

Thesis/Professional Report Rubric

CRITERIA	EXCELLENT (3)	ACCEPTABLE (2)	UNACCEPTABLE (1)
Focus	The thesis/report identifies a research question(s)/problem that is clearly articulated.	The thesis/report identifies a research question(s)/problem that is adequately stated.	The thesis/report does not clearly articulate a research question(s)/problem although it attempts to do so.
Literature Review/ Study Background	Important theories, issues or ideas are discussed. Gaps in knowledge or community situation is clearly identified. Information gathered/ presented is fully explained and utilized. Relationships among ideas are described. Literature review connects the situation/ problem/research question(s) to the study's methodology.	Related literature, theories or ideas are summarized. Gaps in knowledge or community situation is discussed. Information is adequately explained although relationships are not clear. Literature review connects to study's methodology.	Related literature is summarized but simply restated rather than explained. Relationships among ideas and to study's methodology is lacking. Gaps in current knowledge and approaches are not identified.
Methods	Thesis/report utilizes methods that are appropriate to the topic, data, and issue.	Thesis/report utilizes methods that adequately relate to the topic, data and issue.	Thesis/report does not utilize methods that are appropriate for the topic, data and issue.
Content & Organization	Thesis/report is well organized and content relates directly to the research questions and field of planning. Project design aligns with area of inquiry.	Content within the document is logically arranged although the thesis/report has some ambiguities or irrelevant sections. Project design aligns with area of inquiry.	Thesis/report is organized but can be difficult to follow. Content is not linked to research questions or to the field of planning. Project design does not align with area of inquiry.
Findings	Study's results are thoroughly and logically explained and directly related to the literature/background information & issue. Results/findings are compared and contrasted with theory or other studies as appropriate. Implications and future directions for study are identified.	Study's results are linked to literature/background information and issue. Results are discussed in context and implications for future research are identified.	Study's results are not linked to the literature/ background information and only partially to the issue. Discussion of the results lack clarity. Findings are summarized but not interpreted or related to context or include implications for future studies.
Writing Style & Mechanics	Sentences are complex with no punctuation errors. Proper paragraphs are utilized. Words are spelled correctly. Writing is smooth and effective. Argument is strong & compelling. Effective delivery and attention to audience. Full, complete and consistent references appear in text and reference list.	Sentences are complex with few punctuation errors. Paragraphs cover a complete thought. Few spelling errors are present. Argument is clear, and audience is considered. Most references are cited correctly in text and reference list.	Some grammatical mistakes are present in sentence and paragraph structure. Several spelling mistakes appear throughout report. Clarity of thought waivers. Style & delivery is inconsistent. Many references are missing from text or reference list or are not properly cited/referenced.

Oral Presentation Rubric

CRITERIA	EXCELLENT (3)	ACCEPTABLE (2)	UNACCEPTABLE (1)
Communication & Delivery	Maintains eye contact. Speaks clearly, at a suitable volume and pace. Engages with audience. Attire is professional. Uses words appropriate for the context and uses correct grammar.	Some eye contact. Speech, volume and pace is irregular. Attire is acceptable. Some word usage is inappropriate for context or uses poor grammar.	Little to no eye contact with audience. Fails to speak clearly or audibly or speech is too fast or very slow. Attire is inappropriate. Poor grammar and/or slang is used.
Organization & Preparation	Introduces topic clearly. Maintains focus on the topic and connects key points together. Ends with a logical, effective and relevant conclusion. Keeps to the assigned time frame.	Introduces topic. Somewhat maintains focus on the topic and links ideas together. Ends with a coherent conclusion. Keeps close to the assigned time frame.	Introduces topic but fails to maintain focus or has difficulty connecting ideas together/rambles. Ends without a conclusion or conclusion lacks evidence. Goes way over assigned time.
Supporting material	Clearly defines the topic or thesis and its significance. Supports the topic and key findings with an analysis of relevant and accurate evidence and problem solving methodology. Can relate findings to theory or community actions/insights.	Clearly defines the topic. Supports the topic and key findings with evidence and problem solving methodology. Can relate findings to theory or community actions/insights.	Topic is poorly defined. Does not support topic and findings with evidence or problem solving methodology. Findings are reported but fail to connect to theory or context.
Central message			
Language			
Questions & Answers	Demonstrates extensive knowledge of the topic by responding confidently and precisely to all questions and comments.	Demonstrates knowledge of the topic by responding accurately to most questions and comments.	Struggles to answer questions and is unsure of responses to questions and comments.