acknowledged in the report.

We are fully aware that any copying or improper citation of references/sources used in this report will be considered plagiarism, which is a clear violation of the Code of Ethics of IoBM.

In addition, we have read and understood the legal consequences of committing any violation of the IoBM Code of Ethics.

THIS STATEMENT MUST BE INCLUDED IN YOUR REPORT AS THE FIRST PAGE.

S. No.	Student Name	Student ID	Signature	Date
1				
2				
3				
4				

Rubrics

Rubrics 1: Mid-Term Assessment of FYDP-1

INSTITUTE OF BUSINESS MANAGEMENT (IoBM), KARACHI

Rubrics for FYP-1 Mid-Term Assessment

Criteria	Excellent ($\geq 90\%$)	Good (70-89%)	Fair (50-69%)	Poor ($< 50\%$)
C1 Understanding the Project Idea GA-3 (3%)	Project Idea is stated clearly and provides full justification of its potential impact.	Project Idea is stated clearly and provides insufficient justification of its potential impact	Project Idea is stated and provides justification of its potential impact	Project Idea is not stated clearly and lacks justification of its potential impact
C2 System Diagram GA-2 (3%)	System Diagram is coherent and provides full justification of the specified requirements	System Diagram is coherent and provides insufficient justification of the specified requirements	System Diagram is coherent and provides justification of the specified requirements	System Diagram is not coherent and lacks in justification of the specified requirements
C3 Literature Review GA-2 (2%)	Literature Review is Comprehensive to the relevant literature and provides sufficient analysis of key findings.	Literature Review is adequate to the relevant literature and provides insufficient analysis of key findings.	Literature Review is limited to the relevant literature and provides analysis of key findings.	Literature Review is minimal to the relevant literature and lacks in analysis of relevant literature.
C4 Gaps GA-2 (2%)	Clearly identifies gaps in the existing literature.	Identifies gaps in the existing literature	Identifies some gaps in the existing literature.	Fails to identify gaps in the existing literature.
C5 Uniqueness and Innovation GA-10 (3%)	Demonstrates exceptional originality and introduces the disruptive idea	Shows originality and introduces new ideas or concept	Presents original ideas but lack in significant innovation	Lacks originality and innovation
C6 SRS Document GA-7 (2%)	All functional and non-functional requirements are clearly defined, leaving no ambiguity or gaps.	Most of the required functionality and system constraints are specified, but there are some minor omissions or ambiguities.	Several key requirements are missing or vaguely defined, requiring additional clarification.	Many essential requirements are omitted or poorly defined, making it difficult to understand the system's scope and functionality.
C7 Presentation / Level of preparedness GA-7 (5%)	Present clearly with confidence while maintaining presentation flow. The student listens carefully and answers questions easily and directly.	Lacks in confidence while maintaining presentation flow. The student is able to answer questions about the project.	Lacks in confidence and presentation flow. The student attempts to answer questions about the project but clearly doesn't really understand	Lacks in confidence and presentation flow, and inefficient use of Visual aids. The student is unable to answer questions about the project.

