



សាកលវិទ្យាល័យ សេស៊ីអាស៊ី

UNIVERSITY OF SOUTH-EAST ASIA



RUBRIC FOR PROJECT WORK

Attribute/Dimension/criteria	Score	Very Poor	Poor	Acceptable	Good	Very Good
Problem of the project	5	[0.00-1.00] - Problem is not clearly stated.	[1.01-2.00] - Problem is somewhat addressed.	[2.01-3.00] - Problem is addressed.	[3.01-4.00] - Problem is meaningful, and fits the project.	[4.01-5.00] - Problem is new and meaningful
Background of the project	5	- [0.00-1.00] - The project has no specifics and one example. - No ideas are explained. - Student doesn't address all areas: history, biology, and pros and cons.	[1.01-2.00] - The project has little specifics and one example. - Two or less ideas are explained. - Student doesn't address all areas: history, biology, and pros and cons.	[2.01-3.00] - The project has some specifics and a couple examples. - Few ideas are explained. - Student doesn't address all areas: history, biology, and pros and cons.	[3.01-4.00] - The project has many specifics and some examples. - Most ideas are explained. - Student mostly addresses the history, biology, and pros and cons.	[4.01-5.00] - The project is thorough, specific, has many examples. - All ideas are clearly explained. - History, biology, and pros and cons are fully addressed.
Experimental Design/ Materials/ Procedure	10	- [0.00-2.00] - Procedure is inadequate. A few steps of procedure are listed.	- [2.01-4.00] - Procedure is inadequate. - Steps of procedure are mostly listed.	- [4.01-6.00] - Procedure is appropriate. Steps of procedure are mostly listed.	- [6.01-8.00] - Procedure is appropriate, thorough. - Steps of procedure	- [8.01-10.00] - Procedure is detailed, appropriate, and thorough.

		<ul style="list-style-type: none"> - No materials are listed. - Safety issues were not addressed. 	<ul style="list-style-type: none"> - Few materials are listed. - Safety issues were not addressed. 	<ul style="list-style-type: none"> - Most materials are listed. - Safety issues were not addressed. 	<ul style="list-style-type: none"> are listed and mostly sequential, most materials are listed. - Safety issues may have been addressed. 	<ul style="list-style-type: none"> - Steps of procedure are listed and sequential, all materials are listed. - Safety issues have been addressed.
Variables/Controls/ Sample size	5	<ul style="list-style-type: none"> - [0.00-1.00] - Missing two or more of the variables or the controls. - Sample size is not considered. 	<ul style="list-style-type: none"> - [1.01-2.00] - Missing one variable or control. - Sample size is not considered. 	<ul style="list-style-type: none"> - [2.01-3.00] - Variables have somewhat been identified. - Controls are somewhat known. - Sample size is not appropriate. 	<ul style="list-style-type: none"> - [3.01-4.00] - Variables have been identified. - Controls are appropriate and in place. - Sample size is appropriate. 	<ul style="list-style-type: none"> - [4.01-5.00] - Variables have been identified. - Controls are appropriate, in place, and explained. - Sample size is appropriate and explained.
Data Collection	10	<ul style="list-style-type: none"> - [0.00-2.00] - Use of the English System. - Poor number of trials/sample size. - No use of photos/charts/ graphs to display data. 	<ul style="list-style-type: none"> - [2.01-4.00] - Use of the English System. - Poor number of trials/sample size. - Poor use of photos/charts/ graphs to display data. 	<ul style="list-style-type: none"> - [4.01-6.00] - Use of the Metric System. - Adequate number of trials/sample size. - Fair use of photos/charts/graphs to display data. 	<ul style="list-style-type: none"> - [6.01-8.00] - Use of the Metric System. - Adequate number of trials/sample size. - Some use of photos/charts/graphs to display data. 	<ul style="list-style-type: none"> - [8.01-10.00] - Proper use of the Metric System. - Adequate number of trials/sample size. - Appropriate use of photos/charts/graphs to display data.
Analysis	10	<ul style="list-style-type: none"> - [0.00-2.00] - Conclusions are not supported by the data. - No sources of error have been considered. - Explanation is not attempted for how or why the hypothesis 	<ul style="list-style-type: none"> - [2.01-4.00] - Conclusions are not supported by the data. - A few sources of error have been considered. - Explanation is attempted for how or why the hypothesis 	<ul style="list-style-type: none"> - [4.01-6.00] - Conclusions are not clearly supported by the data. - Some sources of error have been considered. - Explanation is 	<ul style="list-style-type: none"> - [6.01-8.00] - Conclusions are supported by the data. - Some sources of error have been considered. - Explanation is made 	<ul style="list-style-type: none"> - [8.01-10.00] - Conclusions are supported by the data. - Sources of error have been considered. - Explanation is made

