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| **المملكة العربية السعودية**  **جامعة الإمام محمد بن سعود الإسلامية**  **كليـــــة العــــــــوم** |  | https://units.imamu.edu.sa/colleges/science/profile/OrganizationalUnits/PublishingImages/Pages/imu25/%D8%B4%D8%B9%D8%A7%D8%B1%20%D9%83%D9%84%D9%8A%D8%A9%20%D8%A7%D9%84%D8%B9%D9%84%D9%88%D9%85%20%D8%A7%D9%84%D8%AC%D8%AF%D9%8A%D8%AF.jpg | Kingdom of Saudi Arabia  Imam Mohammad Ibn Saud Islamic University  College of Science |

**Research Project**

**Written report Rubric[[1]](#footnote-1)**

**Department: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Program: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Student ID: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Course: \_\_\_\_\_\_\_\_\_\_\_\_\_Title of the research project\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Evaluator name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_ Semester: \_\_\_\_\_ Year: \_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Criteria** | **Levels** | | | | **weight** | **score** |
| **1**  **Beginning** | **2**  **Developing** | **3**  **Proficient** | **4**  **Mastery** |
| 1. **Abstract** |  |  |  |  | x |  |
| 1. **Structure** |  |  |  |  | x |  |
| 1. **Reference list** |  |  |  |  | x |  |
| 1. **Completeness** |  |  |  |  | x |  |
| 1. **Language** |  |  |  |  | x |  |

**Total:**

**Evaluator signature:**

**Sample**

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| **Criteria** | **Levels** | | | | **weight** | **score** |
| **1**  **Beginning** | **2**  **Developing** | **3**  **Proficient** | **4**  **Mastery** |
| 1. **Abstract** | The description of the summary lacks coherence and does not prescribe the problem, research methods or results. | Two out of three items (problem, methods and results) are described in the summary. | The problem, methods and results in the summary are described at a basic level. | The problem, methods and results in the summary are logically connected. | x |  |
| 1. **Structure**   Logical ordering of ideas, transitions between paragraphs, coherence, conciseness | Sections are incomplete. Headings inconsistent or missing. Correlation among sections is missing. | All sections are present.  Headings are partly inconsistent. Relation between sections is poor and not substantiated. | Good balance between introduction, body and conclusions. Sections are logically connected and mutually related (research question is leading). | Sections are logically connected and show a perfect overview of research. Sections are mutually related and provided with critical argumentation (research question is leading). | x |  |
| 1. **Reference list** | The list of references is incomplete, contains mistakes, and inconsistent. Many references are not [noticeable.](https://www.powerthesaurus.org/trackable/synonyms) | The list of references is compiled as stated by the criteria of the journals, but with many mistakes. | The list of references complies with the criteria of the research journals. Maximum of two mistakes allowed. References are complete. | The list of references obeys with the criteria of the research journals with no mistakes. References are complete, pertinent, and trackable. | x |  |
| 1. **Completeness**   Level of detail, depth, development of ideas, appropriate length | The text does not supply sufficient depth; important ideas and details are omitted; undeveloped or unclear; report is too brief. | Additional depth is needed; important ideas and details are in some cases omitted or not completely developed; the report might be short. | The text provides sufficient depth; some ideas or details are omitted; the need for sufficiently developed ideas; the length of the report is appropriate. | The text shows depth and good detail; ideas will be ameliorated;  facts have sufficient background; the report satisfies the specified length. | x |  |
| 1. **Language**   Correct usage, spelling, propersentence/paragraph structure, follows accepted format conventions | The text includes many misspellings, grammar, or punctuation; report lacks required sections; sentences are incomplete. | The text may include some misspellings, grammatical, sentence errors, or punctuation; the report includes most of the desired sections. | The text does not contain grave misspellings, grammatical or punctuation mistakes; sentences are often complete; the report satisfies the desired sections. | The text does not contain misspellings, grammatical or punctuation mistakes; sentences are legible and complete. The report includes the desired sections. | x |  |

**Total:**

**Evaluator signature:**

**Research Project**

**Written report Rubric**

**Department: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Program: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Student ID: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Course: \_\_\_\_\_\_\_\_\_\_\_\_\_ Title of the research project\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Advisor name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_ Semester: \_\_\_\_\_ Year: \_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Criteria** | **Levels** | | | | **weight** | **score** |
| **1**  **Beginning** | **2**  **Developing** | **3**  **Proficient** | **4**  **Mastery** |
| 1. **Abstract** |  |  |  |  | x |  |
| 1. **Structure** |  |  |  |  | x |  |
| 1. **Reference list** |  |  |  |  | x |  |
| 1. **Completeness** |  |  |  |  | x |  |
| 1. **Language** |  |  |  |  | x |  |
| 1. **Time management** |  |  |  |  | x |  |
| 1. **Autonomy** |  |  |  |  | x |  |
| 1. **Student responses** |  |  |  |  | x |  |
| 1. **Cooperation & communication with supervisor** |  |  |  |  | x |  |

