Research Project Rubric

Score every dimension: Unsatisfactory = 1; Emerging = 2; Proficient = 3; Exemplary = 4. No partial scores. ** means dimension copied from Core Paper Rubric.

PART I:

Dimension	Unsatisfactory	Emerging	Proficient	Exemplary
Prefatory materials: Provides a title page, abstract, table of contents	Abstract is not provided or is outside the range of 150-250 words; table of contents is omitted;	Abstract provides minimal and sometimes confusing information about the research proposed and is outside 200-250 word range; inaccurate or incomplete table of contents;	Abstract adequately addresses the research proposed within 150-250 words; accurate table of contents;	Abstract provides a crisp, complete 150-250 word summary of the research proposed; the table of contents, and titles and subheadings are complete and accurate;

Chapter 1: Introduction

	Unsatisfactory	Emerging	Proficient	Exemplary
Introduction: Introduces the topic and provides a brief rationale for selection of topic	Topic is ill-defined; little or no rationale for selection of the problem	Topic is barely introduced; provides a rationale for selection but is not persuasive.	Topic is introduced; provides a brief rationale for selection of the problem that is somewhat persuasive.	Topic is concisely introduced; provides a brief and persuasive rational for selection of the problem
**Identifies a problem of practice and recognizes its boundaries.	Alludes to a situation where a problem might exist.	Describes an educational situation and alludes to a problem	Identifies the problem and alludes to its boundaries	Clearly identifies the problem and its boundaries
**Describes the context of the problem of practice	Provides vague descriptions of context of problem and does not situate it in larger context.	Vaguely situates the problem in its historical, social, and/or cultural context(s)	Generally situates the problem in at least one of its relevant historical, social, and/or cultural context(s)	Clearly situates the problem through an analysis of its historical, social, and/or cultural context(s)
Definitions of key concepts				
**Defines key concepts and terms relevant to the problem of practice	No evidence that key terms are identified or defined.	Attempts to define the relevant concepts and terms	Defines key concepts and terms and begins to explain their relevance to the problem	Clearly defines and explains the key concepts and terms and their relevance to the problem

Chapter 2: Literature Review

	Unsatisfactory	Emerging	Proficient	Exemplary
Introduction to the literature review	Does not introduce the chapter. Starts with the review with no context setting	Reiterates topic and purpose of study or orients reader to literature review.	Reiterates topic and purpose of study and orients reader to literature review.	Clearly reiterates topic and purpose of study and orients reader to literature review.
Review of the research literature: Presents an up-to-date, research-based, systematic, thorough review of literature.				
Presents research literature relevant to problem; follows an organizing principle that is evident to reader; sections support one another to make persuasive argument that research is appropriate.	Does not discuss criteria for inclusion and exclusion from review. No organizing principle is mentioned. Poorly organized, haphazard.	Mentions inclusion and exclusion but does not elaborate. Mentions organizing principle but does not elaborate. Some coherent structure.	Discusses the literature included and excluded. Presents organizing principle. Discussion is coherent but could be further developed to indicate relevance of articles to addressing the problem.	Justifies inclusion and exclusion of articles. Presents high quality sources. Presents organizing principle and applies it to the literature discussed. Well-developed, coherent discussion of the literature and its relevance.
Synthesis: Synthesizes research literature findings; identifies larger themes, inconsistencies and/or relevant patterns; themes evident in headings.	Does not distinguish what has been done from what needs to be done.	Some attempt to synthesize literature but incomplete with no mention of larger themes.	Discussed what has been done and what has not been done, but sparse discussion of larger themes.	Critically examines the state of the field, identifies larger themes. Mentions inconsistencies and relevant patterns.
Critique of previous research; brings in confirming and opposing viewpoints	No critique of previous research.	Identifies previous research with weak connections to significance.	Practical significance is discussed with mention of opposing views.	Critiques practical and scholarly significance of previous research.

