Kingdom of Saudi Arabia
Imam Mohammad Ibn Saud Islamic University
College of Science

المملكة العربية السعودية
جامعة الإمام محمد بن سعود الإسلامية
كلية العـوم

COLLEGE OF SCIENCE

IMSIU

RESEARCH PROJECT
WRITTEN REPORT RUBRIC[1]

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 Logical ordering of ideas, transitionsbetween paragraphs, coherence, conciseness						X
C. Reference list						x
D. Completeness Level of detail, depth, development ofideas, appropriate length						X
E. Language Correct usage, spelling, propersentence/paragraph structure, follows accepted format conventions						X

Total: 20

Evaluator signature:

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[1] To be filled individually by each evaluator.

Sample

Criteria	Levels				weight	score
	1 **Beginning**	**2** **Developing**	**3** **Proficient**	**4** **Mastery**		
A. Abstract	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. Structure Logical ordering of ideas, transitionsbetween 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	
C. Reference list	The reference list is incomplete, inconsistent, and contains and 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	
D. Completeness Level of detail, depth, development ofideas, appropriate length	Text does not provide adequate depth;important details or ideas are omitted; unclear orundeveloped; report is too short	Additional depth needed in places;important details or ideas sometimesomitted or not fully developed; reportmay be short	Text provides adequate depth; fewdetails or ideas are omitted;neededmajor 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	
E. Language Correct usage, spelling, propersentence/paragraph structure, follows accepted format conventions	Text contains several spelling,grammar or punctuation errors; sentences are incomplete;report does not contain requiredsections	Text may contain some spelling, grammar, punctuation or sentenceerrors; report contains most requiredsections	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:

Evaluator signature:

RESEARCH PROJECT
WRITTENREPORT 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 Logical ordering of ideas, transitionsbetween paragraphs, coherence, conciseness						x
C. Reference list						x
D. Completeness Level of detail, depth, development ofideas, appropriate length						x
E. Language Correct usage, spelling, propersentence/paragraph structure, follows accepted format conventions						x
F. Time management						x
G. Autonomy						x
H. Student responses						x
I. Cooperation & communication with supervisor						x

Total: 60%

Advisor signature:

Sample

Criteria	Levels				weight	Score
	1 **Beginning**	**2** **Developing**	**3** **Proficient**	**4** **Mastery**		
A. Abstract	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. Structure Logical ordering of ideas, transitionsbetween 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	
C. Reference list	The reference list is incomplete, inconsistent, and contains and 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	
D. Completeness Level of detail, depth, development ofideas, appropriate length	Text does not provide adequate depth;important details or ideas are omitted; unclear orundeveloped; report is too short	Additional depth needed in places;important details or ideas sometimesomitted or not fully developed; reportmay be short	Text provides adequate depth; fewdetails or ideas are omitted;neededmajor 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	
E. Language Correct usage, spelling, propersentence/paragraph structure, follows accepted format conventions	Text contains several spelling,grammar or punctuation errors; sentences are incomplete;report does not contain requiredsections	Text may contain some spelling, grammar, punctuation or sentenceerrors; report contains most requiredsections	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	
F. Time management	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	
G. Autonomy	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	
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:

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Al Imam Mohammad Ibn Saud Islamic University

College of Science

كليـة العـوم

RESEARCH PROJECT
ORAL PRESENTATION RUBRIC[2]

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. Content						x
B. Structure:						x
C. Completeness						x
D. Language skills:						x
E. Documentation:						x
F. Speaking Style/Delivery:						x
G. Interaction:						x

Total: | 20 |

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[2] To be filled by each evaluator.

Signature

<u>Note:</u>

- <u>if there is no weight, then please delete the weight column</u>
- <u>This rubric is an illustration, the department can modify the level narrations, but in the spirit of this rubric</u>

RESEARCH PROJECT
ORAL PRESENTATION RUBRIC (SAMPLE)