INSTITUTE OF BUSINESS MANAGEMENT (IoBM), KARACHI

Rubrics for FYP-1 Mid-Term Assessment

Criteria	Description of Criteria	Graduate Attributes(s)	Performance Scale							
			1 = Excellent, 2 = Good, 3 = Fair, 4 = Poor							
			Roll #		Roll #		Roll #		Roll #	
C1	Understanding the Project Ideas	GA-3: Problem Analysis	1	<input type="checkbox"/>	1	<input type="checkbox"/>	1	<input type="checkbox"/>	1	<input type="checkbox"/>
			2	<input type="checkbox"/>	2	<input type="checkbox"/>	2	<input type="checkbox"/>	2	<input type="checkbox"/>
			3	<input type="checkbox"/>	3	<input type="checkbox"/>	3	<input type="checkbox"/>	3	<input type="checkbox"/>
			4	<input type="checkbox"/>	4	<input type="checkbox"/>	4	<input type="checkbox"/>	4	<input type="checkbox"/>
C2	System Diagram	GA-2: Knowledge for solving Computer Problems	1	<input type="checkbox"/>	1	<input type="checkbox"/>	1	<input type="checkbox"/>	1	<input type="checkbox"/>
			2	<input type="checkbox"/>	2	<input type="checkbox"/>	2	<input type="checkbox"/>	2	<input type="checkbox"/>
			3	<input type="checkbox"/>	3	<input type="checkbox"/>	3	<input type="checkbox"/>	3	<input type="checkbox"/>
			4	<input type="checkbox"/>	4	<input type="checkbox"/>	4	<input type="checkbox"/>	4	<input type="checkbox"/>
C3	Literature Review and Gaps	GA-2: Knowledge for solving Computer Problems	1	<input type="checkbox"/>	1	<input type="checkbox"/>	1	<input type="checkbox"/>	1	<input type="checkbox"/>
			2	<input type="checkbox"/>	2	<input type="checkbox"/>	2	<input type="checkbox"/>	2	<input type="checkbox"/>
			3	<input type="checkbox"/>	3	<input type="checkbox"/>	3	<input type="checkbox"/>	3	<input type="checkbox"/>
			4	<input type="checkbox"/>	4	<input type="checkbox"/>	4	<input type="checkbox"/>	4	<input type="checkbox"/>
C4	Gaps	GA-2: Knowledge for solving Computer Problems	1	<input type="checkbox"/>	1	<input type="checkbox"/>	1	<input type="checkbox"/>	1	<input type="checkbox"/>
			2	<input type="checkbox"/>	2	<input type="checkbox"/>	2	<input type="checkbox"/>	2	<input type="checkbox"/>
			3	<input type="checkbox"/>	3	<input type="checkbox"/>	3	<input type="checkbox"/>	3	<input type="checkbox"/>
			4	<input type="checkbox"/>	4	<input type="checkbox"/>	4	<input type="checkbox"/>	4	<input type="checkbox"/>
C5	Uniqueness and Innovation	GA-10: Life-long learning	1	<input type="checkbox"/>	1	<input type="checkbox"/>	1	<input type="checkbox"/>	1	<input type="checkbox"/>
			2	<input type="checkbox"/>	2	<input type="checkbox"/>	2	<input type="checkbox"/>	2	<input type="checkbox"/>
			3	<input type="checkbox"/>	3	<input type="checkbox"/>	3	<input type="checkbox"/>	3	<input type="checkbox"/>
			4	<input type="checkbox"/>	4	<input type="checkbox"/>	4	<input type="checkbox"/>	4	<input type="checkbox"/>
C6	SRS Document	GA-7: Communication	1	<input type="checkbox"/>	1	<input type="checkbox"/>	1	<input type="checkbox"/>	1	<input type="checkbox"/>
			2	<input type="checkbox"/>	2	<input type="checkbox"/>	2	<input type="checkbox"/>	2	<input type="checkbox"/>
			3	<input type="checkbox"/>	3	<input type="checkbox"/>	3	<input type="checkbox"/>	3	<input type="checkbox"/>
			4	<input type="checkbox"/>	4	<input type="checkbox"/>	4	<input type="checkbox"/>	4	<input type="checkbox"/>
C7	Presentation / Level of preparedness	GA-7: Communication	1	<input type="checkbox"/>	1	<input type="checkbox"/>	1	<input type="checkbox"/>	1	<input type="checkbox"/>
			2	<input type="checkbox"/>	2	<input type="checkbox"/>	2	<input type="checkbox"/>	2	<input type="checkbox"/>
			3	<input type="checkbox"/>	3	<input type="checkbox"/>	3	<input type="checkbox"/>	3	<input type="checkbox"/>
			4	<input type="checkbox"/>	4	<input type="checkbox"/>	4	<input type="checkbox"/>	4	<input type="checkbox"/>

Rubrics 2: Final Assessment of FYDP-1

INSTITUTE OF BUSINESS MANAGEMENT (IoBM), KARACHI

Rubrics for FYP-1 Final Assessment

Criteria	Excellent ($\geq 90\%$)	Good (70-89%)	Fair (50-69%)	Poor ($< 50\%$)
C1 Presentation and Viva GA-07 (25%)	Present clearly with confidence while maintaining presentation flow. The student listens carefully and answers questions easily and directly.	Lacks in confidence while maintaining presentation flow. The student is able to answer questions about the project.	Lacks in confidence and presentation flow. The student attempts to answer questions about the project but clearly doesn't really understand	Lacks in confidence and presentation flow, and inefficient use of Visual aids. The student is unable to answer questions about the project.
C2 System Design GA-04 (25%)	System Design is coherent and provides full justification of the specified requirements	System Design is coherent and provides insufficient justification of the specified requirements	System Design is coherent and provides justification of the specified requirements	System Design is not coherent and lacks in justification of the specified requirements
C3 SRS Submission GA-07 (10%)	All functional and non-functional requirements are clearly defined, leaving no ambiguity or gaps.	Most of the required functionality and system constraints are specified, but there are some minor omissions or ambiguities.	Several key requirements are missing or vaguely defined, requiring additional clarification.	Many essential requirements are omitted or poorly defined, making it difficult to understand the system's scope and functionality.