**Total:**

**Advisor signature:**

**Sample**

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| **Criteria** | **Levels** | | | | **eight** | **Score** |
| **1**  **Beginning** | **2**  **Developing** | **3**  **Proficient** | **4**  **Mastery** |
| 1. **Abstract** | The description of the summary lacks coherence and does not prescribe the problem, research methods or results. | Two out of three items (problem, methods and results) are described in the summary. | The problem, methods and results in the summary are described at a basic level. | The problem, methods and results in the summary are logically connected. | x |  |
| 1. **Structure** | Sections are incomplete. Headings inconsistent or missing. Correlation among sections is missing. | All sections are present.  Headings are partly inconsistent. Relation between sections is poor and not substantiated. | Good balance between introduction, body and conclusions. Sections are logically connected and mutually related (research question is leading). | Sections are logically connected and show a perfect overview of research. Sections are mutually related and provided with critical argumentation (research question is leading). | x |  |
| 1. **List of References** | The list of references is incomplete, contains mistakes, and inconsistent. Many references are not [trackable.](https://www.powerthesaurus.org/trackable/synonyms) | The list of references is compiled as stated by the criteria of the journals, but with many mistakes. | The list of references complies with the criteria of the research journals. Maximum of two mistakes allowed. References are complete. | The list of references obeys with the criteria of the research journals with no mistakes. References are complete, pertinent, and trackable. | x |  |
| 1. **Completeness** | The text does not supply sufficient depth; important ideas and details are omitted; undeveloped or unclear; report is too brief. | Additional depth is needed; important ideas and details are in some cases omitted or not completely developed; the report might be short. | The text provides sufficient depth; some ideas or details are omitted; the need for sufficiently developed ideas; the length of the report is appropriate. | The text shows depth and good detail; ideas will be ameliorated;  facts have sufficient background; the report satisfies the specified length. | x |  |
| 1. **Language** | The text includes many misspellings, grammar, or punctuation; report lacks required sections; sentences are incomplete. | The text may include some misspellings, grammatical, sentence errors, or punctuation; the report includes most of the desired sections. | The text does not contain grave misspellings, grammatical or punctuation mistakes; sentences are often complete; the report satisfies the desired sections. | The text does not contain misspellings, grammatical or punctuation mistakes; sentences are legible and complete. The report includes the desired sections. | x |  |
| 1. **Time management** | The student has gravely exceeded the specified time or was unable to complete the proposed project within the specified time without significant concessions to the quality of research. | The student was unable to implement the project on time or had to make minor adjustments to the suggested project to be able to terminate it in time. | The project was executed in the scheduled time, thanks to the supervisor. | The project was carried out on time without compromising the quality of the research. | x |  |
| 1. **Autonomy** | The student has no ideas and does not follow the instructions of the supervisor. Does not respect the planned tasks and schedules. | Ideas are given by the supervisor. Student’s tasks are primarily initiated by the supervisor (demonstrating, reflecting, making choices, and planning). Needs close monitoring by supervisor. | Ideas were primarily given by the supervisor. Tasks are initiated by a combination of student and supervisor.  Student follows-up on given direction. | Ideas are arrived in conjunction with supervisor. Meetings are a combination of teacher-regulated and student-directed interaction (recognizing where help is needed and asking for it). | x |  |
| 1. **Student responses** | Student has not responded to feedback. | Student has only marginally/selectively responded to feedback. | Student implements feedback without interpretation or consideration. | Student uses feedback for improvement of the thesis. | x |  |
| 1. **Cooperation & communication with supervisor** | Not good. Student missed appointments / annulled appointments at the last moment / arrived unprepared. | Meetings with supervisor were scheduled in advance. Student sent draft texts timely and came partially unprepared | Good. Meetings with supervisor were scheduled well in advance. Student sent draft texts timely and came prepared. | Good. Meetings with supervisor were scheduled well in advance. Student sent draft texts timely and came well prepared. Moreover, Student takes the initiative to communicate with the advisor | x |  |

**Total:**

1. To be filled individually by each evaluator. [↑](#footnote-ref-1)