**Kuwait University**

**College of Engineering and Petroleum**

**Scoring Rubric for Student Outcome 3 - Written Reports (SO3b)**

SO3: an ability to communicate effectively with a range of audiences.

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| **PI** | **4 (Exemplary)** | **3 (Meets Expectations)** | **2 (Developing)** | **1 (Beginning)** | **weight** | **Score** |
| **Content** | * Information is accurate, presented with exceptional clarity and precision, leaving no room for misinterpretation. * Demonstrates thorough research with relevant and comprehensive information presented in-depth. * Develops engineering principles effectively. * Provides high-quality discussions and recommendations. * Exceptional originality and innovative thinking. | * Mostly accurate information with minor errors and communication is clear and precise, ensuring a solid understanding. * Covers relevant aspects but may lack depth in some areas. * Develops engineering principles well. * Provides good-quality discussions and recommendations. * Proficient originality and innovative thinking. | * Some inaccuracies or lack of clarity are present, but the content remains understandable with some effort. * Some relevant information is provided but lacks depth or misses key points. * Develops engineering principles to a basic extent. * Offers discussions and recommendations of moderate quality. * Basic originality and innovative thinking. | * Significant inaccuracies or lack of clarity make it difficult to comprehend the information. * Information is largely irrelevant or lacks depth. * Limited development of engineering principles. * Poor-quality discussions and recommendations. * Limited originality and innovative thinking. |  |  |
| **Organization** | * The report is exceptionally well-organized with a clear structure and logical flow. * Ensures the inclusion of all required elements (e.g., problem statement, abstract, contribution, discussion, conclusion, etc.) | * Generally well-organized with clear sections but some areas may benefit from minor improvements. * Most required elements are included. | * Some organization is present but lacks a clear structure. * Some required elements may be missing or inadequately addressed. | * The report lacks organization and a clear structure. * Several required elements are missing or poorly addressed. |  |  |
| **Language** | * Language is precise, appropriate, and demonstrates a strong command of grammar and syntax. * Proper proofreading ensures a flawless presentation. * Proper citation and referencing are consistently maintained throughout the report. | * Language is clear and mostly accurate with occasional minor errors. * Effective proofreading minimizes errors. * Mostly proper citation and referencing with minor oversights. Demonstrates a strong commitment to academic integrity. | * Language is somewhat unclear or contains noticeable errors. * Some proofreading errors are present but do not significantly hinder comprehension. * Some citation or referencing errors are present, but the majority is correct. Attention to detail in citing sources can be improved. | * Language is unclear or contains frequent errors, hindering comprehension. * Numerous proofreading errors are evident. * Numerous citation and referencing errors are evident. Proper crediting of sources is lacking, posing a serious issue to academic integrity. |  |  |
| **Visuals** | * Visuals are highly relevant, clear, professionally presented, and enhance the overall understanding of the content. * Accurate and well-cited figures, tables, etc., are included, significantly contributing to the report’s quality. | * Visuals are mostly relevant and clear, providing valuable support to the content but some improvements in presentation may be required to enhance their effectiveness. * Citations for figures, tables, etc., are accurate, contributing to the overall quality. | * Visuals are present and contribute to the content to some extent but may lack relevance or clarity. * Citations for figures, tables, etc., are included but may require some improvement. | * Visuals are either absent or significantly hinder comprehension. They lack relevance, clarity, or both. * Citations for figure, table, etc., citations are either missing or inaccurate, negatively impacting the report’s quality. |  |  |

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