INSTITUTE OF BUSINESS MANAGEMENT (IoBM), KARACHI

Rubrics for FYP-1 Final Assessment

Criteria	Description of Criteria	Graduate Attributes(s)	Performance Scale 1 = Excellent, 2 = Good, 3 = Fair, 4 = Poor							
			Roll #		Roll #		Roll #		Roll #	
C1	Presentation and Viva	GA-07: Communication	1	<input type="checkbox"/>	1	<input type="checkbox"/>	1	<input type="checkbox"/>	1	<input type="checkbox"/>
			2	<input type="checkbox"/>	2	<input type="checkbox"/>	2	<input type="checkbox"/>	2	<input type="checkbox"/>
			3	<input type="checkbox"/>	3	<input type="checkbox"/>	3	<input type="checkbox"/>	3	<input type="checkbox"/>
			4	<input type="checkbox"/>	4	<input type="checkbox"/>	4	<input type="checkbox"/>	4	<input type="checkbox"/>
C2	System Design	GA-04 Design / Development of Solutions	1	<input type="checkbox"/>	1	<input type="checkbox"/>	1	<input type="checkbox"/>	1	<input type="checkbox"/>
			2	<input type="checkbox"/>	2	<input type="checkbox"/>	2	<input type="checkbox"/>	2	<input type="checkbox"/>
			3	<input type="checkbox"/>	3	<input type="checkbox"/>	3	<input type="checkbox"/>	3	<input type="checkbox"/>
			4	<input type="checkbox"/>	4	<input type="checkbox"/>	4	<input type="checkbox"/>	4	<input type="checkbox"/>
C3	SRS Submission	GA-07: Communication	1	<input type="checkbox"/>	1	<input type="checkbox"/>	1	<input type="checkbox"/>	1	<input type="checkbox"/>
			2	<input type="checkbox"/>	2	<input type="checkbox"/>	2	<input type="checkbox"/>	2	<input type="checkbox"/>
			3	<input type="checkbox"/>	3	<input type="checkbox"/>	3	<input type="checkbox"/>	3	<input type="checkbox"/>
			4	<input type="checkbox"/>	4	<input type="checkbox"/>	4	<input type="checkbox"/>	4	<input type="checkbox"/>

Rubrics 3: Report Assessment of FYDP-1

INSTITUTE OF BUSINESS MANAGEMENT (IoBM), KARACHI

Rubrics for FYP Report Assessment

Criteria	Excellent (≥90%)	Good (70-89%)	Fair (50-69%)	Poor (<50%)
C1 Abstract GA-07 (5%)	The abstract provides an excellent overview of the project	The abstract provides a good overview of the project	Abstract provides a reasonable description of the project but needs improvement	Abstract is poorly written.
C2 Literature & References GA-03 (5%)	Literature is well-written and structured as per standards and covered all relevant material to the project. References are cited properly using a standard format	Literature is well-written but not properly structured as per standards and covered most of the material relevant to the project. References are cited using a standard format	Literature is not properly written and structured as per standards, but covered most of the material relevant to the project. References are cited using a standard format	Literature is poorly written, poorly structured and does not cover the relevant material to the project. References are cited using a standard format.
C3 Problem Statement GA-03 (5%)	Problem statement is stated and covered sufficient justification. New reader can clearly understand its value and context	Problem statement is stated and covered necessary justification with reference.	Problem statement is stated but lacks necessary justification.	Problem statement is vaguely stated without any justification
C4 Methodology GA-4 (5%)	The methods, approaches, tools, techniques, algorithms, or other aspects of the solution are well-described with sufficient details and supporting diagrams.	The methods, approaches, tools, techniques, algorithms, or other aspects of the solution are well-described. However further explanation is required.	The methods, approaches, tools, techniques, algorithms, or other aspects of the solution are described but not in a convincing manner.	Some aspects of the solution are described briefly but much of the description is left out.

