

EDFL 515-80
Methods of Educational Research
Assignment Rubrics

Construct Three (3) Hypotheses Statements Assignment

Candidates are expected to be able to write, upon demand, a well-constructed hypothesis. Students should provide evidence of this proficiency by writing three hypotheses: 1 - Directional Hypothesis (in either direction); 1- Non-directional Hypothesis; and 1 - Null Hypothesis.

Unacceptable (Below 40)	Proficient (40-45 Points)	Exemplary (45-50 Points)
Candidate is unable to write 3 adequately written hypotheses that are based on rationale, derived from previous research, provides a general explanation for the predicted outcome, states as clearly and concisely as possible the expected relation (or difference) between the variables and defines those variables in operations, measurable terms, and would be testable.	Candidate is able to write 3 adequately written hypotheses that are based on rationale, derived from previous research, provides a general explanation for the predicted outcome, states as clearly and concisely as possible the expected relation (or difference) between the variables and defines those variables in operations, measurable terms, and would be testable.	Candidate is able to write 3 well written hypotheses that are based on sound rationale, derived from previous research, provides a reasonable explanation for the predicted outcome, states clearly and concisely the expected relation (or difference) between the variables and defines those variables in operational, measurable terms, and would be testable.

Research Lab Assignment:

Candidates will complete a research lab project that is aimed to allow candidates to practice and strengthen skills that are essential to understanding and producing education-related research. These assignable activities give candidates opportunities to understand content more deeply and to practice applying content. In addition, the lab is designed to assist students with the Graduate Area Comprehensive Exam (GACE).

Annotated Bibliography Assignment:

Students will provide an annotated bibliography using 5 sources. The bibliography must be in APA format. Students will be measured by the following criteria:

Unacceptable (Below 70)	Proficient (70-89 Points)	Exemplary (90-100 Points)
Candidate is unable to annotate 5 sources using APA formatting.	Candidate is able to annotate 5 sources adequately; several errors are noted.	Candidate is able to annotate 5 sources using APA, correct grammar/spelling, and minimal to no errors noted.

Preliminary Elements Research Proposal Assignment:

Students will submit the following elements as a precursor for their proposal:

- A. Title of the Research Paper (Note: Ensure that your topic is a “true” research topic opposed to a term paper or report).
- B. Brief introduction consisting of at least 2 paragraphs (at least 10 sentences)
 - a. Statement of the Problem should be included in the Introduction.

Analyze Journal Article/Research Reports Assignment:

In an attempt to assist students in becoming better educational researchers, students will be required to analyze an educational research report, journal article (research study), etc. Students will choose their article using the JSU library online/campus. Students will be measured on the following criteria:

INTRODUCTION	Unacceptable Points Below 70	Basic Points 70-79	Proficient 80-89	Exemplary 90-100
1. Significance – Does the topic appear to be important in society? Is it personally relevant?	Candidate does not provide any information on the study's significance and/or personal relevancy or lack thereof.	Candidate provides information on study's significance and/or personal relevancy or lack thereof.	Candidate provides a good statement of study's significance and/or personal relevancy or lack thereof.	Candidate provides an excellent statement of study's significance and/or personal relevancy or lack thereof.
2. Language – Is the presentation of information clear and objective?	Candidate does not provide any information or facts of the study's presentation of information and research questions or lack thereof.	Candidate provides some information and facts of study's presentation of information and research questions or lack thereof.	Candidate provides a good statement (with supporting facts) of study's presentation of information and research questions or lack thereof.	Candidate provides an excellent statement (with supporting facts) of study's presentation of information and research questions or lack thereof.
3. Literature Review – Is there balance in the point of view found in the citations? Is there an appropriate time frame, with some older and some more current references? Is there a coherent theme?	Candidate does not provide at least a general analysis of the Literature Review failing to critique balance, time frame of references, and theme.	Candidate provides a general analysis of the Literature Review critiquing balance, time frame of references, and theme.	Candidate provides a good analysis of the Literature Review critiquing balance, time frame of references, and theme.	Candidate provides an excellent analysis of the Literature Review critiquing balance, time frame of references, and theme.
4. Research Questions/Hypotheses – Are the questions and/or hypotheses clearly identified? If the study is qualitative , are the questions supported by the literature review and/or by the data that emerged during the study? If the study is qualitative , are the questions open-ended to facilitate theme exploration? If the study is quantitative , are the questions/hypotheses limited to those with direct foundation in the literature review?	Candidate provides a poor analysis of research questions and/or hypothesis, not giving examples from report or discussing in sufficient detail how the questions and/or hypotheses were or were not supported by the literature review, structured, and directly related to foundation laid in the literature review.	Candidate provides an adequate analysis of research questions and/or hypothesis by giving examples from report and discussing in sufficient detail how the questions and/or hypotheses were or were not supported by the literature review, structured, and directly related to foundation laid in the literature review.	Candidate provides a good analysis of research questions and/or hypothesis by giving examples from report and discussing in good detail how the questions and/or hypotheses were or were not supported by the literature review, structured, and directly related to foundation laid in the literature review.	Candidate provides an excellent analysis of research questions and/or hypothesis by giving examples from report and discussing in great detail how the questions and/or hypotheses were or were not supported by the literature review, structured, and directly related to foundation laid in the literature review.
METHODS				
Participants				
5. What – Can you identify the target population ? Can you identify the sample population ?	Candidate was unable to neither give some information on target (N) population nor give numbers (when applicable) or discussing groups.	Candidate was able to give some information on target (N) population including giving numbers (when applicable) and discussing groups.	Candidate was able to give a good statement of target (N) population including giving numbers (when applicable) and discussing groups.	Candidate was able to give an excellent statement of target (N) population including giving numbers (when applicable) and discussing groups.
6. Who – Is sufficient detail provided about the participants to judge if they are consistent with the target population?	Candidate was unable to neither give some information on sample (n) population nor give numbers (when applicable) or discussing groups.	Candidate was able to give some information on sample (n) population including giving numbers (when applicable) and discussing groups.	Candidate was able to give a good statement of sample (n) population including giving numbers (when applicable) and discussing groups.	Candidate was able to give an excellent statement of sample (n) population including giving numbers (when applicable) and discussing groups.
7. Where – Did the researchers identify the time period during	Candidate is unable to give a sufficient	Candidate gives a sufficient description	Candidate gives a good description of the	Candidate gives an excellent description of

which the study was conducted?	description of the relevant time period.	of the relevant time period.	relevant time period.	the relevant time period.
8. How – Did the researchers specify how participants were selected and did the selection procedure appear to be appropriate?	Candidate is unable to neither give a sufficient description of how participants were selected nor a justification of the appropriateness of the selection.	Candidate gives a sufficient description of how participants were selected and some justification of the appropriateness of the selection.	Candidate gives a good description of how participants were selected and justification of the appropriateness of the selection.	Candidate gives an excellent description of how participants were selected and a clear justification of the appropriateness of the selection.
9. Why – Was there explanation for why these participants were selected and is there reason to suggest a bias in selection that would influence findings?	Candidate does not give a sufficient description of why participants were selected or an adequate statement of why or why not the selection process was appropriate.	Candidate gives a sufficient description of why participants were selected and an adequate statement of why or why not the selection process was appropriate.	Candidate gives a good description of why participants were selected and a good statement of why or why not the selection process was appropriate.	Candidate gives an excellent description of why participants were selected and a clear statement of why or why not the selection process was appropriate.
PROCEDURES				
10. Completeness – Was sufficient detail provided about the procedures so that the study can be replicated?	Candidate does not give a sufficient description of the completeness of the procedures section.	Candidate gives a sufficient description of the completeness of the procedures section.	Candidate gives a good description of the completeness of the procedures section.	Candidate gives an excellent description of the completeness of the procedures section.
11. Appropriateness – Do the procedures appear relevant for the research questions/hypotheses identified for the study?	Candidate does not give a sufficient statement of the appropriateness of the procedures section.	Candidate gives a sufficient statement of the appropriateness of the procedures section.	Candidate gives a good statement of the appropriateness of the procedures section.	Candidate gives an excellent statement of the appropriateness of the procedures section.
INSTRUMENTATION				
12. Identification – Were the tools used to gather information clearly identified?	Candidate does not list any instrument used for the study.	N/A	Candidate lists most instrument(s) used for the study.	Candidate lists all instrument(s) used for the study.
13. Quality – Do the instruments used to gather information appear appropriate and sufficient to define and describe the variables that were being studied?	Candidate does not give a sufficient statement of the quality or appropriateness of the instrument(s) used.	Candidate gives a sufficient statement of the quality and appropriateness of the instrument(s) used.	Candidate gives a good statement of the quality and appropriateness of the instrument(s) used.	Candidate gives an excellent statement of the quality and appropriateness of the instrument(s) used.
RESULTS				
14. Clarity – Were the findings clearly reported?	Candidate does not give an adequate statement of the clarity of the study findings.	Candidate gives an adequate statement of the clarity of the study findings.	Candidate gives a good statement of the clarity of the study findings.	Candidate gives an excellent statement of the clarity of the study findings.
15. Completeness – Were the data analysis techniques used appropriate and was data analysis complete? Were there indicators of an incomplete analysis, and if so, was the reason explained?	Candidate does not give an adequate description of data analysis techniques used or their appropriateness/lack thereof.	Candidate gives an adequate description of data analysis techniques used and their appropriateness or lack thereof.	Candidate gives a good description of data analysis techniques used and their appropriateness or lack thereof.	Candidate gives an excellent description of data analysis techniques used and their appropriateness or lack thereof.
DISCUSSION				
16. Style – Was the discussion clearly written?	Candidate cannot give an adequate statement of the report's discussion section indication clarity or lack thereof.	Candidate gives an adequate statement of the report's discussion section indication clarity or lack thereof providing supporting facts.	Candidate gives a good statement of the report's discussion section indication clarity or lack thereof providing supporting facts.	Candidate gives an excellent statement of the report's discussion section indication clarity or lack thereof providing supporting facts.