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Review of the methodological literature				
Reviews methodological literature relevant to study; justifies selection of research methods based on review.	No critique of methodological literature.	Discusses methodological literature with incomplete connection to chosen method.	Discusses existing methodological literature, makes connection to chosen method.	Critiques methodological literature and justifies selection of research methods.
Summary of the research literature and application to the study				
Summarizes conclusions from literature reviews; includes transition to methods chapter.	No summary and no connection to methods chapter.	Brief summary of literature.	Complete summary of literature, with tentative conclusions and brief transition to methods chapter.	Excellent and thorough summary from literature review with robust transition to methods chapter.

Statement of the research problem				
States the purpose and rationale (argument) for the study, based on the argument made above	Statement of the research purpose and the overall reasons for the study are not given.	Statement of the research purpose and the overall reasons for the study are vague and marginally related to the background of the problem.	Statement of the research purpose and the overall reasons for the study are clear and related to the background of the problem.	Statement of the research purpose and the overall reasons for the study are compelling, apt and precise, and closely and clearly related to the background of the problem.
Significance of the research problem				
**Analyzes educational significance of addressing this problem of practice	Unable to make a case that the problem has any educational significance or ignores educational significance	Minimally describes the educational significance of the problem	Generally explains the educational significance of the problem	Clearly delineates the educational significance of the problem, including issues of equity
Presentation of research questions				
Introduces methods and presents research questions. Makes a clear connection between research questions, purpose and problem	Fails to introduce methods. Includes no researchable questions. Lacks connection between research questions, purpose and problem.	Introduces methods. Lists a few researchable questions. Makes weak connection between research questions, purpose and problem.	Introduces methods briefly . Lists researchable question(s). Makes a connection between research questions, purpose and problem.	Introduces methods briefly but clearly describes methods. Lists researchable question(s). Makes a clear and compelling connection between research questions, purpose and problem.

Chapter 3: Methods: Selects, defines and describes appropriate research methods, including data collection procedures and data analysis				
	Unsatisfactory	Emerging	Proficient	Exemplary
Introduction				
Re-introduce purpose of the study including research problem and question; transition to methods included	No re-introduction to purpose of the study including research problem and/or question; transition to methods not included.	Re-introduces purpose of the study including research problem and/or question; transition to methods vague, if included.	Re-introduces purpose of the study including research problem and question; transition to methods included.	Clearly and succinctly re-introduces purpose of the study including research problem and question; smooth transition to methods included.
Research Methods				
Type: Describes if research is qualitative or quantitative or mixed-methods.	No reference to type of method used.	Vague reference to type of research being conducted. Non-persuasive justification for the type of research used.	Describes if research is qualitative or quantitative or mixed methods and provides adequate justification for selection of type in relation to research problem and research questions.	Describes if research is qualitative or quantitative or mixed methods and defines type. Provides clear justification for selection of type in relation to research problem and research questions.