INSTITUTE OF BUSINESS MANAGEMENT (IoBM), KARACHI

Rubrics for FYP-1 Report Assessment

Criteria	Description of Criteria	Graduate Attributes(s)	Performance Scale 1 = Excellent, 2 = Good, 3 = Fair, 4 = Poor							
			Roll #		Roll #		Roll #		Roll #	
C1	Abstract	GA-07: Communication	1	<input type="checkbox"/>	1	<input type="checkbox"/>	1	<input type="checkbox"/>	1	<input type="checkbox"/>
			2	<input type="checkbox"/>	2	<input type="checkbox"/>	2	<input type="checkbox"/>	2	<input type="checkbox"/>
			3	<input type="checkbox"/>	3	<input type="checkbox"/>	3	<input type="checkbox"/>	3	<input type="checkbox"/>
			4	<input type="checkbox"/>	4	<input type="checkbox"/>	4	<input type="checkbox"/>	4	<input type="checkbox"/>
C2	Literature & References	GA-03: Problem Analysis	1	<input type="checkbox"/>	1	<input type="checkbox"/>	1	<input type="checkbox"/>	1	<input type="checkbox"/>
			2	<input type="checkbox"/>	2	<input type="checkbox"/>	2	<input type="checkbox"/>	2	<input type="checkbox"/>
			3	<input type="checkbox"/>	3	<input type="checkbox"/>	3	<input type="checkbox"/>	3	<input type="checkbox"/>
			4	<input type="checkbox"/>	4	<input type="checkbox"/>	4	<input type="checkbox"/>	4	<input type="checkbox"/>
C3	Problem Statement	GA-03: Problem Analysis	1	<input type="checkbox"/>	1	<input type="checkbox"/>	1	<input type="checkbox"/>	1	<input type="checkbox"/>
			2	<input type="checkbox"/>	2	<input type="checkbox"/>	2	<input type="checkbox"/>	2	<input type="checkbox"/>
			3	<input type="checkbox"/>	3	<input type="checkbox"/>	3	<input type="checkbox"/>	3	<input type="checkbox"/>
			4	<input type="checkbox"/>	4	<input type="checkbox"/>	4	<input type="checkbox"/>	4	<input type="checkbox"/>
C4	Methodology	GA-04: Design / Development of Solutions	1	<input type="checkbox"/>	1	<input type="checkbox"/>	1	<input type="checkbox"/>	1	<input type="checkbox"/>
			2	<input type="checkbox"/>	2	<input type="checkbox"/>	2	<input type="checkbox"/>	2	<input type="checkbox"/>
			3	<input type="checkbox"/>	3	<input type="checkbox"/>	3	<input type="checkbox"/>	3	<input type="checkbox"/>
			4	<input type="checkbox"/>	4	<input type="checkbox"/>	4	<input type="checkbox"/>	4	<input type="checkbox"/>

Rubrics 4: Mid-Term Assessment of FYDP-2

INSTITUTE OF BUSINESS MANAGEMENT (IoBM), KARACHI

Rubrics for FYP-2 Mid-Term Assessment

Criteria	Excellent ($\geq 90\%$)	Good (70-89%)	Fair (50-69%)	Poor ($< 50\%$)
C1 Methodology GA-5 (5%)	Requirements included in SRS and the tasks identified and listed in Gantt chart is sufficient	Requirements included in SRS and the tasks identified and listed in Gantt chart is insufficient	Requirements included in SRS and the tasks identified and listed in Gantt chart is limited	Requirements included in SRS and the tasks identified and listed in Gantt chart lacks
C2 System Development Progress / Results GA-4 (5%)	The project is in execution phase with complete achievement of the objectives approved till mid.	The project is in development phase with achievement of the objectives approved till mid.	The project is in design phase with moderate achievement of the objectives approved till mid.	The project is in initial phase and student fail to achieve the objectives approved till mid.
C3 References GA-7 (2%)	The source directly addresses the topic and provides valuable insights or information.	The source is relevant to the topic but may contain some tangential information.	The source has limited relevance to the topic and may only partially address the subject matter.	The source is irrelevant to the topic or does not contribute any meaningful information.
C4 Work Division GA-6 (3%)	Clear work division among group members is shown.	Work division is shown.	Work division is shown but more clarity is needed	Work Division among group members is not appropriate.
C5 Presentation and Viva GA-7 (5%)	Present clearly with confidence while maintaining presentation flow. The student listens carefully and answers questions easily and directly.	Lacks in confidence while maintaining presentation flow. The student is able to answer questions about the project.	Lacks in confidence and presentation flow. The student attempts to answer questions about the project but clearly doesn't really understand	Lacks in confidence and presentation flow, and inefficient use of Visual aids. The student is unable to answer questions about the project.