17. Relevance – Is the discussion focused on how the findings are related to the questions/hypotheses of the study?	Candidate does not provide an adequate description of relevance indication how the findings are related to the research questions and/or hypotheses.	Candidate provides an adequate description of relevance indication how the findings are related to the research questions and/or hypotheses.	Candidate provides a good description of relevance indication how the findings are related to the research questions and/or hypotheses.	Candidate provides an excellent description of relevance indication how the findings are related to the research questions and/or hypotheses.
18. Conclusion – Do the conclusions follow logically from the results?	Candidate does not give a sufficient statement on the study's conclusion.	Candidate gives a sufficient statement on the study's conclusion emphasizing if they follow logically from the results.	Candidate gives a good statement on the study's conclusion emphasizing if they follow logically from the results.	Candidate gives an excellent statement on the study's conclusion emphasizing if they follow logically from the results.
19. Completeness – Are implications, limitations, and recommendations for further research included?	Candidate does not give an adequate statement on the study's discussion of implications, limitations, and recommendations for further research.	Candidate gives an adequate statement on the study's discussion of implications, limitations, and recommendations for further research.	Candidate gives a good statement on the study's discussion of implications, limitations, and recommendations for further research.	Candidate gives an excellent statement on the study's discussion of implications, limitations, and recommendations for further research.
20. References – List of references coincides with references in report.	Candidate does not acknowledge reference page consistency throughout the report.	N/A	N/A	Candidate acknowledges reference page consistency throughout the report.

Research Proposal Assignment:

In an attempt to assist students in becoming better educational researchers, students will be required to develop a research proposal. The report proposal should be 10-15 pages in length, APA style. At least 15 references/sources should be used. Details regarding instrumentation and sample population can be made up—use your knowledge regarding these two areas. Elements of the proposal includes the following:

Title page

1. Introduction which includes the statement of the problem, background of the problem, and hypothesis(es)
2. Literature review
3. Methodology which includes a description of the participants, data collection, and an design and procedures (can be made up)
4. Data analysis (since you are not really collecting data, this can be made up)
5. Conclusion
6. References
7. APA style for the entire paper.