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Participants: Identifies participants in the study and provides rationale for their selection; describes sampling methods.	Unable to identify exact participants nor any reason for their selection to participate in the study.	Vague identification of participants in the study and provides non-persuasive rationale for their selection; no sampling methods included.	Identifies participants in the study and provides rationale for their selection; describes sampling methods.	Clearly identifies participants in the study and provides compelling rationale for their selection; describes sampling methods concisely and clearly.
Procedures: Describes the procedures used to conduct the study for sample recruitment, informed consent, maintaining data. Describes the steps taken during data collection and any interventions initiated (professional development activities). Provides rationale for any intervention.	Describes no procedures used to conduct the study for sample recruitment, informed consent, maintaining data. Describes no details of the protocols and steps taken during data collection. Describes no protocols for any interventions initiated (e.g., professional development activities). Provides no rationale for any intervention. Many questions remain about the procedures and protocols and the rationales for any actions.	Describes a few of the procedures used to conduct the study for sample recruitment, informed consent, maintaining data. Describes only a few of the details of the protocols and steps taken during data collection. Describes vague protocols for any interventions initiated (e.g., professional development activities). Provides weak, if any, rationale for any intervention. A few questions remain about the procedures and protocols.	Describes most of the procedures to conduct the study for sample recruitment, informed consent, maintaining data. Describes most of the details of the protocols and steps taken during data collection. Describes protocols for any interventions initiated (e.g., professional development activities). Provides rationale for any intervention.	Clearly describes the procedures used to conduct the study for sample recruitment, informed consent, maintaining data. Describes the step-by-step details of the protocols and steps taken during data collection. Clearly describes protocols for any interventions initiated (e.g., professional development activities). Provides compelling rationale for any intervention.
Instruments and measures: Describes the data collection instruments. Includes rationale for these instruments. Includes copies of actual instruments to be used.	Vague reference to the data collection instruments. Includes no rationale for the selection and format of these instruments in reference to other choices. Does not include copies of actual instruments to be used in the Appendix.	Lists the data collection instruments. Includes weak rationale for the selection and format of these instruments in reference to other choices. Does not include copies of actual instruments to be used in the Appendix.	Describes the data collection instruments. Includes rationale for the selection and format of these instruments in reference to other choices. Includes copies of actual instruments to be used in the Appendix.	Fully describes the data collection instruments. Includes persuasive rationale for the selection and format of these instruments in reference to other choices. Includes copies of actual instruments to be used in the Appendix.
Data collection and analysis: Describes data analysis procedures, including coding methods and statistical analysis, if appropriate. Tie these closely to research questions.	Vaguely describes data analysis procedures. Does not tie procedures closely to research questions.	Describes data analysis procedures, including coding methods and statistical analysis, if appropriate. Tie procedures to research questions.	Describes data analysis procedures, including detailed coding methods and statistical analysis, if appropriate. Tie these procedures closely to research questions.	Clearly describes steps of data analysis procedures, including details of coding methods and statistical analysis, if appropriate. Tie these closely to research questions.
Analysis of data	Inappropriate analysis of data, not connected to research question and purpose	Appropriate analysis of most of the data, vaguely connected to research question and purpose	Appropriate analysis of data, connected to research question and purpose.	Appropriate and thoughtful analysis of data, clearly connected to research question and purpose.

<mark>Chapter 4: Results: Analysis of results, aligned with research question and purpose, includes limitations</mark>

	Unsatisfactory	Emerging	Proficient	Exemplary
Introduction: Re-introduce purpose of the study including research problem and question; transition to methods included	No re-introduction to purpose of the study including research problem and/or question; transition to results not included.	Re-introduces purpose of the study including research problem and/or question; transition to results vague, if included.	Re-introduces purpose of the study including research problem and question; transition to results included.	Clearly and succinctly re-introduces purpose of the study including research problem and question; smooth transition to results included.
Presentation of results	Inaccessible and confusing presentation of results; very limited variety of charts, table or data displays included.	Somewhat accessible and understandable presentation of results; limited variety of charts, table or data displays included.	Accessible and understandable presentation of results; variety of charts, table or data displays included.	Easily accessible and clearly understandable presentation of results; variety of charts, table or data displays included.
Interpretation of findings	Findings not interpreted correctly and are not supported by evidence nor linked to research questions.	Findings interpreted and sometimes supported by evidence and vaguely linked to research questions.	Findings interpreted correctly and supported by evidence and address research questions.	Findings interpreted correctly and directly supported by evidence and clearly address research questions.

<mark>Chapter 5: Discussion/Conclusion: Findings synthesized, situated in larger context, includes implications for action</mark>

