

**RUBRIC**  
**Assessment and Evaluation Criteria**  
**Planning Project**

**Assessment Criteria**

- N/A = Criterion does not apply  
 2.0 = Demonstrates mastery of practical skills  
 1.0 = Adequate, meets the requirements  
 0 = Does not meet the minimum requirements

**Evaluation Criteria**

**A. Title**

	<b>Excellent 2.0</b>	<b>Satisfactory. 1.0</b>	<b>Does not comply 0</b>	<b>N/A</b>	<b>Score</b>
1. Title is brief and concise.	Title is brief and communicates clearly.	Title is brief and communicates adequately.	Does not communicate clearly.		
2. Reflects the purpose and content of the project.	Fully reflects the purpose and content.	Satisfactory.	Does not reflect the content of the project.		
<b>Total</b>					<b>4</b>

**B. Presentation of the Problem**

	<b>Excellent 2.0</b>	<b>Satisfactory 1.0</b>	<b>Does not comply 0</b>	<b>N/A</b>	<b>Score</b>
1. The problem is clearly defined and set apart from its manifestations.	The problem and purpose of the research are clearly stated. The problem is relevant. The justification or its theoretical and practical meaning is supported with evidence.	The problem and purpose of the research is stated, but its justification or its practical and theoretical meaning is not adequately supported. The evidenced provided is not always relevant.	The problem presented is not clear. The justification is not supported.		
2. The variables or elements that cause or perpetuate the problem and their correlation are	The variables or hypotheses are clearly stated and they relate to the problem.	The variables or hypotheses relate to the problem.	The questions or hypotheses are unclear and do not relate to the problem.		

	<b>Excellent 2.0</b>	<b>Satisfactory 1.0</b>	<b>Does not comply 0</b>	<b>N/A</b>	<b>Score</b>
established and clearly identified.					
3. The external factors that (could) aggravate or (could) alleviate the effects of the problem are identified.	All of the factors that relate to the problem are identified. The factors are defined conceptually and operationally.	Some of the factors are defined conceptually and operationally.	None of the factors are identified and their conceptual and operational definition is not stated.		
4. The parties negatively or positively affected by the problem and its manifestations are identified.	All of the groups related to the problem are identified.	Some of the groups are identified.	None of the groups are identified.		
5. The purpose of the project or research is stated.	The problem and purpose of the research is clearly stated. The problem is relevant. The justification or its theoretical and practical meaning is supported with evidence.	The problem and purpose of the research is stated, but its justification or its practical and theoretical meaning is not adequately supported. The evidenced provided is not always relevant.	The problem presented is not clear. The justification is not supported.		
6. The theoretical and practical meaning or the project's contribution to the field of planning in Puerto Rico is described.	The justification or its theoretical and practical meaning is supported with evidence.	The justification or its theoretical and practical meaning is not clearly supported. The evidenced provided is not always relevant.	The justification is not supported.		
7. The research questions or hypotheses are clearly stated.	The variables or hypotheses are clearly stated and they relate to the problem.	The variables or hypotheses relate to the problem.	The questions or hypotheses are unclear and do not relate to the problem.		
8. The context of the project is presented and data or information is	Strong evidence of the validity and reliability of the	Adequate evidence of the validity and reliability of the	No evidence of the validity or reliability of the		