INSTITUTE OF BUSINESS MANAGEMENT (IoBM), KARACHI

Rubrics for FYP-2 Mid-Term Assessment

Criteria	Description of Criteria	Programme Learning Outcome(s)	Performance Scale 1 = Excellent, 2 = Good, 3 = Fair, 4 = Poor							
			Roll #		Roll #		Roll #		Roll #	
C1	Methodology	GA-5: Modern Tool Usage	1	<input type="checkbox"/>	1	<input type="checkbox"/>	1	<input type="checkbox"/>	1	<input type="checkbox"/>
			2	<input type="checkbox"/>	2	<input type="checkbox"/>	2	<input type="checkbox"/>	2	<input type="checkbox"/>
			3	<input type="checkbox"/>	3	<input type="checkbox"/>	3	<input type="checkbox"/>	3	<input type="checkbox"/>
			4	<input type="checkbox"/>	4	<input type="checkbox"/>	4	<input type="checkbox"/>	4	<input type="checkbox"/>
C2	System Development Progress/ Result	GA-4: Design/ Development of Solutions	1	<input type="checkbox"/>	1	<input type="checkbox"/>	1	<input type="checkbox"/>	1	<input type="checkbox"/>
			2	<input type="checkbox"/>	2	<input type="checkbox"/>	2	<input type="checkbox"/>	2	<input type="checkbox"/>
			3	<input type="checkbox"/>	3	<input type="checkbox"/>	3	<input type="checkbox"/>	3	<input type="checkbox"/>
			4	<input type="checkbox"/>	4	<input type="checkbox"/>	4	<input type="checkbox"/>	4	<input type="checkbox"/>
C3	References	GA-7: Communication	1	<input type="checkbox"/>	1	<input type="checkbox"/>	1	<input type="checkbox"/>	1	<input type="checkbox"/>
			2	<input type="checkbox"/>	2	<input type="checkbox"/>	2	<input type="checkbox"/>	2	<input type="checkbox"/>
			3	<input type="checkbox"/>	3	<input type="checkbox"/>	3	<input type="checkbox"/>	3	<input type="checkbox"/>
			4	<input type="checkbox"/>	4	<input type="checkbox"/>	4	<input type="checkbox"/>	4	<input type="checkbox"/>
C4	Work Division	GA-6: Individual and Team Work	1	<input type="checkbox"/>	1	<input type="checkbox"/>	1	<input type="checkbox"/>	1	<input type="checkbox"/>
			2	<input type="checkbox"/>	2	<input type="checkbox"/>	2	<input type="checkbox"/>	2	<input type="checkbox"/>
			3	<input type="checkbox"/>	3	<input type="checkbox"/>	3	<input type="checkbox"/>	3	<input type="checkbox"/>
			4	<input type="checkbox"/>	4	<input type="checkbox"/>	4	<input type="checkbox"/>	4	<input type="checkbox"/>
C5	Presentation and Viva	GA-7: Communication	1	<input type="checkbox"/>	1	<input type="checkbox"/>	1	<input type="checkbox"/>	1	<input type="checkbox"/>
			2	<input type="checkbox"/>	2	<input type="checkbox"/>	2	<input type="checkbox"/>	2	<input type="checkbox"/>
			3	<input type="checkbox"/>	3	<input type="checkbox"/>	3	<input type="checkbox"/>	3	<input type="checkbox"/>
			4	<input type="checkbox"/>	4	<input type="checkbox"/>	4	<input type="checkbox"/>	4	<input type="checkbox"/>