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	Unsatisfactory	Emerging	Proficient	Exemplary
Introduction: Re-introduce purpose of the study including research problem and question; transition to methods included	No re-introduction to purpose of the study including research problem and/or question; transition to conclusion not included.	Re-introduces purpose of the study including research problem and/or question; transition to conclusion vague, if included.	Re-introduces purpose of the study including research problem and question; transition to conclusion included.	Clearly and succinctly re-introduces purpose of the study including research problem and question; smooth transition to conclusion included.
Synthesis of findings	Limited or no discussion of major findings/outcomes.. Conclusions/summaries are inappropriate and not linked to findings/outcomes.	Discussion of major findings/outcomes. Conclusions/summaries are sometimes appropriate but not clearly linked to findings/outcomes.	Discussion of major findings/outcomes. Conclusions/summaries are mostly appropriate and linked to findings/outcomes.	Brief and concise discussion of major findings/outcomes. Conclusions/summaries are appropriate and linked to findings/outcomes.
Situated in larger context	Presentation is not accurate nor engaging.	Presentation is accurate but not engaging.	Presentation is accurate, and engaging and situated in larger context.. Findings related to research literature or theoretical frame	Presentation is accurate, engaging and thought provoking and situated in larger context. Findings related to research literature and theoretical frame.
Implications	Recommendations are not included. No attention paid to implications.	Recommendations are sometimes appropriate but not clearly linked to findings/outcomes.	Recommendations are appropriate and linked to findings/outcomes. Implications for policy/practice included.	Recommendations are insightful, appropriate and linked to findings/outcomes. Implications for policy/practice included. Implications linked to the data.
Limitations of study and suggestions for future research	Does not identify limitations of the study.	Acknowledges a few limitations of the study.	Identifies limitations of the study.	Identifies limitations of the study and analysis of data.
<mark>**Conclusion**</mark>	lack of summary of topic.	*basic summary of topic with some final concluding ideas. **introduces no new information.	good summary of topic with clear concluding ideas. **introduces no new information.	excellent summary of topic with concluding ideas that impact reader. **introduces no new information.

<mark>**Chapter 6: References and Appendices**</mark>

	Unsatisfactory	Emerging	Proficient	Exemplary
References according APA style	Multiple formatting errors occurred in the reference list. Several references do not have a matching citation.	Multiple formatting errors occurred in the reference list. One or two references does not have a matching citation.	A minor formatting error or two are noted in the reference list. Each reference has a matching citation(s).	Proper formatting is used throughout the reference list. Each reference has a matching citation(s).
Appendices. Includes supplemental material including copies of instruments as used in the study.	No Appendices when it is appropriate that they included.	Appendices include undeveloped or draft form of instruments used in study. Some errors in APA formatting.	Appendices include instruments used in the study with appropriate headings and centered on the page title. Uses APA formatting correctly	Appendices include instruments as used in the study with appropriate headings on the page title. Uses APA formatting correctly.

PART II: Overall paper: Mechanics

	Unsatisfactory	Emerging	Proficient	Exemplary

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**Coherent and convincing argument with substantive support for claims	Unable to discern the argument for the study	Begins to make a coherent argument and build support for claims	Makes a coherent and convincing argument and builds support for claims with evidence	Makes a coherent and convincing argument by consistently supporting claims with credible, relevant, and substantive evidence
**Organization	Attempts to use organizational structures but inconsistent use of headings, transitions between chapters leads to disorganized paper. Difficult for reader to follow.	Begins to use organizational structures (introduction, headings for each core area with clear transitions, sequenced material within the body, and conclusion) within the paper	Consistently uses organizational structures (introduction, headings for each core area with clear transitions, sequenced material within the body, and conclusion) within the paper	Skillfully uses organizational structures (introduction, headings for each core area with clear transitions, sequenced material within the body, and conclusion) within the paper
**Mechanics	Makes frequent errors in sentence structure, grammar, punctuation and/or spelling that interferes with comprehension. Writes in the past tense.	Makes errors in sentence structure, grammar, punctuation, and/or spelling that impede understanding. Writes in the past tense.	Makes minor errors in sentence structure, grammar, punctuation, and/or spelling that do not impede understanding. Writes in the past tense.	Demonstrates detailed attention to mechanics including sentence structure, grammar, punctuation, and spelling. Writes in the past tense.
**Citations	Does not use APA style and lack of citations interferes with comprehension.	Inconsistently uses APA style in text citations and references	Generally uses correct APA style in text citations and references	Consistently uses correct APA style in text citations and references
**Bias in language usage	Does not use anti-bias language.	Inconsistently uses APA style conventions to reduce bias in language	Generally adheres to APA style conventions to reduce bias in language	Consistently adheres to APA style conventions to reduce bias in language

<mark>Extra rubric with more details</mark>.