	<b>Excellent 2.0</b>	<b>Satisfactory 1.0</b>	<b>Does not comply 0</b>	<b>N/A</b>	<b>Score</b>
provided to evidence the problem.	instruments is provided.	instruments is provided.	instruments is provided.		
9. The problem's selection process is provided.	The selection process is described clearly and precisely.	Adequate description.	There is no description.		
10. The project expectations or expected outcomes (public policy, plan, program, etc.) are provided.	The expected outcomes and the type of intervention used (policies, plans or further projects) are clearly specified.	There is an adequate description of the type of intervention used in the project (policies, plans or further projects).	The types of intervention are not stated.		
11. The justification of the project is provided.	The justification is explained in detail.	The justification is partially explained.	The justification is not explained in detail.		
12. The problem is contextualized in relation to the social, ethical, economic or political reality of its surroundings.	The social context and the different social, economic, and political elements related to the problem are presented in a clear and comprehensive fashion.	The social context and the different social, economic, and political elements related to the problem are presented in an adequate yet limited fashion.	The description is confusing and does not relate to the problem.		
13. The research assumptions are provided.	The research assumptions are clearly and comprehensively stated.	The research assumptions are presented in an adequate yet limited fashion.	The research assumptions are not stated.		
14. The limitations of the research are stated.	Fully meets the requirements.	Satisfactory.	Does not describe the limitations of the research. I		
15. The relevant institutional or legal context of the problem is established.	The institutional or legal context of the problem, its relevance, and the intervention methods proposed are clearly demonstrated.	The institutional or legal context of the problem, its relevance, and the intervention methods proposed are explained in an adequate yet limited fashion.	The context is not described or the description is confusing and unrelated to the problem.		
<b>Total</b>					<b>30</b>

C. Planning Theories and Methodologies

	<b>Excellent 2.0</b>	<b>Satisfactory 1.0</b>	<b>Does not comply 0</b>	<b>N/A</b>	<b>Score</b>
1. Concepts or planning theories relevant to solving the problem are discussed.	All applicable concepts and theories are discussed.	Some applicable concepts and theories are discussed.	The variables are not identified and no conceptual or operational definition is provided.		
2. The literature review is extensive, thorough, and up to date.	The literature review is closely related to the problem under study. The sources are very up to date (from the past 5 years).	The literature review is related to the problem under study. The sources are quite up to date (from the past 5 years).	The literature review has little or no relation to the problem under study.		
3. The literature review is relevant and includes works related to the project's topic, written by leading theorists in the field of planning.	The literature review is extensive, cites renowned authors, and relates to the variables.	The literature review relates to the variables and some renowned authors are cited.	The literature review is superficial and does not relate to all of the variables; no renowned authors are cited.		
4. Articles from reputable sources, such as peer-reviewed journals, are included.	80% or more of the sources come from texts or authoritative peer-reviewed journals.	Between 79% and 60% of the sources come from texts or authoritative peer-reviewed journals.	Less than 39% of the sources come from texts or authoritative peer-reviewed journals.		
5. The planning theories and methodology used in the project are presented and justified.	The presentation is clear, thorough, well-argued and justified.	The presentation is adequate, although incomplete, and the argument and justification have some shortcomings.	The presentation and argumentation are unclear and incomplete.		
<b>Total</b>					<b>10</b>

D. Theoretical Framework

	<b>Excellent 2.0</b>	<b>Satisfactory 1.0</b>	<b>Does not comply 0</b>	<b>N/A</b>	<b>Score</b>
1. Pertinent concepts and theories are discussed.	All applicable concepts and theories are discussed. The variables are conceptually and operationally defined.	Some concepts and applicable theories are discussed and the variables are conceptually and operationally defined.	The variables are not identified and no conceptual or operational definition is provided.		
2. The literature review is extensive, thorough, and up to date.	The literature review is closely related to the problem under study. The sources are very up to date (from the past 5 years).	The literature review is related to the problem under study. The sources are quite up to date (from the past 5 years).	The literature review has little or no relation to the problem under study.		
3. The literature review is relevant and includes works by leading authors in areas related to the project.	The literature review is extensive, cites renowned authors, and relates to the variables.	The literature review is related to the variables and cites some renowned authors.	The literature review is superficial, unrelated to the variables, and does not cite renowned authors.		
4. Articles from reputable sources, such as peer-reviewed journals, are included.	80% or more of the sources come from texts or authoritative peer-reviewed journals.	Between 79% and 60% of the sources come from texts or authoritative peer-reviewed journals.	Less than 39% of the sources come from texts or authoritative peer-reviewed journals.		
5. Important findings are emphasized.	The findings answer the research questions clearly.	The findings partially answer the research questions.	The findings do not answer the research questions clearly.		
6. Relevant empirical evidence or case studies are provided.	Several relevant cases are presented.	Some moderately relevant cases are presented.	No cases are cited.		
7. The order in which it is presented is logical and coherent.	The order is very clear and coherent.	The order is moderately clear and coherent.	There is no clarity or coherence.		
8. Justification is provided for the	The justification and the problem	The justification and the problem	The justification		

	<b>Excellent 2.0</b>	<b>Satisfactory 1.0</b>	<b>Does not comply 0</b>	<b>N/A</b>	<b>Score</b>
research questions or the approach to the problem.	are described in detail. It is suitable for answering the questions or hypotheses.	are partially described. It is adequate for answering the questions or hypotheses.	and problem are not described.		
9. Establishes a correlation between the cases cited.	Clearly and fully.	Adequately.	There is no explanation		
10. Establishes the correlation between the project or problem and the research material cited.	Clearly and fully.	Adequately.	There is no explanation		
11. It develops its own argument for research and establishes a range of solutions or alternatives based on the literature, case studies, etc.	The argument clearly establishes a justification and the possible alternative solutions.	The argument appropriately establishes a justification and the possible alternative solutions.	No solutions are presented.		
12. Establishes the objectives of the proposed solution to the problem as a frame of reference for the research and the selection of alternatives.	Objectives relevant to the solution of the problem are explained in detail and defined operationally, and their relation to the selection of alternatives is explained.	The objectives are explained in detail, but they are not operationally defined; the relevance of the objectives for solving the problem and selecting alternatives is partly explained.	The objectives are not stated.		
<b>Total</b>					<b>24</b>

E. Methodology

	<b>Excellent 2.0</b>	<b>Satisfactory 1.0</b>	<b>Does not comply 0</b>	<b>N/A</b>	<b>Score</b>
1. The techniques used in the diagnosis of the problem, the design and selection of alternatives, and the project implementation schedule are provided.	Demonstrates ample knowledge of the techniques used in the diagnosis of the problem, the design and selection of alternatives, and the project implementation schedule.	Demonstrates average knowledge of the techniques used in the diagnosis of the problem, the design and selection of alternatives, and the project implementation schedule.	Does not demonstrate knowledge of techniques used in the diagnosis of the problem, the design and selection of alternatives, and the project implementation schedule.		
2. The theories on which the selection of techniques is based are summarized.	A comprehensive literature review at a Master's level is provided and it supports the techniques selected.	An adequate literature review that supports the techniques is provided.	A literature review that supports the selection of suitable techniques is not provided.		
3. Techniques are described and identified by name, author, type and, purpose.	All the techniques are described and identified by name, author, type, and purpose.	The majority of the techniques are described and identified by name, author, type, and purpose.	None of the techniques are described or identified by name, author, type, and purpose.		
4. A plan to carry out the project or research is described and it provides enough information to replicate the analysis.	A detailed plan to carry out the project or research is described and it provides enough information to replicate the analysis.	A general plan to carry out the project or research is described and it provides some information to help replicate the analysis.	A plan to carry out the project or research is not provided.		
5. The process is sufficiently adequate to answer the research question or solve the problem.	The process is adequate and provides a new way to answer the research question or solve the problem.	The process is sufficient to answer the research question or solve the problem.	The process is not sufficient to answer the research question or solve the problem.		
6. The questions to be answered with each procedure or the objectives of each one are identified.	The questions to be answered with each procedure or the objectives of each one are identified.	Some of the questions to be answered with each procedure or their objectives are identified.	The questions to be answered with each procedure or their objectives are not identified.		

	<b>Excellent 2.0</b>	<b>Satisfactory 1.0</b>	<b>Does not comply 0</b>	<b>N/A</b>	<b>Score</b>
7. The variables to be included in each procedure are stated.	All of the variables to be included in each procedure are stated.	The critical variables to be included in each procedure are stated.	The variables to be included in each procedure are not stated.		
8. The technical and methodological obstacles that may arise during the course of the project are identified.	Most of the technical and methodological obstacles that may arise over the course of the project are identified.	Some of the technical and methodological obstacles that may arise over the course of the project are identified, but the list is incomplete.	The technical and methodological obstacles that may arise over the course of the project are not identified.		
9. Possible solutions to overcome obstacles or mitigate their potential effects are provided.	Most of the possible solutions necessary to overcome obstacles or mitigate their potential effects are identified and some of them are innovative.	Most of the possible solutions to overcome obstacles or mitigate their potential effects are identified.	The possible solutions to overcome obstacles or mitigate their potential effects are not identified.		
10. The measurement, evaluation, and scheduling instruments that the project will require (questionnaires, templates, etc.) are presented along with their purpose and the variables or elements they must include.	Measurement, evaluation, and scheduling instruments (some demonstrate innovation with regard to the profession) the project will require (questionnaires, templates etc.) are presented along with their purpose and the variables or elements they must include.	The measurement, evaluation, and implementation instruments the project will require (questionnaires, templates, etc.) are presented along with their purpose and the variables or elements they must include.	Does not present the measurement instruments, evaluation or scheduling which the project will require (questionnaires, templates, etc.), and leaves out their purpose and the variables or elements they must include.		
<b>Total</b>					<b>20</b>

F. Diagnosis of the problem

	<b>Excellent 2.0</b>	<b>Satisfactory 1.0</b>	<b>Does not comply 0</b>	<b>N/A</b>	<b>Score</b>
1. The existence and scope of the problem are evidenced.	The data collected and the related analysis clearly evidence the problem and its scope.	The data collected and the related analysis adequately evidences the problem and its scope.	The data collected and related analysis does not demonstrate the problem or its scope.		
2. The effects of the problem on the previously identified populations is evidenced.	The data collected and the related analysis clearly evidence the effects of the problem on affected populations.	The data collected and the related analysis adequately evidences the effects of the problem on the identified populations.	The data collected and the related analysis does not demonstrate the effects of the problem on the identified populations.		
3. Enough evidence is gathered to answer research questions or test the verity of the hypothesis.	The analysis of the data collected is sufficient to answer the questions or test the hypotheses.	The analysis of the data collected is sufficient to answer the questions or test the hypotheses.	The analysis of the data collected is not sufficient to answer the questions or test the hypotheses.		
4. The findings are presented in an organized and logical fashion.	The findings are presented in a clear, logical, and organized fashion that incorporates tables, figures, and explanations.	The findings are adequately presented in tables and figures, with orderly and logical explanations.	The findings are not presented in an organized fashion and the explanations are not clear.		
5. The areas that require intervention according to the findings are identified and justified.	In light of the findings, the areas that require intervention are identified and explained in a clear and logical fashion.	In light of the findings, the areas that require intervention are adequately identified and explained.	There is no connection between the findings and the interventions.		
<b>Total</b>					<b>10</b>

G. Design, Evaluation, and Selection of Intervention Alternatives

	<b>Excellent 2.0</b>	<b>Satisfactory 1.0</b>	<b>Does not comply 0</b>	<b>N/A</b>	<b>Score</b>
1. Intervention guidelines, causal variables, and the instruments that will produce the expected outcomes and mitigate the diagnosed problems are developed.	Intervention guidelines, causal variables, and instruments are fully developed to produce the expected outcomes and solve or mitigate the diagnosed problems.	Intervention guidelines, causal variables, and instruments to produce the expected outcomes and solve or mitigate the diagnosed problems are developed.	Some intervention guidelines, causal variables, and instruments are developed to achieve the expected outcomes and solve or mitigate the diagnosed problems.		
2. The design of the intervention alternatives takes into account aspects relevant to the solution of the problem or the research question.	The design the of intervention alternatives takes into account the aspects that are relevant to the solution of the problem or research question.	The design of the intervention alternatives takes into account the majority of the aspects relevant to the solution of the problem or research question.	The design of the intervention alternatives takes into account some of the aspects relevant to the solution of the problem or research question.		
3. A general description of each intervention, its elements and overall implications in different scenarios are provided.	A complete general description of each intervention, its elements and overall implications in different scenarios is provided.	An adequate general description of each intervention, its elements and overall implications in different scenarios is provided.	An incomplete general description of each intervention, its elements and overall implications in different scenarios is provided.		
4. Critical skill for developing intervention alternatives based on the diagnosis and theoretical framework.	Demonstrates a close and explicit link between the intervention strategies, the diagnosis, and the theoretical framework.	Demonstrates a link between the intervention strategies and some elements of the diagnosis and theoretical framework.	Demonstrates an insubstantial link between the intervention strategies, the diagnosis, and the theoretical framework.		
5. Evaluation criteria used and the weight of each criterion for quantifying the merit of intervention	A comprehensive list of the evaluation criteria used and the	An adequate list of evaluation criteria is established, but	An incomplete list of evaluation criteria and the weight of each		

	<b>Excellent 2.0</b>	<b>Satisfactory 1.0</b>	<b>Does not comply 0</b>	<b>N/A</b>	<b>Score</b>
alternatives and sorting them according to their compliance with the project objectives.	weight of each criterion is established.	the weight of each criterion is not specified.	criterion is established.		
6. The boundaries for the implementation of each intervention alternative are analyzed and solutions to overcome them are offered.	The boundaries for the implementation of each intervention alternative are analyzed and solutions to overcome them are offered.	The obstacles of implementing each intervention alternative are analyzed, but no solutions are offered to overcome them.	The obstacles of implementing some intervention alternatives are analyzed, but no solutions are offered to overcome them.		
7. The intervention selection is justified and explained.	A comprehensive justification for the selected intervention is provided.	Some elements of the intervention selection are explained and justified.	The intervention selection is partially explained.		
<b>Total</b>					<b>14</b>

**H. Conclusion, Recommendations, and Project Implementation Schedule**

	<b>Excellent 2.0</b>	<b>Satisfactory 1.0</b>	<b>Does not comply 0</b>	<b>N/A</b>	<b>Score</b>
1. Recommendations and conclusions that solve the original problem or could help manage it in the future were developed based on the diagnosis.	A comprehensive list of recommendations and conclusions based on the diagnosis was developed.	Some recommendations and conclusions based on the diagnosis were developed.	Recommendations or conclusions based on the diagnosis were not developed.		
2. Presents a detailed project implementation schedule.	Presents a detailed and comprehensive project implementation schedule.	Presents the majority of the elements of a project implementation schedule.	Does not present a project implementation schedule.		
3. Activities, tasks, and resources needed for the implementation are provided.	A comprehensive list of activities and details about the tasks and resources needed for the implementation is provided.	Some activities and details about the tasks and resources needed for the implementation are provided.	No activities, tasks, or resources needed for the implementation are provided.		
4. The regulatory, organizational, and financial requirements and the incentives or penalties essential to solving the problem are presented.	A comprehensive list of the regulatory, organizational, and financial requirements and the incentives or penalties essential to solving the problem is presented.	An incomplete list of the regulatory, organizational, and financial requirements and the incentives or penalties essential to solving the problem is presented.	The regulatory, organizational, and financial requirements or the incentives and penalties essential to solving the problem are not presented.		
5. The short-, medium-, and long-term time frame of each element or task is established.	The priority of every element or task is established along with its short-, medium-, and long-term time frame.	The priority of every element or task is established along with its short-, medium-, and long-term time frame.	No priority is assigned to the elements or tasks, and there is no short-, medium-, or long-term time frame for each one.		
6. There is evidence of the financial, political, institutional, and	Taking into account the critical dimensions, there	Taking into account the critical dimensions, there is incomplete	There is no evidence of the measure's financial viability.		

	<b>Excellent 2.0</b>	<b>Satisfactory 1.0</b>	<b>Does not comply 0</b>	<b>N/A</b>	<b>Score</b>
cultural viability of the measures.	is comprehensive evidence of the measure's financial viability.	evidence of the measure's financial viability.			
7. Performance evaluation instruments are provided or considered for the project implementation.	Adequate specific performance evaluation instruments are identified for the project implementation.	Some specific performance evaluation instruments are identified for the project implementation.	No performance evaluation instruments are considered or provided for the project implementation.		
<b>Total</b>					<b>14</b>

I. Bibliography

	<b>Excellent 2.0</b>	<b>Satisfactory 1.0</b>	<b>Does not comply 0</b>	<b>N/A</b>	<b>Score</b>
1. The bibliography is updated.					
2. The bibliography is pertinent.					
3. The bibliography is comprehensive.					
4. It includes recognized sources, including peer-reviewed articles.					
<b>Total</b>					<b>10</b>

J. Composition/Grammar

	<b>Excellent 2.0</b>	<b>Satisfactory 1.0</b>	<b>Does not comply 0</b>	<b>N/A</b>	<b>Score</b>
1. Follows the APA format or another recognized style guide.					
2. A clear writing style was used.					
3. No grammar, syntax or punctuation mistakes were made.					
4. Each chapter includes its own introduction and conclusions or main findings.					
5. The transitions between chapters are clear and smooth.					
<b>Total</b>					<b>10</b>

**Scores by component:  
Assessment of Project Elements (Optional)**

	<b>Element Assessment (Element Score/Highest Score)</b>	<b>Weight (0 to 100, column total must add up to 100)</b>	<b>Overall Evaluation</b>
A. Title	of 4	3.0	
B. Presentation of the problem	of 30	20.0	
C. Planning methodologies and theories	of 10	7.0	
D. Theoretical framework	of 24	16.0	
E. Methodology	of 20	14.0	
F. Diagnosis of the problem	of 10	7.0	
G. Design, evaluation, and selection of intervention alternatives	of 14	9.0	
H. Conclusion, recommendations, and project implementation schedule	of 14	9.0	
I. Bibliography	of 10	7.0	
J. Composition/Grammar	of 10	7.0	
<b>Total</b>	<b>of 146</b>	<b>100.</b>	

**SCORES BY COMPETENCE AREA**

**Planning Skills:**

Title	of 4
Presentation of the problem	of 30
Planning methodologies and theories	of 10
Design, evaluation, and selection of intervention alternatives	of 14
Conclusion, recommendations, and project implementation schedule	of 14
<b>Total</b>	<b>of 72= %</b>

**Research Skills:**

Theoretical framework	of 24
Research methodology	of 20
Diagnosis of the problem	of 10
Bibliography	of 10
<b>Total</b>	<b>of 64= %</b>

**Communication Skills:**

Composition/Grammar	of 10
Oral presentation	of 8
<b>Total</b>	<b>of 18%</b>

University of Puerto Rico  
Río Piedras Campus

RUBRIC FOR THE ORAL PRESENTATION OF THE PLANNING PROJECT

<b>DIMENSION</b>	<b>3.0</b>	<b>2.0</b>	<b>1.0</b>	<b>0.0</b>	<b>Score</b>
<b>Content</b>	The presentation contains all of the information needed to give a complete summary of the project.	The presentation contains most of the information needed to give a complete summary of the project.	The presentation contains irrelevant information even though it contains most of the information needed to give a complete summary of the project.	The presentation contains a great deal of irrelevant information and/or does not give a complete summary of the project.	
<b>Resources</b>	Effectively uses PowerPoint, the board, images, and videos to make the concepts and/or skills clearer whenever it is needed.	Uses PowerPoint, the board, images, and videos to make the concepts and/or skills clearer most of the times it is needed.	Ineffectively or incorrectly uses PowerPoint, the board, images, videos, and/or demonstrations to make the concepts and/or skills clearer.	The student does not use PowerPoint, the board, images, or videos even though they are needed.	
<b>Knowledge on the Topic</b>	The student can accurately answer almost all of the questions asked by the audience about the topic.	The student can accurately answer the majority of the questions asked by the audience about the topic.	The student can accurately answer some of the questions asked by the audience about the topic.	The student cannot answer the questions asked by the audience about the topic.	
<b>Time management</b>	The student has excellent time management, meeting all project objectives.	The student has good time management, meeting most project objectives.	The student has problems with time management, meeting few project objectives.	The student has poor time management and does not meet project objectives.	

Student's name \_\_\_\_\_

Professor's name: \_\_\_\_\_

Date: \_\_\_\_\_