Rubrics 5: Final Assessment of FYDP-2

INSTITUTE OF BUSINESS MANAGEMENT (IoBM), KARACHI

Rubrics for FYP-2 Final Assessment

Criteria	Excellent (≥90%)	Good (70-89%)	Fair (50-69%)	Poor (<50%)
C1 Presentation and Viva GA-07 (25%)	Present clearly with confidence while maintaining presentation flow. The student listens carefully and answers questions easily and directly.	Lacks in confidence while maintaining presentation flow. The student is able to answer questions about the project.	Lacks in confidence and presentation flow. The student attempts to answer questions about the project but clearly doesn't really understand	Lacks in confidence and presentation flow, and inefficient use of Visual aids. The student is unable to answer questions about the project.
C2 Project Demonstration GA-05 (25%)	Able to demonstrate the project with achievement of required objectives having clear understanding of project limitations and future enhancements. Hardware and/or Software modules are fully functional, if applicable.	Able to demonstrate the project with achievement of required objectives but understanding of project limitations and future enhancements is insufficient. Hardware and/or Software modules are functional, if applicable.	Able to demonstrate the project with achievement of at least 50% required objectives and insufficient understanding of project limitations and future enhancements. Hardware and/or Software modules are partially functional, if applicable.	Able to demonstrate the project with achievement of less than 50% required objectives and lacks in understanding of project limitations and future enhancements. Hardware and/or Software modules are not functional, if applicable.
C3 Project Impact GA-08 (10%)	Project complies all the standards of respective field and fulfills all requirements including safety, conservation and environment	Project complies partial standards of respective field and fulfills all requirements including safety, conservation and environment	Project complies partial standards of respective field and fulfills at least 50% requirements including safety, conservation and environment	Project complies partial standards of respective field and fulfills less than 50% requirements including safety, conservation and environment

INSTITUTE OF BUSINESS MANAGEMENT (IoBM), KARACHI

Rubrics for FYP-2 Final Assessment

Criteria	Description of Criteria	Programme Learning Outcome(s)	Performance Scale 1 = Excellent, 2 = Good, 3 = Fair, 4 = Poor							
			Roll #		Roll #		Roll #		Roll #	
C1	Presentation and Viva	GA-07: Communication	1	<input type="checkbox"/>	1	<input type="checkbox"/>	1	<input type="checkbox"/>	1	<input type="checkbox"/>
			2	<input type="checkbox"/>	2	<input type="checkbox"/>	2	<input type="checkbox"/>	2	<input type="checkbox"/>
			3	<input type="checkbox"/>	3	<input type="checkbox"/>	3	<input type="checkbox"/>	3	<input type="checkbox"/>
			4	<input type="checkbox"/>	4	<input type="checkbox"/>	4	<input type="checkbox"/>	4	<input type="checkbox"/>
C2	Project Demonstration	GA-05 Modern Tool Usage	1	<input type="checkbox"/>	1	<input type="checkbox"/>	1	<input type="checkbox"/>	1	<input type="checkbox"/>
			2	<input type="checkbox"/>	2	<input type="checkbox"/>	2	<input type="checkbox"/>	2	<input type="checkbox"/>
			3	<input type="checkbox"/>	3	<input type="checkbox"/>	3	<input type="checkbox"/>	3	<input type="checkbox"/>
			4	<input type="checkbox"/>	4	<input type="checkbox"/>	4	<input type="checkbox"/>	4	<input type="checkbox"/>
C3	Project Impact	GA-08: Computing Professionalism and Society	1	<input type="checkbox"/>	1	<input type="checkbox"/>	1	<input type="checkbox"/>	1	<input type="checkbox"/>
			2	<input type="checkbox"/>	2	<input type="checkbox"/>	2	<input type="checkbox"/>	2	<input type="checkbox"/>
			3	<input type="checkbox"/>	3	<input type="checkbox"/>	3	<input type="checkbox"/>	3	<input type="checkbox"/>
			4	<input type="checkbox"/>	4	<input type="checkbox"/>	4	<input type="checkbox"/>	4	<input type="checkbox"/>

