

Department of  
 Training Company:  
 Student Name:  
 Evaluator:

Academic Year:

Item Evaluated	5	3	1	0	weight	Score	
Introduction	The student's overall goal/ mission statement for the training activity	A simple, clear, brief, positive, and correctly written statement, that describes the "big-picture" idea of why the student is interested to have training, what he wants to focus on, and what he needs to accomplish.	The statement describes the big picture idea of why the student is interested to have the training, but it is either long, complicated, or contains negative elements.	The statement is ambiguous, does not address the training activities, or contains a lot of linguistic errors.	The goal/ mission statement is missing.	2	
	Expected Learning outcomes	Three or more correctly written learning outcomes that describe specific, measurable, and realistic achievements to accomplish during the training experience. They relate to the job, represent the job functions and duties, assist in professional growth and development, relate to the student's course of study or major, and help to reach the overall goal of student's training experience.	Learning outcomes are specific, measurable, realistic and job related but they are either far away from the student's course of study or do not clearly address the student's overall goal of the training experience.	some Learning outcomes are either ambiguous, not sufficiently specific, cannot be achieved within the training time limit, or cannot be evaluated at the end of the experience.	Learning outcomes are missing, ambiguous, or contains a lot of linguistic errors.	2	
The Company	Historical Background	Correctly written short description of the company/ establishment history.	Historical background is long, taken as is from the company documentations, or contains irrelevant data.	Historical background is badly written, ambiguous or contains many linguistic mistakes.	Historical background is missing.	1	
	Organizational Structure	The organizational structure is presented in a clear way and suitable format.	The organizational structure is badly presented.		The organizational structure is missing.	1	
	Products/ services	The products/ services of the company are clearly described and compared to similar products/ services in the market.	The products/ services of the company are described without being compared to similar products/services in the market.		Products/ services are not mentioned.	1	
	Customers	Products/ services are associated to their customers and their expected needs.	Customers are mentioned without specifying their particular needs.		Customers are not mentioned.	1	
	Engineering Units	Engineering units are described in details with their functions and organizational structure.	Only some engineering units are clearly and sufficiently described.	Engineering units are briefly mentioned.	Engineering units are underestimated or not mentioned at all.	1	
	Industrial process	The industrial process is fully described, with sufficient photos, figures, or graphical representations	The industrial process is shortly, but clearly, described.	The industrial process is ambiguously, or erroneously described.	No interest is given to describing the industrial process.	1	
	Environmental and social impact	The environmental and social impact of the company, its products, and its by-products are fully described including immediate and long-term issues involved on users and non-users locally and globally.	The environmental and social impact of the company, its products, and its by-products are described including widespread effects involved but with somewhat limited perspective about long-term factors.	Only effects on immediate users are discussed.	Environmental and social impacts are disregarded.	1	
Quality System	The quality system is fully described with sufficient photos, figures, or graphical representations.	The quality system is shortly, but clearly, described.	The quality system is ambiguously, or erroneously described.	Quality system is underestimated or not mentioned at all.	1		