		<p>was supported or rejected.</p> <ul style="list-style-type: none"> - Reflection of what was learned and how it could be made better is not made. 	<p>was supported or rejected.</p> <ul style="list-style-type: none"> - Reflection of what was learned and how it could be made better is poor. 	<p>attempted for how or why the hypothesis was supported or rejected.</p> <ul style="list-style-type: none"> - Reflection of what was learned and how it could be made better is made. 	<p>for how or why the hypothesis was supported or rejected.</p> <ul style="list-style-type: none"> - Reflection of what was learned and how it could be made better is made. 	<p>for how or why the hypothesis was supported or rejected.</p> <ul style="list-style-type: none"> - Experimental meaning is conveyed. - Reflection of what was learned and how it could be made better is made.
Visual Display Poster Board	5	<ul style="list-style-type: none"> - [0.00-1.00] - Board is poor. - Spelling and grammar have many mistakes. - Graphs and charts are missing. 	<ul style="list-style-type: none"> - [1.01-2.00] - Board is fair. - Spelling and grammar have many mistakes. - Graphs and charts are unclear. 	<ul style="list-style-type: none"> - [2.01-3.00] - Board is neat. - Spelling and grammar are somewhat correct. - Graphs and charts are somewhat labeled. 	<ul style="list-style-type: none"> - [3.01-4.00] - Board is neat and attractive. - Spelling and grammar are mostly correct. - Graphs and charts are mostly labeled. 	<ul style="list-style-type: none"> - [4.01-5.00] - Board is neat, attractive, and creative. - Spelling and grammar are correct. - Graphs and charts are properly labeled.
Visual Display PowerPoint	5	<ul style="list-style-type: none"> - [0.00-1.00] - PowerPoint is unclear, and long bullets are used to make statements. - Graphics are not used. 	<ul style="list-style-type: none"> - [1.01-2.00] - PowerPoint is unclear, and moderately long bullets are used to make statements. - Graphics are used in a fair manner 	<ul style="list-style-type: none"> - [2.01-3.00] - PowerPoint is clear, and moderately long bullets are used to make statements. - Graphics are used in a good manner. 	<ul style="list-style-type: none"> - [3.01-4.00] - PowerPoint is clear, concise and short bullets are used to make statements. - Graphics are used in a good manner. 	<ul style="list-style-type: none"> - [4.01-5.00] - PowerPoint is clear, concise and short bullets are used to make statements. - Graphics are used in an appropriate manner.
Interview	10	<ul style="list-style-type: none"> - [0.00-2.00] - Student(s) display a poor level of subject knowledge from the project and the process of completing the experiment. 	<ul style="list-style-type: none"> - [2.01-4.00] - Student(s) display a low level of subject knowledge from the project and the process of completing the experiment. 	<ul style="list-style-type: none"> - [4.01-6.00] - Student(s) display a fair level of subject knowledge from the project and the process of completing the 	<ul style="list-style-type: none"> - [6.01-8.00] - Student(s) display a moderate level of subject knowledge from the project and the process of completing the 	<ul style="list-style-type: none"> - [8.01-10.00] - Student(s) display a high level of subject knowledge from the project and the process of completing the

		- Student(s) speak unclearly.	- Student(s) speak unclearly.	experiment. - Student(s) speak clearly.	experiment. - Student(s) speak clearly.	experiment. - Student(s) can extrapolate from the experiment. - Student(s) speak clearly.
Presentation	10	- [0.00-2.00] - One or more Student(s) do not speak. Grammar is poor and background knowledge is unclear.	- [2.01-4.00] - Each student speaks using moderate grammar and is able to present background knowledge in a somewhat clear manner.	- [4.01-6.00] - Each student speaks clearly, using good grammar and is able to present background knowledge in a somewhat clear manner.	- [6.01-8.00] - Each student speaks clearly, using good grammar and is able to present background knowledge in a clear manner.	- [8.01-10.00] - Each student speaks loudly and clearly, using appropriate grammar and is able to present background knowledge in a succinct manner.
Findings and discussion	20	- [0.01-4.00] - Very little finding/data. Artificial/wrong data.	- [4.01-8.00] Little finding/data. Wrong data/Plagiarized finding/data.	- [8.01-12.00] Some finding/data and discussion are somewhat clear. There are some finding but not summary and there are no or very little discussion.	- [12.01-16.00] Good finding/data and discussion. There are some summary with good SWOT Analysis.	[16.10-20.00]: Very Good finding/data and discussion. There are very good summary with very good SWOT Analysis.
Works Cited	5	- [0.01-1.00] - Three or less references are cited and referenced throughout the paper and presentation.	- [1.01-2.00] - Four references are cited and referenced throughout the paper and presentation.	- [2.01-3.00] - Five references are cited and referenced throughout the paper and presentation.	- [3.01-4.00] - Six references are cited and referenced throughout the paper and presentation.	- [4.01-5.00] - Seven references are cited in APA format and referenced throughout the paper and presentation.