

## RESEARCH/GRADUATION PROJECT WRITTEN REPORT RUBRIC<sup>1</sup>

Department: \_\_\_\_\_

Program: \_\_\_\_\_

Student Name: \_\_\_\_\_

Student ID: \_\_\_\_\_

Course code and title: \_\_\_\_\_

Title of the research project \_\_\_\_\_

Evaluator name: \_\_\_\_\_

Date: \_\_\_\_\_

Trimester: \_\_\_\_\_

Year: \_\_\_\_\_

Criteria	Levels				weight	score
	1 Beginning	2 Developing	3 Proficient	4 Mastery		
<b>A. Abstract</b>					X	
<b>B. Structure</b> Logical ordering of ideas, transitions between paragraphs, coherence, conciseness					X	
<b>C. Reference list</b>					X	
<b>D. Completeness</b> Level of detail, depth, development of ideas, appropriate length					X	
<b>E. Language</b> Correct usage, spelling, proper sentence/ paragraph structure, follows accepted format conventions					X	

**Total:**

**Evaluator signature:**

<sup>1</sup> To be filled individually by each evaluator.

## Sample of assessment

Criteria	Levels				weight	score
	1 Beginning	2 Developing	3 Proficient	4 Mastery		
<b>A. Abstract</b>	The summary does not describe problem, research method or results, and the description lacks coherence.	The summary describes two out of 3 items (problem, research method and results).	The summary describes problem, research method and results at a basic level.	The summary presents problem, selected research method and results in logical connection.	X	
<b>B. Structure</b> Logical ordering of ideas, transitions between paragraphs, coherence, conciseness	Incomplete in sections. (Sub) Headings missing or inconsistent. Relation between 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 mutually related and logically connected (research question is leading).	Sections are logically connected and give a complete overview of research. Sections are mutually related and provided with critical argumentation (research question is leading).	X	
<b>C. Reference list</b>	The reference list is incomplete, inconsistent, and contains multiple mistakes. Many references are not traceable.	The reference list is compiled according to journal standards, but with multiple mistakes.	Reference list complies with standards of research journal(s) or APA. One or two mistakes are permitted. References are complete.	Reference list complies with standards of research journal(s) or APA. No mistakes. References are complete, relevant and traceable.	X	
<b>D. Completeness</b> Level of detail, depth, development of ideas, appropriate length	Text does not provide adequate depth; important details or ideas are omitted; unclear or undeveloped; report is too short	Additional depth needed in places; important details or ideas sometimes omitted or not fully developed; report may be short	Text provides adequate depth; few details or ideas are omitted; needed major ideas adequately developed; report is proper length	Text provides good depth and detail; ideas will developed; facts have adequate backgrounding; report is within specified length	X	
<b>E. Language</b> Correct usage, spelling, proper sentence/ paragraph structure, follows accepted format conventions	Text contains several spelling, grammar or punctuation errors; sentences are incomplete; report does not contain required sections	Text may contain some spelling, grammar, punctuation or sentence errors; report contains most required sections	Text has no serious spelling, grammar or punctuation errors; sentences are mostly complete; report contains required sections	Text contains no spelling, grammar or punctuation errors; sentences are readable and complete; report contains required sections	X	

**Total:**

## RESEARCH/GRADUATION PROJECT WRITTEN REPORT RUBRIC<sup>2</sup>

Department: \_\_\_\_\_

Program: \_\_\_\_\_

Student Name: \_\_\_\_\_

Student ID: \_\_\_\_\_

Course: \_\_\_\_\_

Title of the research project \_\_\_\_\_

Advisor name: \_\_\_\_\_

Date: \_\_\_\_\_

Semester: \_\_\_\_\_

Year: \_\_\_\_\_

Criteria	Levels				weight	score
	1 Beginning	2 Developing	3 Proficient	4 Mastery		
<b>A. Abstract</b>					X	
<b>B. Structure</b> Logical ordering of ideas, transitions between paragraphs, coherence, conciseness					X	
<b>C. Reference list</b>					X	
<b>D. Completeness</b> Level of detail, depth, development of ideas, appropriate length					X	
<b>E. Language</b> Correct usage, spelling, proper sentence/ paragraph structure, follows accepted format conventions					X	
<b>F. Time management</b>					X	
<b>G. Autonomy</b>					X	
<b>H. Student responses</b>					X	
<b>I. Cooperation &amp; communication with supervisor</b>					X	

**Total:**

Advisor signature:

<sup>2</sup> Should be filled by the advisor

## Sample Reference

Criteria	Levels				weight	Score
	1 Beginning	2 Developing	3 Proficient	4 Mastery		
<b>A. Abstract</b>	The summary does not describe problem, research method or results, and the description lacks coherence.	The summary describes two out of 3 items (problem, research method and results).	The summary describes problem, research method and results at a basic level.	The summary presents problem, selected research method and results in logical connection.	X	
<b>B. Structure</b> Logical ordering of ideas, transitions between paragraphs, coherence, conciseness	Incomplete in sections. (Sub) Headings missing or inconsistent. Relation between 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 mutually related and logically connected (research question is leading).	Sections are logically connected and give a complete overview of research. Sections are mutually related and provided with critical argumentation (research question is leading).	X	
<b>C. Reference list</b>	The reference list is incomplete, inconsistent, and contains multiple mistakes. Many references are not traceable.	The reference list is compiled according to journal standards, but with multiple mistakes.	Reference list complies with standards of research journal(s) or APA. One or two mistakes are permitted. References are complete.	Reference list complies with standards of research journal(s) or APA. No mistakes. References are complete, relevant and traceable.	X	
<b>D. Completeness</b> Level of detail, depth, development of ideas, appropriate length	Text does not provide adequate depth; important details or ideas are omitted; unclear or undeveloped; report is too short	Additional depth needed in places; important details or ideas sometimes omitted or not fully developed; report may be short	Text provides adequate depth; few details or ideas are omitted; needed major ideas adequately developed; report is proper length	Text provides good depth and detail; ideas will be developed; facts have adequate backgrounding; report is within specified length	X	
<b>E. Language</b> Correct usage, spelling, proper sentence/ paragraph structure, follows accepted format conventions	Text contains several spelling, grammar or punctuation errors; sentences are incomplete; report does not contain required sections	Text may contain some spelling, grammar, punctuation or sentence errors; report contains most required sections	Text has no serious spelling, grammar or punctuation errors; sentences are mostly complete; report contains required sections	Text contains no spelling, grammar or punctuation errors; sentences are readable and complete; report contains required sections	X	
<b>F. Time management</b>	The student seriously exceeded the scheduled time or was not able to finish the project within the scheduled time without major concessions to the quality of the research.	The student did not manage to execute the project in the scheduled time or had to do minor adjustments to the proposed project to be able to finish it in time.	The project was executed in the scheduled time, thanks to the supervisor.	The project was executed in the scheduled time without compromising on the quality of the research.	X	
<b>G. Autonomy</b>	Student does not have ideas and does not follow the directions of the supervisor. Does not meet the expected 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	
<b>H. Student responses</b>	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	
<b>I. Cooperation &amp; communication with supervisor</b>	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:**