

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

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

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

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

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

| Criteria                 | Levels   |  |   |  | score | Weigh    |
|--------------------------|--|--|---|--|-------|----------|
|                          | 1<br>Beginning   | 2<br>Developing  | 3<br>Proficient   | 4<br>Mastery   |       |          |
| <b>A. Abstract</b>       | Inappropriate given the research questions and not cover all the project's sections  | Lacks relevance to offer appropriate details about the proposes study  | Relevant and offering details about the proposed study  | Concise, informative and clearly indicate the relevant details of the proposed study   |       | <b>3</b> |
| <b>B. Structure</b>      | Text is fragmented and unbalanced; internal links among theory, methods and results are not explicit; problems with headings and paragraph and section structure | Text is not fully balanced; some key internal links are missing; does not fully form a coherent whole; some problems with headings and paragraph and section structure | Forms a balanced and coherent whole; some internal linkages are implicit rather than explicit; headings and paragraph and section structure typically support the overall coherence | Forms a coherent whole with consistent and explicit internal linkages; has a logical flow of argumentation with neat headings and clearly structured paragraphs and sections |       | <b>5</b> |
| <b>C. Reference list</b> | Format of the reference is not recognizable as APA.  | There are frequent errors in APA format  | APA format is used with minor errors  | APA format is used accurately and consistently in Thesis and on the References section   |       | <b>4</b> |
| <b>D. Completeness</b>   | Text does not provide adequate depth; unclear or undeveloped; lack important details and ideas.  | Text provide a shallow depth need to be improved; clear but need developed; some of important details and ideas are there. report may be short                         | Text provides adequate depth; 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   |       | <b>5</b> |
| <b>E. Language</b>       | Disorganized with several grammatical and spelling errors.   | lack Organized, unclear with few spelling and grammatical errors   | Organized, clear with minimal spelling and grammatical errors   | Clearly organized, thorough, and free of grammatical and spelling errors.  |       | <b>3</b> |

**Total: 20**

**Evaluator signature:**

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

# RESEARCH PROJECT WRITTEN REPORT RUBRIC

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

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

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

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

| Criteria  | Levels   |  |   |  | score | Weigh     |
|---|--|--|---|--|-------|-----------|
|   | 1<br>Beginning   | 2<br>Developing  | 3<br>Proficient   | 4<br>Mastery   |       |           |
| <b>A. Abstract</b>  | Inappropriate given the research questions and not cover all the project's sections  | Lacks relevance to offer appropriate details about the proposes study  | Relevant and offering details about the proposed study  | Concise, informative and clearly indicate the relevant details of the proposed study   |       | <b>2</b>  |
| <b>B. Structure</b>                                       | Text is fragmented and unbalanced; internal links among theory, methods and results are not explicit; problems with headings and paragraph and section structure | Text is not fully balanced; some key internal links are missing; does not fully form a coherent whole; some problems with headings and paragraph and section structure | Forms a balanced and coherent whole; some internal linkages are implicit rather than explicit; headings and paragraph and section structure typically support the overall coherence | Forms a coherent whole with consistent and explicit internal linkages; has a logical flow of argumentation with neat headings and clearly structured paragraphs and sections |       | <b>20</b> |
| <b>C. Reference list</b>                                  | Format of the reference is not recognizable as APA.  | There are frequent errors in APA format  | APA format is used with minor errors  | APA format is used accurately and consistently in Thesis and on the References section   |       | <b>2</b>  |
| <b>D. Completeness</b>                                    | Text does not provide adequate depth; unclear or undeveloped; lack important details and ideas.  | Text provide a shallow depth need to be improved; clear but need developed; some of important details and ideas are there. report may be short                         | Text provides adequate depth; 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   |       | <b>10</b> |
| <b>E. Language</b>  | Disorganized with several grammatical and spelling errors.   | lack Organized, unclear with few spelling and grammatical errors   | Organized, clear with minimal spelling and grammatical errors   | Clearly organized, thorough, and free of grammatical and spelling errors.  |       | <b>6</b>  |
| <b>F. Time management</b>                                 | Student Fails to finish the project and meet deadlines.  | The student 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, by supervisor support.  | The project was executed in the scheduled time without compromising on the quality of the research.  |       | <b>5</b>  |
| <b>G. Autonomy</b>  | Student does not have ideas and does not follow the directions of the supervisor.  | Student's tasks are primarily initiated by the supervisor, needs close monitoring by supervisor.   | Student's 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.  |       | <b>5</b>  |
| <b>H. Student responses</b>                               | he is not responded to feedback.   | he has only selectively responded to feedback.   | he implements feedback without improvement of his thesis.   | he uses feedback for improvement of his thesis.  |       | <b>5</b>  |
| <b>I. Cooperation &amp; communication with supervisor</b> | Student fails to keep-up appointments and arrived unprepared.  | Student missed some appointments and arrived partially unprepared.   | Student being on time and came prepared.  | Student being on time and came well prepared. Moreover, he takes the initiative to communicate with the advisor  |       | <b>5</b>  |

**Advisor signature:**

**Total: 60%**