Students will be measured on the following criteria:

RUBRIC FOR EDUCATIONAL RESEARCH PROPOSALS

EDFL 515

Name of Candidate:
Date

Evaluation Criteria	Unacceptable 1 Point	Basic 2 Points	Proficient 3 Points	Exemplary 4 points
Title Page				
1. The title makes clear the population of interest.	1	2	3	4
2. The title makes clear the primary independent variable(s).	1	2	3	4
3. The title makes clear the dependent variable(s).	1	2	3	4
4. The title indicates the specific relationship between the major variables.	1	2	3	4
Introduction – Statement of the Topic/Problem				
5. In the research proposal, is explicit and stated in the opening paragraph.	1	2	3	4
6. Gives an adequate description of the background of the topic/problem.	1	2	3	4
7. Gives a rationale for the study's significance.	1	2	3	4
8. Makes clear the population of interest.	1	2	3	4
9. Makes clear the primary independent variable.	1	2	3	4
10. Makes clear the primary dependent variable.	1	2	3	4
11. Indicates the specific relationship between the major variables.	1	2	3	4
12. The statement is consistent with the title.	1	2	3	4
13. The research problem is researchable.	1	2	3	4
14. Testable hypotheses are developed.				
Review of Literature				
15. All findings from previous research are supported by one or more citations.	1	2	3	4
16. The literature review is comprehensive.	1	2	3	4
17. All references cited are relevant to the problem to be investigated.	1	2	3	4
18. Most of the references are current (10 years or later).	1	2	3	4
19. The review explicitly relates previous studies to the problem.	1	2	3	4
20. The review logically flows in such a way that the references least related to the problem are discussed first and the most related are discussed last.	1	2	3	4
21. Clear connections are made between the present study and the previous research.	1	2	3	4
22. The review concludes with a brief summary.	1	2	3	4
Methodology Section – Potential Research Participants				
23. The major characteristics of the population are described adequately.	1	2	3	4
24. If a sample will be selected, the sampling scheme is described adequately.	1	2	3	4
25. A reasonable sample size is provided.	1	2	3	4
Methodology Section – Instrument(s)				
26. Potential data collection instrument is described adequately in terms of purpose and content.	1	2	3	4
27. Instrument appears to be appropriate for the sample under study.	1	2	3	4
Methodology Section – Design/Procedure				
28. All data collecting procedures are clearly described.	1	2	3	4
29. The study will be conducted for an appropriate length of time for the predicted outcomes to be observed.	1	2	3	4
30. The design appears to be appropriate for answering the research study or testing the hypothesis(es).	1	2	3	4
31. If groups will be compared, the number of subjects in each group is stated.	1	2	3	4
32. If groups will be compared, the number of subjects per group used appears to be adequate, or else an appropriate rationale is provided as to why the group sizes are smaller than recommended.	1	2	3	4
33. If groups will be compared, it is clear whether subjects will be blinded as to what treatment group they will be assigned.	1	2	3	4
34. If groups will be compared and subjects will be aware of their group assignment, it is clear that this knowledge will not affect their responses.	1	2	3	4
35. If groups will be compared and the individual measuring the outcome variable will not be blinded, it is clear that the measurements will not be biased by this.	1	2	3	4

36. If groups will be compared, the conditions of all experimental groups are described adequately and completely.	1	2	3	4
37. If groups will be compared, the conditions of all control groups are described adequately and completely.	1	2	3	4
38. If groups will be compared, subjects in all groups will receive the exact same experimental procedures and measurements, except for the treatment intervention.	1	2	3	4
39. If groups will be compared, it is clear that there will be strict adherence to the protocol in all groups.	1	2	3	4
40. If groups will be compared, any subject attrition is described clearly.	1	2	3	4
41. It is specified clearly how and to whom the findings will be delineated.	1	2	3	4
42. Possible threats to internal validity are discussed adequately.	1	2	3	4
43. Possible threats to external validity are discussed adequately.	1	2	3	4
Data Analysis Section				
44. An adequate description is provided as to the analysis intended to address the research question(s).	1	2	3	4
45. The method of analysis is appropriate for testing the research hypothesis(es).	1	2	3	4
46. The significance level of the statistical tests is delineated.	1	2	3	4
Conclusion				
47. A summarized conclusion about the research is presented.	1	2	3	4
48. The information provided in the informed consent form is consistent with the information provided in the methods section.	1	2	3	4
Reference/Bibliography List				
49. All publication dates in the reference list are consistent with those in the text and are written in strict adherence to APA guidelines (including margins).	1	2	3	4
50. Every aspect of the reference list strictly adheres to APA guidelines (including margins).	1	2	3	4
Subtotal Points	50	100	150	200
<u>GRAND TOTAL POINTS</u>	200 Points are Possible			