Rubrics 6: Report Assessment of FYDP-2

INSTITUTE OF BUSINESS MANAGEMENT (IoBM), KARACHI

Rubrics for FYP-2 Report Assessment

Criteria	Excellent ($\geq 90\%$)	Good (70-89%)	Fair (50-69%)	Poor ($< 50\%$)
C1 Implementation and Testing GA-05 (5%)	Both implementation and testing of a system, are precisely performed with accuracy and provide all necessary details for the reader.	Both implementation and testing of a system, are performed with the necessary details for the reader.	Implementation of a system, are performed with the necessary details for the reader. But testing of a system is not properly performed.	Both implementation and testing of a system, are not properly performed with lack of details.
C2 Results GA-04 (5%)	Includes all key results of the project. Appropriate graphs, figures and tables are included for effective interpretation and explanation of the results.	Includes most of the key results of the project. Graphs, figures and tables are included for effective interpretation and explanation of the results.	Includes few key results of the project. Graphs, figures and tables are included with limited interpretation and explanation of the results.	Key results of the project are missing. Graphs, figures and tables are not included.
C3 Conclusion GA-04 (5%)	All important aspects of the project are well-summarized with the sense of closure and demonstrates the major outcome(s) of the project.	Most of the important aspects of the project are well-summarized with the sense of closure and demonstrates the outcome(s) of the project.	Few aspects of the project are summarized with the sense of closure and demonstrates the outcome(s) of the project.	Important aspects of the project are not clearly summarized with.
C4 Language and Grammar, Formatting Style GA-09 & 07 (5%)	Almost no spelling or grammatical mistake with an acceptable similarity index. Formatting style of chapters, table of contents, title page, references and appendices are proper and relevant.	Occasional spellings and grammatical errors that have only minor impact on flow of reading with acceptable similarity index Formatting style of chapters, table of contents, title page, references and appendices are proper.	Occasional spellings and grammatical errors with high but acceptable similarity index Formatting style is proper but figures and tables don't follow standard practice (caption figure number etc.)	Frequent spellings and grammatical errors that impede the reading flow with very high similarity index. The formatting of the chapters may need improvement.

INSTITUTE OF BUSINESS MANAGEMENT (IoBM), KARACHI

Rubrics for FYP-2 Report Assessment

Criteria	Description of Criteria	Programme Learning Outcome(s)	Performance Scale 1 = Excellent, 2 = Good, 3 = Fair, 4 = Poor							
			Roll #		Roll #		Roll #		Roll #	
C1	Implementation and Testing	GA-05: Modern Tool Usage	1	<input type="checkbox"/>	1	<input type="checkbox"/>	1	<input type="checkbox"/>	1	<input type="checkbox"/>
			2	<input type="checkbox"/>	2	<input type="checkbox"/>	2	<input type="checkbox"/>	2	<input type="checkbox"/>
			3	<input type="checkbox"/>	3	<input type="checkbox"/>	3	<input type="checkbox"/>	3	<input type="checkbox"/>
			4	<input type="checkbox"/>	4	<input type="checkbox"/>	4	<input type="checkbox"/>	4	<input type="checkbox"/>
C2	Results	GA-04: Design/ Development of Solutions	1	<input type="checkbox"/>	1	<input type="checkbox"/>	1	<input type="checkbox"/>	1	<input type="checkbox"/>
			2	<input type="checkbox"/>	2	<input type="checkbox"/>	2	<input type="checkbox"/>	2	<input type="checkbox"/>
			3	<input type="checkbox"/>	3	<input type="checkbox"/>	3	<input type="checkbox"/>	3	<input type="checkbox"/>
			4	<input type="checkbox"/>	4	<input type="checkbox"/>	4	<input type="checkbox"/>	4	<input type="checkbox"/>
C3	Conclusion	GA-04: Design/ Development of Solutions	1	<input type="checkbox"/>	1	<input type="checkbox"/>	1	<input type="checkbox"/>	1	<input type="checkbox"/>
			2	<input type="checkbox"/>	2	<input type="checkbox"/>	2	<input type="checkbox"/>	2	<input type="checkbox"/>
			3	<input type="checkbox"/>	3	<input type="checkbox"/>	3	<input type="checkbox"/>	3	<input type="checkbox"/>
			4	<input type="checkbox"/>	4	<input type="checkbox"/>	4	<input type="checkbox"/>	4	<input type="checkbox"/>
C4	Language and Grammar, Formatting Style, Originality	GA-09: Ethics GA-07: Communication	1	<input type="checkbox"/>	1	<input type="checkbox"/>	1	<input type="checkbox"/>	1	<input type="checkbox"/>
			2	<input type="checkbox"/>	2	<input type="checkbox"/>	2	<input type="checkbox"/>	2	<input type="checkbox"/>
			3	<input type="checkbox"/>	3	<input type="checkbox"/>	3	<input type="checkbox"/>	3	<input type="checkbox"/>
			4	<input type="checkbox"/>	4	<input type="checkbox"/>	4	<input type="checkbox"/>	4	<input type="checkbox"/>