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<b>The Training Environment</b>	Work environment	The nature of the activities carried out by the department(s) or unit(s) where the major part of the training experience took place, is clearly described. Whether the function of the department is design, maintenance, R&D, project management, or anything else, the student is able to relate it to the activities of the whole company/ establishment.	The nature of the activities carried out by the department(s) or unit(s) where the major part of the training experience took place, is clearly described. Nevertheless the unit is viewed as if it is a stand alone entity.	The nature of the activities carried out by the department(s) or unit(s) where the major part of the training experience took place, is ambiguously, or erroneously described.	The nature of the activities is not mentioned.	1	
	Standards, Regulations, and documentations	Paper work is clearly described with reference to applicable standards and regulations.	Paper work is clearly described but no reference is made to applicable standards and regulations.	Paper work is ambiguously, or erroneously described.	Paper work is underestimated or not mentioned at all.	1	
	Timeline	A time plan of the whole training activity is presented using standard project planning techniques such as Gant charts, deployment charts, and critical path analysis.	An attempt is made to develop a work time plan but it is either incomplete, unclear, unbalanced, or does not follow standard project planning techniques.	The time plan is inefficient and training days are spent in a non productive way.	No time plan is developed. Work is carried on daily bases	1	
<b>Assigned Tasks/ Projects</b>	Problem definition	The problem to be solved is clearly stated. Objectives are complete, specific, and concise. Customer needs are correctly identified and transformed into project requirements. All potential customers are identified and their needs are taken into consideration.	The problem to be solved is described but there are minor omissions or vague details. Objectives are conceptually correct but may be incomplete, do not address the needs of all potential customers, or badly transformed into project requirements.	An attempt is made to identify the problem to be solved but it is described in a confusing manner, objectives are not relevant or contain technical/ conceptual errors and project requirements are vague or absent.	No mention is made of the problem to be solved.	3	
	Literature review and data collection	All pertaining information (including regulations, standards, and operational experiences) are identified and collected from a variety of credible sources. Information are reviewed and assessed with respect to their quality, validity and accuracy and presented using a standard and ethically referenced literature review format.	Pertaining information are identified and collected from a variety of credible sources. Information are assessed with respect to their quality, validity or accuracy to a limited extent or presented in a non standard format.	Collected information are limited, accessed from incredible or limited sources or presented without any attempt to assess their quality, validity or accuracy.	The students are unable to identify, access and/or present pertaining information in an acceptable format	3	
	Knowledge integration with course work	The problem to be solved is logically formulated. Prior knowledge of mathematics, science and engineering principles as well as discipline related courses and collected information are successfully integrated to address the problem.	The problem to be solved is formulated but there are minor omissions or vague details. An attempt is made to use prior knowledge but it is either incomplete or contains some conceptual errors.	An attempt is made to formulate the problem but it is either confusing, or conceptually incorrect, with limited use of prior knowledge.	Knowledge integration is absent or completely erroneous	3	
	Safety and environmental issues	Measures to deal responsibly with both safety issues and environmental hazards are presented	Measures presented deal responsibly with only one aspect: either safety issues or environmental hazards	Measures to deal with both safety and environmental hazards are vague, incomplete, or insufficient	No mention is made of related safety or environmental issues.	3	

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Assigned Tasks/ Projects (Continued)	Work plan	An effective work strategy is developed, including a plan of attack, decomposition of work into subtasks, balanced responsibilities of team members, an executable timetable and a justified project budget. Standard project planning techniques such as Gant charts, deployment charts, and critical path analysis are used.	An attempt is made to develop a workable strategy but it is either incomplete, unclear, unbalanced, or does not follow standard project planning techniques.	work strategy is inefficient and the work plan does not ensure project completion on time or within budget.	No work strategy is presented; a haphazard approach seems to be followed, or the student relied on instructions from his supervisors.	3	
	Economic factors	Deep understanding of applied economic factors of related products and the impact they may have on the economy at large as well as long term trends.	Good understanding of applied economic factors and how they affect other related products.	Some understanding of applied economic factors.	Little or no understanding of economic factors involved.	3	
	Implementation	The work carried out represents an engineering contribution similar to that carried by a professional engineer in the field and is well described	The work carried out represents an engineering contribution similar to that carried by a professional engineer in the field but it is badly or ambiguously described.	The work carried out is similar to that typically carried by field technicians rather than professional engineers.	No credible hands-on work is presented.	3	
	Impact analysis	Related environmental, social, health and safety issues as well as anticipated hazards are deeply evaluated. Local and global, long term as well as short term benefits and risks on users and non users are analyzed and how they might impact the general acceptance of the results of the work done.	Related environmental, social, health and safety issues as well as anticipated hazards are evaluated with minor errors and omissions.	An attempt is made to evaluate the impact of the work but it is either incomplete, superficial, or containing major conceptual errors.	No impact statement is present.	3	
	Evaluation	Performance of the final work compares favorably to customer requirements, pre-set outcomes, operational constraints, and existing products if any.	Performance of the final work fails to satisfy some requirements but deviations are analyzed and improvements are proposed.	Performance of the final work fails to satisfy some requirements. Deviations are analyzed but no improvements are proposed.	Final work is not evaluated	3	
Conclusions & Recommendations	Achievement of expected learning outcomes	The student is able to present convincing evidences that all of his Learning outcomes were achieved by the end of the training period.	The student fails to satisfy some of his learning outcomes, but this failure is recognized and correctly analyzed.	The student fails to satisfy some of his learning outcomes, failure is recognized but it is ambiguously or insufficiently analyzed.	Achievement of expected learning outcomes is not reported.	1	
	Recommendations to enhance future training in this company	Analysis of the achievement of the student's learning outcomes are used to develop specific rational recommendations to enhance the future student's training experience in this company.	Analysis of the achievement of the student's learning outcomes are used to develop recommendations to enhance the future student's training experience in this company, but some of them are vague, irrational, do not address the real problem, or badly written.	Some general recommendations are presented, but they are not clearly correlated to the achievement of the student's learning outcomes in the present company.	No recommendations to enhance the future training in this company are presented.	1	
	Recommendations to enhance future training of KAU engineering students	The student's training experience is used to develop a set of rational, clear and precise recommendations to KAU in order to enhance the future training of the engineering students.	The student's training experience is used to develop recommendations to KAU in order to enhance the future training of the engineering students, but some of them are vague, irrational, do not address the real problem, or badly written.	Some general recommendations are presented, but they are not clearly correlated to the student's training experience.	No recommendations to enhance the future training f KAU engineering students are presented.	1	

