



NRP/NRPjr Evaluation Rubric Assessment Form for Research Process

FORM A

Name of Student(s) : _____

Project Code & Title : _____

Name of Assessor : _____ Signature & Date : _____

Assessment is based on observations of the student at work.

| Components | Outstanding 4 | Good 3 | Average 2 | Below Average 1 | Score* (1-4) |
|---|--|--|---|---|-----------------|
| (A) Initiative | <ul style="list-style-type: none"> • Very self-directed • Contributed significantly to project planning | <ul style="list-style-type: none"> • Needs mentor's leadership • Mentor can count on student to follow through | <ul style="list-style-type: none"> • Mentor must sometimes remind student to keep on-task | <ul style="list-style-type: none"> • Rarely focuses on the task and on what needs to be done | |
| (B) Keeping to Schedule | <ul style="list-style-type: none"> • All deadlines are met | <ul style="list-style-type: none"> • Most deadlines are met | <ul style="list-style-type: none"> • Deadlines are met with a little prompting | <ul style="list-style-type: none"> • Work is generally late or missing even with prompting | |
| (C) Interpersonal Effectiveness | <ul style="list-style-type: none"> • Works well with mentor and others | <ul style="list-style-type: none"> • Able to work with mentor and others | <ul style="list-style-type: none"> • Able to work with mentor and others with occasional difficulties | <ul style="list-style-type: none"> • Able to work with mentor and others but with great difficulties | |
| (D) Attitude | <ul style="list-style-type: none"> • Shows great interest and commitment all the time | <ul style="list-style-type: none"> • Shows interest and commitment most of the time | <ul style="list-style-type: none"> • Inconsistent interest and commitment | <ul style="list-style-type: none"> • Not interested and not committed | |
| (E) Inquisitiveness | <ul style="list-style-type: none"> • Asks challenging and relevant questions all the time | <ul style="list-style-type: none"> • Asks relevant questions most of the time | <ul style="list-style-type: none"> • Asks questions occasionally | <ul style="list-style-type: none"> • Hardly asks questions | |
| (F) Problem-Solving Skills | <ul style="list-style-type: none"> • Provides effective solutions to problems most of the time | <ul style="list-style-type: none"> • Provides effective solutions to problems at times | <ul style="list-style-type: none"> • Seldom provides effective solutions | <ul style="list-style-type: none"> • Never provides effective solutions | |
| (G) Keeping Records | <ul style="list-style-type: none"> • Well-documented and organised • Essential information is kept in a well-organised written format • Strong evidence of individual insights and reflection | <ul style="list-style-type: none"> • Fairly well-documented and organised • Essential information is kept in a fairly easy to follow format • Some evidence of individual insights and reflection | <ul style="list-style-type: none"> • Only some portions are well-documented and organised • Little evidence of individual insights and reflection | <ul style="list-style-type: none"> • Incomplete documentation • No evidence of individual insights and reflection | |
| <p>* Please give only integer scores from 1 to 4.</p> | | | | | TOTAL |



NRP/NRPjr Evaluation Rubric Assessment Form for Research Paper

FORM B

Name of Student(s) : _____

Project Code & Title : _____

Name of Assessor : _____ Signature & Date : _____

Assessment is based on the Research Paper submitted by the student.