Criteria	Levels				weight	score
	1 Beginning	2 Developing	3 Proficient	4 Mastery		
A. Content Relevance, accuracy of facts, overall treatment of topic	Topic lacks relevance or focus; presentation contains multiple fact errors	Topic would benefit from more focus; presentation contains some fact errors or omissions	Topic is adequately focused and relevant; major facts are accurate and generally complete	Topic is tightly focused and relevant; presentation contains accurate information with no fact errors	x	
B. Structure: Appropriate introduction, body, and conclusions; logical ordering of ideas; transitions between major points	Ideas are not presented in properorder; transition are lacking betweenmajor ideas; several parts of presentation are wordy or unclear	Some ideasnot presented in proper order; transitions are needed betweensome ideas; some parts of presentationmay be wordy or unclear	Most ideas are in logical order with adequate transitions between most major ideas; presentation is generally clear and understandable	Ideas are presented in logical order with effective transitions between major ideas; presentation is clear and concise	x	
C. Completeness Level of detail, depth, appropriate length, adequate backgroundof information	Presentation does not provide adequate depth; key details are omitted or undeveloped; presentation is too short or too long	Additional depth needed in places;important information omitted or notfully developed; presentation is too short or too long	Presentation provides adequate depth; few needed details areomitted; major ideas adequately developed; presentation iswithin specified length	Presentation provides good depth and detail; ideas well developed; facts have adequate background; presentation is within specified length	x	
D. Language skills: Correct grammar and usage that is appropriate for audience	Presentation contains several major grammar/usage errors; sentences are long, incomplete or contain excessive jargon	Presentation may contain somegrammar or sentence errors; sentencesmay contain jargon or are too long orhard to follow	Presentation has no serious grammar errors; sentences are mostly jargon free, complete and understandable	Presentation contains no grammar errors; sentences are free of jargon, complete and easy to understand	x	
E. Documentation: Proper support (bibliography)and sourcing for majorideas, inclusion of visual aids that supportmessage	Little or no message support provided for major ideas; visual aids are missing or inadequate; little or No sourcing provided	Some message support provided by facts and visual aids; sourcing may be outdated or thin, visual aids need work	Adequate message support provided for key concepts by facts and visual aids; sourcing is generally adequate and current	Effective message support provided in the form of facts and visual aids; sourcing is current and supports major ideas	x	

	Low volume or energy; pace too slow or fast; poor diction; distracting gestures or posture; unprofessional appearance; visual aids poorly used	More volume/energy needed at times; pace too slow or fast; some distracting gestures or posture; adequate appearance; visual aids could be improved	Adequate volume and energy; generally good pace and diction; few or no distracting gestures; professional appearance; visual aids used adequately	Good volume and energy; proper pace and diction; avoidance of distracting gestures; professional appearance; visual aids used effectively	X	
F. Speaking Style/Delivery: Adequate volume, appropriate pace, diction, personal appearance enthusiasm/energy, posture, effective use of visual aids						
G. Interaction: Adequate eye contact with audience, ability to listen and/or answer questions.	Little or no eye contact with audience; poor listening skills; uneasiness or inability to answer audience questions	Additional eye contact needed at times; better listening skills needed; some difficulty answering audience questions	Fairly good eye contact with audience; displays ability to listen; provides adequate answers to audience questions	Good eye contact with audience; excellent listening skills; answers audience questions with authority and accuracy	X	

Total:

Total

Signature

Note:

- if there is no weight, then please delete the weight column
- This rubric is an illustration, the department can modify the level narrations, but in the spirit of this rubric

More Rubric Sources (benchmarking):
- Winona State University
- University of Central Florida and links therein

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RESEARCH PROJECT REPORT
REQUIRED INDICATORS[3]

Department: _____   **Program:** _____

Student Name: _____   **Student ID:** _____

Course: _____   **Title of the research project**_____

Advisor name: _____   **Date:** _____   **Semester:** _____   **Year:** _____

Criterion	Descriptor	pass	Not pass
Ethical standards[45]	**Research report meets the criterion regarding to:** • Rigor and integrity • Honesty • Plagiarism	☐	☐
Language Conventions (Proficiency)	Student masters English to an appropriate degree that the content can be can be conveyed at the relevant academic level.	☐	☐
Style (scientific concepts in writing)	• Clear and correct style of scientific writing • Limited scientific mistakes in overall.	☐	☐
Layout	Structure of the report (title, texts, headings, cover page, abstract, introduction…)	☐	☐

Signatures:

Advisor

Head of   HGC

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[3] Must be fulfilled as a condition for the report to be judged.

[4] According to IMSIU Standards.

[5] Scores below **30%** for graduate research project (Master) and below **40%** for undergraduate research/ graduation project (Bachelor) (Via SafeAssign Plagiarism Detection Service for BLACKBOARD).