LME 519 Scoring Rubric for Research Project:

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| **Research Process**  **(20 points each section below)** | **Novice**  **1 = Needs Much Improvement** | **Apprentice**  **2 = Needs Some Improvement** | **Proficient**  **3 = Good or Acceptable** | **Distinguished**  **4 = Excellent** |
| **Introduction (30 points)**  *What do we already know?* | * + Very little or no description of background information is provided.   + The background information is not relevant to the research question.     - The problem is not defined, specific, or valid, not is it focused in relation to the background.     - Very few definition of terms for your paper, but not all terms defined   + Little discussion of limitations for your action research | * + A limited description of background information is provided.   + The background information is not entirely relevant to the research question.   + The problem is not clearly defined, specific, or valid, not is it entirely focused in relation to the background. | * + - A complete description of background information is provided.     - The background information is related to the research question.     - The problem is defined, specific, valid, focused in relation to the background.     - Adequate definition of terms for your paper     - Adequate discussion of limitations for your action research | * + - An exemplary description of background information is provided.     - The background information is focused on the research question.     - The problem is clearly defined, specific, valid, clearly focused in relation to the background. |
| **Research Question / Hypothesis: (30 points)**  *What do I want to find out?* | * + The observations or descriptions related to the research question are missing or incomplete.   + The research question is absent, inadequate or incompletely described.   + The research question is not answerable by experiment.   + The prediction (hypothesis) is absent or not based on assumptions. | * + The observations or descriptions related to the research question are very limited.   + The research question is incompletely described.   + The research question is described but many details are missing.   + The prediction (hypothesis) is lacks some assumptions or conditions. | * + - Adequate observations or descriptions are used in determining and communicating the research question.     - The research question is described but some details are missing.     - The research question is answerable by experiment but lacks a few details.     - The prediction  (hypothesis) is adequately based on assumptions with conditions. | * + - Exemplary observations and descriptions are used in determining and communicating the research question.     - The research question is described clearly, completely, fully and in great detail.     - The research question is answerable by experiment.     - The prediction (hypothesis) is based on assumptions with conditions. |
| **Literature Review (30 points)**  *What does other research say about my particular problem?*  AASL Standards  1.1 | * + There has been a very limited search of literature.  There is no diversity in sources.  There is a lack of quantity in sources.   + APA style is not used. | * + There has been a limited search of literature.  There is a lack of diversity in sources.  There is a lack of quantity in sources.     - The APA reference format is inadequate with many inconsistencies. | * + - There is an adequate search of literature. There is an adequate diversity of sources (books, magazines, Internet, interviews). There is an adequate quantity of sources.     - APA reference format is adequate with few inconsistencies. | * + - There is an exemplary search of literature. There is a high diversity of sources. (books, magazines, Internet, interviews). There is a large quantity of sources.     - The text citation and reference format is exemplary and consistent. The reference format follows APA guidelines. |
| **Methodology: (30 points)**  *How will I find out?* | * + The experimental design has serious flaws or does not address the research question.     - The independent and dependent variables are not defined for each research question.   + The information collected is not adequate to answer the question.   + The procedure fails to identify and address key independent and dependent variables.   + The procedure does not include appropriate attention to control of variables.   + A description of the methods of data collection is absent or seriously flawed.   + There is an inappropriate selection of tools and technology.   + There is inappropriate attention to units of measure. | * + - The experimental design has small flaws or is incomplete in answering the question.     - The independent and dependent variables are not clearly defined for each research question.     - The information collected is not adequate to answer the question.     - The procedure identifies and addresses some of the independent and dependent variables.     - The control of variables is not clearly included in the experimental design.     - A description of the methods of data collection is incomplete.     - The information / data collected are inadequate in answering the research question.     - There is an inadequate selection of tools and technology.     - There is an inadequate attention to units of measure. | * + - The experimental design is adequate but has small flaws in answering the question.     - The independent and dependent variables are adequately defined for each research question.     - The information collected by the procedure is adequate in answering the question.     - The procedure identifies and addresses the independent and dependent variables.     - The control of variables is included in the experimental design.     - A description of the methods of data collection is adequate.     - The information / data collected are adequate in answering the research question.     - There is an adequate selection of tools and technology.     - There is an adequate attention to units of measure. | * + - The experimental design includes a detailed experiment that answers the research question completely.     - The independent and dependent variables are clearly defined for each research question.     - The procedure identifies and addresses all relevant independent and dependent variables.     - The experimental procedure includes exceptional attention to control of variables.     - There is a highly detailed description of the methods of data collection.     - The information/data collected is comprehensive in answering the research question.     - The procedure makes innovative and appropriate use of tools and technology.     - There is an adequate attention to units of measure. |
