

Research Project Evaluation Rubric

Evaluation Dimensions	Performance Rating						Score
	Needs Improvement		Competent		Exemplary		
	1	2	3	4	5	6	
Purpose	Does not clearly state the central purpose, arguments, or goals of the project; displays lack of focus or detail		Clearly identifies the central purpose, arguments, or goals of the project, but sometimes may digress		Effectively describes and explains the central purpose, arguments, or goals of the project; explanation is focused, detailed, and compelling		
	Comments:						
Content	Content is unclear, inaccurate, and/or incomplete; support for the central purpose, arguments, or goals of the project is weak or poorly discussed; displays only rudimentary knowledge of the content area; reader gains few if any insights		Presents clear and appropriate information that adequately supports the central purpose, arguments, or goals of the project; demonstrates satisfactory knowledge of the content area; reader gains some insights		Presents balanced, significant, and valid information that clearly and convincingly supports the central purpose, arguments, or goals of the project; demonstrates in-depth knowledge of the content area; reader gains important insights		
	Comments:						
Organization	Information/content is not logically organized or presented; topics/paragraphs are frequently disjointed and fail to make sense together; reader cannot identify a line of reasoning and loses interest		Information/content is presented in a clear and reasonable sequence; topic/paragraph transition is usually good with clear linkages for the most part; reader can generally understand and follow the line of reasoning		Information/content is presented in a logical, interesting, and effective sequence; topics flow smoothly and coherently from one to another and are clearly linked; reader can easily follow the line of reasoning		
	Comments:						
Style and Tone	Writing is unengaging and reader finds it difficult to maintain interest; tone is not consistently professional or suitable for an academic research project		Writing is usually engaging and keeps the reader's attention; tone is generally professional and appropriate for an academic research project		Writing is compelling and sustains interest throughout; tone is consistently professional and appropriate for an academic research project		
	Comments:						
Use of References	Most of the references are from sources that are not peer-reviewed or professional, and have uncertain reliability; few if any appropriate citations are provided; reader doubts the validity of much of the material		Professionally legitimate references are generally used; clear and fair citations are presented in most cases; most of the information/content/evidence comes from sources that are reliable		Presents compelling evidence from professionally legitimate sources; attribution is clear and accurate; references are primarily peer-reviewed professional journals or other approved sources		
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	1	2	3	4	5	6	
Integration Skills	Shows little ability to employ theory and practice across the functional areas of business in the assessment of issues relating to the research problem, concept, or idea; does not recognize or correctly identify cross-functional organizational issues relevant to the research problem, concept, or idea; does not adequately evaluate the research problem, concept, or idea in light of relevant principles, theories, and practices across the business functional areas; few if any solutions, recommendations for action, or conclusions are presented, and/or they are not appropriately justified or supported		Exhibits satisfactory application of principles, theories, and practices across the functional areas of business to the analysis of the research problem, concept, or idea; with a few minor exceptions, outlines and describes (or sketches out) some cross-functional organizational issues that are relevant to the research problem, concept, or idea; adequately identifies and describes (or summarizes) solutions, recommendations for action, or conclusions that are, for the most part, based on appropriate principles and concepts in the functional areas of business		Demonstrates well-developed ability to integrate and apply principles, theories, and practices across the functional areas of business to the analysis of the research problem, concept, or idea; effectively identifies, examines, and critically evaluates important cross-functional organizational issues associated with the research problem, concept, or idea; clearly and effectively justifies solutions, recommendations for action, or conclusions based on strong analytics and an insightful synthesis of cross-disciplinary principles and concepts in the functional areas of business		
	Comments:						
Overall Evaluation of Research Project – Total Score							

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	1	2	3	4	5	6	
Formatting	Research project exhibits frequent and significant errors in APA formatting		APA formatting is employed appropriately in the research project with a few minor errors		APA format is used accurately and consistently throughout the research project		
	Comments:						
Written Communication Skills	The written project exhibits multiple errors in grammar, sentence structure, and/or spelling; inadequate writing skills (e.g., weaknesses in language facility and mechanics) hinder readability and contribute to an ineffective research project		Written research project displays good word choice, language conventions, and mechanics with a few minor errors in spelling, grammar, sentence structure, and/or punctuation; errors do not represent a major distraction or obscure meaning		Readability of the project is enhanced by facility in language use/word choice, excellent mechanics, and syntactic variety; uses language conventions effectively (e.g., spelling, punctuation, sentence structure, paragraphing, grammar, etc.)		
	Comments:						
Oral Communication Skills	Oral presentation cannot be understood because there is no logical sequencing of research information; presenter uses superfluous graphics or no graphics; graphics do not support or relate to the information presented; presenter reads most or all of the project notes with little or no eye contact; presenter mumbles, incorrectly pronounces terms, and/or speaks too quietly; oral presentation rambles, is unclear, and cannot be followed by the audience; presenter is unprofessional, lacks confidence, is uncomfortable, and cannot answer basic questions		Research information is presented in a sequence that the audience can follow; graphics support and are related to the content of the project; presenter maintains eye contact with the audience with a few minor exceptions; presenter reads from notes on a few occasions; presenter uses good voice dynamics and clearly enunciates terms; presenter is comfortable for the most part and adequately answers questions; overall, the oral presentation is delivered in a satisfactory manner and meets expectations with respect to oral communication skills		Research information is presented in a logical, interesting, and effective sequence, which the audience can easily follow; oral presentation uses effective graphics to explain and reinforce the information presented; presenter maintains eye contact with audience, seldom returning to notes; presenter speaks in a clear voice and uses correct, precise pronunciation of terms; oral presentation is thorough, clear, compelling, informative, and professionally delivered; presenter is professional, confident, comfortable, and answers questions effectively		
	Comments:						
Analytical/Critical-Thinking Skills	Research problem, concept, or idea is not clearly articulated, or its component elements are not identified or described; research information is poorly organized, categorized, and/or superficially examined; research information is often inaccurate or incomplete; presents little if any analysis or interpretation; inaccurately and/or inappropriately applies research methods, techniques, models, frameworks, and/or theories to the analysis; presents few solutions or conclusions; solutions or conclusions are often not well supported, inaccurate, and/or inconsistent, and are presented in a vague or rudimentary manner		Adequately identifies and describes (or sketches out) the research problem, concept, or idea and its components; gathers and examines information relating to the research problem, concept, or idea; satisfactorily presents and appraises research information with only minor inconsistencies, irrelevancies, or omissions; generally applies appropriate research methods, techniques, models, frameworks, and/or theories with a few minor inaccuracies; outlines solutions or conclusions that are logical and consistent with the analysis and evidence; identifies and/or lists solutions or conclusions in a clear manner		Effectively formulates a clear description of the research problem, concept, or idea, and specifies major elements to be examined; selects and prioritizes information appropriate to addressing the research problem, concept, or idea; accurately and appropriately analyzes and interprets relevant research information; precisely and effectively applies appropriate research methods, techniques, models, frameworks, and/or theories in developing and justifying multiple solutions or conclusions; solutions or conclusions are insightful, coherent, well supported, logically consistent, and complete		
	Comments:						

