

RESEARCH PROJECT WRITTEN REPORT RUBRIC¹

Department: _____ Program: _____

Student Name: _____ Student ID: _____

Course: _____ Title of the research project _____

Evaluator name: _____ Date: _____ Semester: _____ Year: _____

Criteria	Levels				weight	score
	1 Beginning	2 Developing	3 Proficient	4 Mastery		
A. Abstract					X	
B. Structure					X	
C. Reference list					X	
D. Completeness					X	
E. Language					X	

Total:

Evaluator signature:

¹ To be filled individually by each evaluator.

Sample

Criteria	Levels				weight	score
	1 Beginning	2 Developing	3 Proficient	4 Mastery		
A. 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	
B. 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	
C. Reference list	The list of references is incomplete, contains mistakes, and inconsistent. Many references are not noticeable.	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	
D. 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	
E. 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	

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: _____

Criteria	Levels				weight	score
	1 Beginning	2 Developing	3 Proficient	4 Mastery		
A. Abstract					X	
B. Structure					X	
C. Reference list					X	
D. Completeness					X	
E. Language					X	
F. Time management					X	
G. Autonomy					X	
H. Student responses					X	
I. Cooperation & communication with supervisor					X	

Total:

Advisor signature:

Sample

Criteria	Levels				eight	Score
	1 Beginning	2 Developing	3 Proficient	4 Mastery		
A. 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	
B. 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	
C. List of References	The list of references is incomplete, contains mistakes, and inconsistent. Many references are not trackable.	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	
D. 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	
E. 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	
F. 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	
G. 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	
H. 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	
I. 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: