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| --- | --- | --- | --- | --- |
| Rubric | Excellent (8-10 points) | Good ( 5-7 points) | Poor (1-4 points) | Score |
| Conceptual presentation | Writes very precisely the concepts. | Writes elaborately, goes  beyond the topics | Does not write the  topic, goes around the topics. |  |
| Understand and describe basic concepts in marketing | Students are able to identify reasons of studying marketing with accuracy. | Students are able to  identify reasons of studying marketing with some accuracy. | Students are not able to  identify reasons of studying marketing . |  |
| Students are able to  identify economic factors that affect marketing with accuracy. | Students are able to  identify economic factors that affect marketing with some accuracy. | Students are not able to  identify economic factors that affect marketing with accuracy. |  |
| Students are able to  identify factors that determine the level of consumer involvement with accuracy. | Students are able to  identify factors that determine the level of consumer involvement with some accuracy. | Students are not able to  identify factors that determine the level of consumer involvement. |  |
| Sentence structure | Sentences are  grammatically correct | Sentences have few  errors | Sentences have some  to major errors |  |
| Presentation of Document | Presents the answer in  a neat handwriting, without striking anywhere, question numbers are mentioned, the answer is not too lengthy nor too short etc. | Presents the answer  in a neat handwriting, with striking at some places, few question numbers are not mentioned, the  answer is not too lengthy nor too short etc. | Presents the answer  in a not so neat handwriting, with striking at lot of places, question numbers are not mentioned, the answer is not too lengthy or too short etc. |  |
|  |  |  | **Total Score** |  |

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