| Components | Outstanding 4 | Good 3 | Average 2 | Below Average 1 | Score* (1-4) |
|---|---|---|--|---|-----------------|
| (A) Background Information and Clarity in Objectives Set | <ul style="list-style-type: none"> • Uses authoritative resources • Makes critical assessment • All objectives are clearly defined | <ul style="list-style-type: none"> • Uses mainly authoritative resources • Makes some critical assessment • Some objectives are clearly defined | <ul style="list-style-type: none"> • Uses some authoritative resources • Makes occasional critical assessment • Some objectives are clearly defined | <ul style="list-style-type: none"> • No background research • Lacks critical assessment • Objectives are poorly defined | |
| (B) Experimental Design | <ul style="list-style-type: none"> • Innovative and valid experiments • All sources of errors considered • All important variables controlled | <ul style="list-style-type: none"> • Valid experiments • Most sources of errors considered • Important variables controlled | <ul style="list-style-type: none"> • Average experimental design • Some sources of errors considered • Few variables controlled | <ul style="list-style-type: none"> • Poor experimental design • Sources of errors hardly considered • Little or no control of variables | |
| (C) Data Collection and Processing | <ul style="list-style-type: none"> • Excellent sample set • High level of accuracy and precision • Excellent scientific data processing | <ul style="list-style-type: none"> • Good sample set • Some concern for accuracy and precision • Good scientific data processing | <ul style="list-style-type: none"> • Average sample set • Little concern for accuracy and precision • Some evidence of scientific data processing | <ul style="list-style-type: none"> • Insufficient sample set • No concern for accuracy and precision • No evidence of scientific data processing | |
| (D) Discussion and Conclusion | <ul style="list-style-type: none"> • Coherent, logical and organised discussion of the results • Appropriate conclusions • Able to recommend future research / studies with thought given to possible further refinement | <ul style="list-style-type: none"> • Logical and organised discussion of the results • Appropriate conclusions • Able to recommend possible future research / studies | <ul style="list-style-type: none"> • Somewhat logical and organised discussion of the results • Some appropriate conclusions • Some suggestions of possible future research / studies but they may not be relevant | <ul style="list-style-type: none"> • Flaws and discontinuity in discussions of the results • Inappropriate conclusions • No suggestions of future research / studies | |
| (E) Paper Writing | <ul style="list-style-type: none"> • Paper is written with a high degree of clarity and precision • Effective use of scientific notations, references, figures, figure captions etc. • All sources are properly cited | <ul style="list-style-type: none"> • Paper is written with a considerable degree of clarity and precision • Appropriate use of scientific notations, references, figures, figure captions etc. • Most sources are properly cited | <ul style="list-style-type: none"> • Paper is written with some degree of clarity and precision • Inconsistent use of scientific notations, references, figures, figure captions etc. • Some sources are properly cited | <ul style="list-style-type: none"> • Paper shows only some evidence of clarity and precision • Hardly any use of scientific notations, references, figures, figure captions etc. • Most sources are not properly cited | |
| (F) Originality and Creativity | <ul style="list-style-type: none"> • Highly original, novel and resourceful | <ul style="list-style-type: none"> • Original with some novel ideas | <ul style="list-style-type: none"> • Approach is above average | <ul style="list-style-type: none"> • Routine approach | |
| <p>* Please give only integer scores from 1 to 4.</p> | | | | | TOTAL |



NRP/NRPjr Evaluation Rubric Assessment Form for Oral Presentation

FORM C

Name of Student(s) : _____

Project Code & Title : _____

Name of Assessor : _____ Signature & Date : _____

Assessment is based on the oral presentation and oral defence by the student.

| Components | Outstanding 4 | Good 3 | Average 2 | Below Average 1 | Score* (1-4) |
|---|---|--|---|--|-----------------|
| (A) Effectiveness of Presentation materials | <ul style="list-style-type: none"> • Impressive presentation flow • Very effective use of IT / demonstrations / graphic tools | <ul style="list-style-type: none"> • Good presentation flow • Effective use of IT / demonstrations / graphic tools | <ul style="list-style-type: none"> • Average presentation flow • Some use of IT / demonstrations / graphic tools | <ul style="list-style-type: none"> • Poor presentation flow • No use of IT / demonstrations / graphic tools | |
| (B) Communication Skills | <ul style="list-style-type: none"> • Very systematic and coherent • Very clear and comprehensive • Keeps very good timing | <ul style="list-style-type: none"> • Systematic and coherent • Clear and comprehensive • Keeps to the time | <ul style="list-style-type: none"> • Systematic • Lacks clarity and comprehensiveness • Slightly over or under run the time | <ul style="list-style-type: none"> • Not systematic • Lacks clarity and comprehensiveness • Poor time management | |
| (C) Content | <ul style="list-style-type: none"> • Good background information • Very rational experimental/theoretical design • Solid results • Logical and consistent conclusions | <ul style="list-style-type: none"> • Sufficient background information • Rational experimental/theoretical design • Sufficient results • Logical conclusions | <ul style="list-style-type: none"> • Some background information • Average experimental/theoretical design • More results required | <ul style="list-style-type: none"> • Little background information • Poor experimental/theoretical design • Insufficient results • Unsubstantiated conclusions | |
| (D) Response to Questions | <ul style="list-style-type: none"> • Able to answer all questions with good reasoning and logic • Shows great confidence | <ul style="list-style-type: none"> • Able to answer most questions with good reasoning and logic • Shows confidence | <ul style="list-style-type: none"> • Able to answer some questions • Shows average confidence level | <ul style="list-style-type: none"> • Not able to answer most questions • Shows poor confidence | |
| (E) Demonstration of Knowledge Acquired | <ul style="list-style-type: none"> • Demonstrates excellent ability to apply the acquired knowledge to a real or hypothesised situation | <ul style="list-style-type: none"> • Demonstrates good ability to apply the acquired knowledge to a real or hypothesised situation | <ul style="list-style-type: none"> • Demonstrates average ability to apply the acquired knowledge to a real or hypothesised situation | <ul style="list-style-type: none"> • Demonstrates no ability to apply the acquired knowledge to a real or hypothesised situation | |
| <p>* Please give only integer scores from 1 to 4.</p> | | | | | TOTAL |