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.
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| **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.
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| **Literature Review (30 points)** *What does other research say about my particular problem?*AASL Standards1.1 | * + 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.
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| **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.
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| **Results and Analysis: (30 points)***What information did I collect from my experiment?   How did I organize the information I collected*AASL Standards4.3 | * + 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.
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| **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.
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| **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.
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| **Social Action: (30 points)***Does my research lead to any actions?*AASL Standards4.3 | * + 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
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| **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
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| **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 |