Part II: Language Style Issues			
Paragraphs	❑ Many paragraphs lack clearly identifiable topic sentences. ❑ Many paragraphs contain multiple topics and are difficult to follow.	Most paragraphs begin with a clearly identifiable topic sentence. Some paragraphs include more than one topic.	Each paragraph begins with a clearly identifiable topic sentence. The content of each paragraph is closely associated with its topic
	Developing	**Competent**	**Exemplary**
	Transitions between paragraphs are rough.	Transitions between paragraphs are sometimes rough.	sentence. Transitions are smooth.
Logical flow of ideas	The arrangement of content is haphazard and difficult to follow.	The overall arrangement is logical but is occasionally difficult to follow.	The reader is guided smoothly through the logically arranged paper.

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Details of writing	❑ Economy of expression is lacking. ❑ Passive voice is used >30%. Parallel ideas frequently are not expressed in parallel format. Appropriate professional voice is often lacking. ❑ Absolute language is used repeatedly. ❑ Subjects and verbs do not agree in many cases. ❑ Multiple verb tenses are used that do not fit the context. ❑ Pronoun-antecedent agreement and clarity are missing repeatedly. ❑ Errors in sentence structure are prevalent. ❑ Spelling and punctuation errors are common. ❑ First person pronouns are used frequently. ❑ There is little or no evidence of proof-reading.	❑ Economy of expression needs improvement in some instances. Passive voice is used 20-30%. Parallel ideas are usually expressed in parallel format. ❑ Appropriate professional voice is used in most cases. ❑ Absolute language is used occasionally. ❑ Subjects and verbs agree in most cases. ❑ Inappropriate verb tense is used occasionally. ❑ Pronoun-antecedent agreement and clarity could be improved. Sentence structure could be improved in some cases. . ❑ Some spelling and punctuation errors are present. ❑ Some first person pronouns are used. ❑ There is insufficient evidence of proof-reading.	❑ Economy of expression is consistently evident. ❑ Passive voice is used <20%. Parallel ideas are expressed in parallel format. ❑ Appropriate professional voice is used consistently. ❑ Absolute language is avoided. ❑ Subjects and verbs agree. ❑ Appropriate verb tense is used. Pronoun and antecedents agree and are clear. ❑ Proper sentence structure is used. ❑ Punctuation and spelling are correct. First person pronouns have not been used. ❑ There is evidence of sufficient proof-reading.
Part III: APA format and design			
APA format	❑ Multiple formatting errors are present. ❑ Title page ❑ Abstract ❑ Introduction ❑ Method ❑ Results ❑ Conclusion	❑ A few minor formatting errors are noted. ❑ Title page ❑ Abstract ❑ Introduction ❑ Method ❑ Results ❑ Conclusion	❑ Proper formatting is used throughout the literature review. ❑ Title page ❑ Abstract ❑ Introduction ❑ Method ❑ Results ❑ Conclusion
References	Multiple formatting errors occurred in the reference list. One or two references does not have a matching citation.	A minor formatting error or two are noted in the reference list. Each reference has a matching citation(s).	Proper formatting is used throughout the reference list. Each reference has a matching citation(s).
Citations	Multiple citation errors are noted. One or more citation does not have a matching reference.	❑ One to three citation errors are noted. ❑ Each citation has a matching reference.	Citations are formatted correctly. Each citation has a matching reference.
Font	❑ An improper type or size of font is used. ❑ Bold font is used occasionally.		❑ 12-point Times New Roman or Courier font is used ❑ No bold font is used
Margins	❑ One-inch margins are not used. ❑ Page number and page header are absent or typed rather than inserted at the top of each page.		One-inch margins are used. Page number and page header are inserted at the top of each page.

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Spacing	❑ Double-spacing is not used consistently between lines. ❑ There is often more than one space between sentences. ❑ Paragraphs are not indented five spaces.		❑ Double-spacing is used between all lines. ❑ There is only one space between sentences. ❑ Paragraphs are indented five spaces.
Headings	❑ Headings are not present or are formatted inappropriately. ❑ One or more heading is alone at the bottom of a page.	❑ A minor formatting error or two are noted in the headings. ❑ No headings are left alone at the bottom of a page.	❑ Appropriate APA level headings are used. ❑ No headings are left alone at the bottom of a page.