

PROJECT GRADING RUBRIC

| <ul style="list-style-type: none"> • Project report – 80% • Project presentation – 20 % | | | | | |
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| PROJECT REPORT GRADING RUBRIC – 80% | | | | | |
| Criteria | % | Below Standard (1) | Approaching Standard (2) | At Standard (3) | Exceeds Standard (4) |
| Research proposal /Problem | 10 | Many of the research proposal's components lacked sufficient detail to take action or were missing altogether. The research problem was incomplete or missing altogether. | Most of the research proposal's components were in writing; the missing elements diminished the proposal's effectiveness. The research problem was difficult to follow/understand. | All components of the research proposal were addressed in writing, but some aspects needed further description. The research problem described the focus of the research well, but some clarification was required. | All components of the research proposal were complete and in writing. The research problem clearly and concisely described the focus of the research |
| Research design | 10 | The selected research design was inappropriate for the project or missing altogether. The research objectives were not attainable or missing. | The selected research design was stated and appropriate for the research project, but no explanation of the design was provided. The research objectives were difficult to follow/ understand. | The selected research design was clearly stated, somewhat explained, and appropriate for the research project, but some further explanation was needed. Research objectives were identified and appropriately described the research project goals for the most part, but some clarification was | The selected research design was clearly stated, explained, and appropriate for the research project. Research objectives were clearly identified and appropriately described the research project goals. |

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| | | | | necessary. | |
| Data collection/ Analysis | 10 | Data collection and analysis method(s) were inappropriate or missing. | Data collection and analysis method(s) were identified and appropriate for the research project, but no explanation was provided. | Data collection and analysis method(s) were clearly identified, somewhat explained, and appropriate for the research project, but further detail was required. | Data collection and analysis method(s) were clearly identified, explained in detail, and appropriate for the research project. |
| Research outcome | 10 | Findings and recommendations were not relevant to the research objective | Findings and recommendations were relevant to the research objective but no explanation was provided. | Findings and recommendations was relevant to the research objective but further detail was required. | Findings and recommendations were relevant to the research objective and were explained in detail. |
| Presenting outcomes | 10 | Completed research outcomes was messy, with many errors in spelling and grammar. | Completed marketing research proposal contained spelling and grammatical errors that were distracting. | Completed marketing research proposal was neat but contained minor errors. | Completed marketing research proposal was neat, grammatically correct, and error-free. |
| Organization | 10 | Information was difficult to follow and illogical. | Information presented was sometimes difficult to follow. | Information presented was generally logical and fairly easy to follow, but needs improvement | Information presented was logical and easy to follow |
| Referencing and citation | 10 | The referencing and citation were missing altogether. | The referencing and citation were incomplete | The referencing and citation were complete but incorrect | The referencing and citation were complete and correct |
| Time management | 10 | Time is not managed properly | Time is appropriately used, but may run over or under allocated time | Time is appropriately used, but may run slightly over or under allocated time | Time management is excellent, all tasks are completed on time |

| PROJECT PRESENTATION – 20 % | | | | | |
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| Criteria | % | Below Standard (1) | Approaching Standard (2) | At Standard (3) | Exceeds Standard (4) |
| Fluency and clarity | 5 | Not fluent and voice is not heard clearly | Somewhat fluent and voice is difficult to be heard clearly | Fluent and voice is easy to be heard clearly. | Very fluent, has a command over the language and voice is loud and clear |
| Effective audio visual | 5 | Very little or poor usage of visual materials | Visuals are adequate but do not help in engaging with the material | Visuals are adequate and help in engaging with the material | Visual aids are excellent and they make the presentation interesting and meaningful |
| Time management | 5 | Presentation time is not appropriately used; was unable to cover the key content within time | Was able to cover all the content, but run over or under allocated time | Appropriate length, covered all the material within the given time limit. | Appropriate length, covered all the material within the given time limit with proper allocation for each module including Q&A's |
| Defense of the report | 5 | Student is not able to defend/discuss his project reports. He/she does not master the contents. | The student has difficulty in explaining the subject matter of the project. | Student is able to defend his project. He/she has mastered the contents, but not beyond that. Is not able to place the work in a scientific or practical context. | Student is able to freely discuss the contents of the project and to place the work in current scientific and practical contexts. |