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Written Communication Skills	Presentation of technical content	Demonstrate an excellent understanding of all major topics presented and argued with clear links between successive ideas using superb organization from a capturing introduction to a clear conclusion that builds on and provides support to the subject matter.	Demonstrate good understanding of the subject matter with its major points stated and argued with clear links between successive ideas, but with occasional lack of logical flow from an acceptable introduction to a reasonable conclusion.	Demonstrate some understanding of the subject matter with main topics that are limited, partially covered, incorrectly argued, lack logical flow, weakly introduced, or have a non convincing conclusion.	Demonstrate an ignorance of the topic or its main points, or the points presented are not related, not organized, or not appropriately introduced or concluded.	1	
	Addressing needs of readers/audience	Present information that is readers/audience focused, organized to meet their needs, and falls within prescribed size or allocated time using engaging techniques to efficiently capture the interest of the readers/audience.	Demonstrate awareness of the readers/audience needs, respect prescribed size or allocated time and occasionally use some engaging techniques .	Demonstrate some awareness of the readers/audience needs but may fail to capture their interest and engagement, or fail to respect prescribed size or allocated time.	Demonstrate ignorance of readers/audience or present information that is false, missing or has an inappropriate technical level.	1	
	Visual appeal	Present a content that follows standard/prescribed format, that is free from spelling, grammar, punctuation or pronunciation errors, and makes frequent and effective use of fonts, headings, bullets, margins, and white spaces to enhance the content's visual appeal and increase readability.	Present a content that follows standard/prescribed format, that has few spelling, grammar, punctuation or pronunciation errors, and makes occasional use of fonts, headings, bullets, margins, and white spaces to enhance the content's visual appeal and increase readability.	Present a content that follows standard/prescribed format, but has many spelling, grammar, or punctuation errors, or makes minimal use of fonts, headings, bullets and white spaces to enhance visual appeal and readability.	Present a content that: does not follow prescribed format, makes no use of fonts, headings, bullets or white spaces, or has serious problems in English syntax.	1	
	Graphical communication skills	Effectively use serially numbered, self contained and well formatted figures, tables, drawings, or other graphical illustrations with appropriate captions that are suitably mentioned and discussed to enhance the content	Use serially numbered, self contained and well formatted graphical illustrations with appropriate captions, but some of them are not mentioned or discussed.	Present some figures or tables that are not well formatted, not numbered, uncaptioned, or misplaced.	Use illustrations that: do not add value to the scientific merit of the artifact, are used only for decorative purposes, or are missed when needed.	1	
	Credibility & authenticity	Use reliable and credible references/citations that follow standard format (IEEE, AIAA, ASME, etc.) to support the credibility and authenticity of the information presented without any sort of plagiarism or dishonestly copied material.	Use accurate sources that support the credibility of the information presented, but they may include few unreliable references, references that do not follow standard format, or have some sort of plagiarism.	Use few accurate sources, that may fail to adequately support the credibility of the information, present many unreliable references or references that do not follow standard format, or have several dishonestly copied material.	Consistently use unreliable references, do not follow standard format, or rely upon plagiarism or dishonestly copied material.	1	
REPORT SCORE OUT OF 50 ( To succeed the student should obtain 30 or more)					50	0	