| **Results and Analysis: (30 points)**  *What information did I collect from my experiment?    How did I organize the information I collected*  AASL Standards  4.3 | * + The information collected is incompletely displayed.   + There is discrepancy between the procedure and the information collected.   + The information/data collected is inappropriate in answering the research question.   + There is an inappropriate use of units of measure.   + The organization of data and analysis of data is unclear and seriously flawed.   + There is no meaning in the information displayed.   + Incorrect statistical analysis of data.   + The organization of the data does not support the conclusion. | * + - The information collected is inadequately displayed.     - The information collected inadequately reflects the stated procedure.     - The information /data collected is inadequate in answering the research question.     - There is an inadequate use of units of measure.   + The organization of data and analysis of data is unclear.   + The researcher struggles to find meaning in the information displayed.   + The researcher does not use adequate statistical analysis of data.     - The organization of the data is inadequate to support the conclusion. | * + - The information collected is adequately displayed.     - The information collected adequately reflects the stated procedure.     - The information /data collected is adequate in answering the research question.     - There is an adequate use of units of measure.     - The organization of data and analysis of data is adequate.     - The researcher uses simple and valid statistical analysis procedures.  Statistical analysis is limited to central tendency or simple graphs.     - The organization of the data is adequate to support the conclusion. | * + - The information collected is highly detailed and accurate.     - The results are clearly displayed.     - The information collected indicates the student followed their procedure well.     - The information/data  collected are comprehensive in answering the research question.     - There is an excellent use of units of measure.     - The organization of the data is very clear and descriptive.     - The researcher uses the proper and sophisticated statistical analysis procedures. (central tendency, deviation, significance, correlation, charts and graphs)     - The organization of the data provides a clear and convincing evidence for the conclusion. |
| **Conclusion: (30 points)**  *What did I find out?* | * + The conclusion does not communicate the meaning of the results.   + The conclusion fails to properly interpret information or make inferences or deductions.   + The conclusion fails to identify any shortcomings of the research procedure.   + The conclusion fails to relate back to the hypothesis. | * + - The conclusion inadequately communicates the meaning of the results.     - The conclusion inadequately compares or interprets information and makes some inferences or deductions.     - The conclusion fails to identify some shortcomings of the research procedure.     - The conclusion is inadequate in relating back to the hypothesis. | * + - The conclusion adequately communicates the meaning of the results.     - The conclusion adequately compares or interprets information and makes some inferences or deductions.     - The conclusion fails to identify some shortcomings of the research procedure.     - The conclusion relates back to the hypothesis. | * + - The conclusion communicates the meaning of the results with a high degree of clarity and focus.     - The conclusion makes sophisticated comparisons, interpretations, inferences or deductions from the research information.     - The conclusion identifies patterns, concepts, meanings or structures in the data or information.     - Shortcomings of the research procedure are identified though a sophisticated examination of the research results.     - The conclusion relates back to the hypothesis. |
| **Further Research:**  **(30 points)**  *What do I do next?* | * + Does not make a connection to the next steps in new research or in redesigning the existing procedure. | * + - Makes suggestions for new research ideas which have some flaws.     - Makes some suggestions for improvement of the existing experimental design which are incomplete or flawed. | * + - Makes adequate suggestions for new research questions.     - Makes some suggestions related to the improvement of the existing experimental design. | * + - Makes sophisticated leaps in thinking related to new research questions.     - Makes suggestions related to the improvement of the existing experimental design. |
| **Social Action: (30 points)**  *Does my research lead to any actions?*  AASL Standards  4.3 | * + Does not recognize solutions or decisions which follow from the knowledge gained in the research. | * + - Suggests some solutions or actions which do not relate completely to the research conclusions | * + - Recognizes some social, political, or ethical implications of the knowledge gained by the research.     - Adequately identifies proposed solutions based on the research.   Adequately identifies and plans actions based on the research | * + - Recognizes the social, political, or ethical implications of the knowledge gained by the research.     - Identifies proposed solutions based on the research.     - Identifies and plans actions based on the research |
| **Reflection Paper: (30 points)**  *What did I learn from this experience?* | * + No discussion or discussion on less than 5 topics, writing is unclear, many grammar/spelling errors   + Only one part of the reflection completed not completed | * + - Little discussion, or discussion on less than 8 topics, writing is unclear, many grammar/spelling errors     - All 3 parts of the reflection completed not completed or parts left out | * + - Adequate discussion on all 8 topics, writing is clear, few grammar/spelling errors     - All 3 parts of the reflection completed adequately | * + - Comprehensive discussion on all 8 topics, writing is clear, no grammar/spelling errors     - All 3 parts of the reflection completed in depth |
| **References: (30 points)** | Listed at least five references, used APA format with many errors | Listed at least eight references, used APA format with some errors | Listed at least ten references, used correct APA format | Listed ten or more references, used correct APA format |