**Assessment Rubric for Presentation**

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Item Evaluated	5	4	3	2	weight	Score	
<b>Oral Communication Skills</b>	Professional Appearance	Usually demonstrate trustful appearance, self confidence, convincing personality, and respect of his/her personal skills without being personally prideful in words or actions.	Have acceptable level of personal appearance and respect of his/her skills and abilities without being arrogant.	Have acceptable level of personal appearance, but may underestimate or overestimate his/her skills and abilities or demonstrate arrogant attitudes.	Have unacceptable personal appearance	<b>5</b>	
	Visual appeal	Present a content that follows standard/prescribed format, that is free from spelling, grammar, punctuation or pronunciation errors, and makes frequent and effective use of fonts, headings, bullets, margins, and white spaces to enhance the content's visual appeal and increase readability.	Present a content that follows standard/prescribed format, that has few spelling, grammar, punctuation or pronunciation errors, and makes occasional use of fonts, headings, bullets, margins, and white spaces to enhance the content's visual appeal and increase readability.	Present a content that follows standard/prescribed format, but has many spelling, grammar, or punctuation errors, or makes minimal use of fonts, headings, bullets and white spaces to enhance visual appeal and readability.	Present a content that: does not follow prescribed format, makes no use of fonts, headings, bullets or white spaces, or has serious problems in English syntax.	<b>5</b>	
	Presentation of technical content	Demonstrate an excellent understanding of all major topics presented and argued with clear links between successive ideas using superb organization from a capturing introduction to a clear conclusion that builds on and provides support to the subject matter.	Demonstrate good understanding of the subject matter with its major points stated and argued with clear links between successive ideas, but with occasional lack of logical flow from an acceptable introduction to a reasonable conclusion.	Demonstrate some understanding of the subject matter with main topics that are limited, partially covered, incorrectly argued, lack logical flow, weakly introduced, or have a non convincing conclusion.	Demonstrate an ignorance of the topic or its main points, or the points presented are not related, not organized, or not appropriately introduced or concluded.	<b>5</b>	
	Graphical communication skills	Effectively use serially numbered, self contained and well formatted figures, tables, drawings, or other graphical illustrations with appropriate captions that are suitably mentioned and discussed to enhance the content	Use serially numbered, self contained and well formatted graphical illustrations with appropriate captions, but some of them are not mentioned or discussed.	Present some figures or tables that are not well formatted, not numbered, uncaptioned, or misplaced.	Use illustrations that: do not add value to the scientific merit of the artifact, are used only for decorative purposes, or are missed when needed.	<b>5</b>	
	Credibility & authenticity	Use reliable and credible references/citations that follow standard format (IEEE, AIAA, ASME, etc.) to support the credibility and authenticity of the information presented without any sort of plagiarism or dishonestly copied material.	Use accurate sources that support the credibility of the information presented, but they may include few unreliable references, references that do not follow standard format, or have some sort of plagiarism.	Use few accurate sources, that may fail to adequately support the credibility of the information, present many unreliable references or references that do not follow standard format, or have several dishonestly copied material.	Consistently use unreliable references, do not follow standard format, or rely upon plagiarism or dishonestly copied material.	<b>5</b>	
	Addressing needs of readers/audience	Present information that is readers/audience focused, organized to meet their needs, and falls within prescribed size or allocated time using engaging techniques to efficiently capture the interest of the readers/audience.	Demonstrate awareness of the readers/audience needs, respect prescribed size or allocated time and occasionally use some engaging techniques .	Demonstrate some awareness of the readers/audience needs but may fail to capture their interest and engagement, or fail to respect prescribed size or allocated time.	Demonstrate ignorance of readers/audience or present information that is false, missing or has an inappropriate technical level.	<b>5</b>	
<b>ORAL PRESENTATION SCORE OUT OF 30 ( To succeed the student should obtain 18 or more)</b>					<b>30</b>		