

#1 Summative Assessment: Project, Thesis or Research Paper
Rubrics and Scoring Procedures
NAEYC Standards 5; Essential Tools 4, 6

1a: Master's Project Rubric

PROJECT ELEMENT	EXPECTATIONS NOT YET MET	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	SCORE
<p>Standard 5 Growing as a Professional</p> <p>Candidates identify and conduct themselves as members of the ECE profession, use ethical guidelines and professional standards and are powerful advocates for sound practices</p>	<p>The project is not related to the candidate's work or professional goals. Although the project examines an aspect of ECE, it does not provide research or direction for improving the field. The candidate shows little interest in topic and lack of commitment to using project professionally.</p>	<p>The project is valuable to the candidate's work or professional goals. It provides research, resources, curriculum or other materials for improving the field. The candidate has a clear plan for using the project as a basis for advocating for sound ECE practices and improving the lives of children and families in the real world.</p>	<p>The project represents the candidate's deep commitment to examining central questions or issues related to the candidate's work or professional goals. The candidate has a clear plan for using the project and making it available to other professionals, families or programs.</p>	
<p>Tool 4 Mastery of Relevant Theory and Research</p> <p>Demonstrate in-depth, critical knowledge of theory and research</p>	<p>Fails to demonstrate thoroughness and competence in mastering the theory and research essential to the project's content. Analysis of the scholarly/ professional literature is inadequate. Fails to summarize the scope, findings and meaning of research and how it relates to the project.</p>	<p>Demonstrates mastery of relevant theory and research for conducting project. Thoughtful, well-organized and systematic review of the literature includes the main theories, demographic information and important research studies as well as technical reports and descriptive articles on models in the field. The research methodology used and findings from studies included in the review are clearly explained. The candidate generally describes the relationship of the body of research to the current study.</p>	<p>The candidate demonstrates mastery and insight concerning theory, demographic information and research including the latest research or similar projects currently underway. The research methodology used and findings from studies included in the review are clearly explained and shortcomings or flaws in the methodologies are described. The review of the literature not only builds on existing research and theory, but also shows potential of impacting practice and/or scholarly research in the discipline. The relationship of the research literature and problems or questions in this area of study are</p>	

			explicitly linked to candidate's project.	
Tool 6 Inquiry Skills and Knowledge of Research Methods Demonstrate inquiry skills, showing their ability to investigate questions relevant to ECE	Fails to use standard methods for inquiry and research in designing project, reviewing literature and implementing the project. Does not use research as the basis for the project and or fails to investigate questions and collect data necessary to implement the project.	Inquiry skills and research are used to examine a significant problem in ECE. The project provides evidence of knowledge concerning the significant research representing both historical and current studies. Previous research is summarized and its relationship to the current study is described.	Inquiry skills and research are utilized to present a "rich" picture of the nature and significance of the project and its educational context. Research and information are synthesized and summarized concisely. The candidate displays sophisticated analytical skills through his/her ability to discriminate, organize, synthesize, and summarize the literature. The relationship of each unit of information is explicitly linked to the current study.	
				TOTAL

Analytic Scoring: Does Not Yet Meets Expectations = 1; Meets Expectations = 2; Exceeds Expectations = 3

Holistic Scoring: Does Not Yet Meet Expectations = 3; Meets Expectations = 6; Exceeds Expectations = 9

1b: Master's Thesis Rubric

THESIS ELEMENT	EXPECTATIONS NOT YET MET	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	SCORE
Standard 5 Growing as a Professional Candidates identify and conduct themselves as members of the ECE profession, use ethical guidelines and professional standards and are powerful advocates for sound practices	The thesis is not related to the candidate's work or professional goals. Although the thesis examines an aspect of ECE, it does not provide research or direction for improving the field. The candidate shows little interest in topic and lack of commitment to using thesis professionally.	The thesis is valuable to the candidate's work or professional goals. It provides research, resources, curriculum or other materials for improving the field. The candidate has a clear plan for using the thesis as a basis for advocating for sound ECE practices and improving the lives of children and families in the real world.	The thesis represents the candidate's deep commitment to examining central questions or issues related to the candidate's work or professional goals. The candidate has a clear plan for using the thesis and making it available to other professionals, families or programs.	
Tool 4 Mastery of Relevant	Fails to demonstrate thoroughness and competence in	Demonstrates mastery of relevant theory and research for	The candidate demonstrates mastery and insight concerning theory,	

<p>Theory and Research</p> <p>Demonstrate indepth, critical knowledge of theory and research</p>	<p>mastering the theory and research essential to the thesis's content. Analysis of the scholarly/ professional literature is inadequate. Fails to summarize the scope, findings and meaning of research and how it relates to the thesis.</p>	<p>conducting thesis. Thoughtful, well-organized and systematic review of the literature includes the main theories, demographic information and important research studies as well as technical reports and descriptive articles on models in the field. The research methodology used and findings from studies included in the review are clearly explained. The candidate generally describes the relationship of the body of research to the current study.</p>	<p>demographic information and research including the latest research or similar thesis currently underway. The research methodology used and findings from studies included in the review are clearly explained and shortcomings or flaws in the methodologies are described. The review of the literature not only builds on existing research and theory, but also shows potential of impacting practice and/or scholarly research in the discipline. The relationship of the research literature and problems or questions in this area of study are explicitly linked to candidate's thesis.</p>	
<p>Tool 6 Inquiry Skills and Knowledge of Research Methods Demonstrate inquiry skills, showing their ability to investigate questions relevant to ECE</p> <p>For scoring thesis, this section includes 2 more sections: Methods, Results and Discussion</p>	<p>Fails to use standard methods for inquiry and research in designing thesis, reviewing literature and implementing the thesis. Does not use research as the basis for the thesis and or fails to investigate questions and collect data necessary to implement the thesis.</p>	<p>Inquiry skills and research are used to examine a significant problem in ECE. The thesis provides evidence of knowledge concerning the significant research representing both historical and current studies. Previous research is summarized and its relationship to the current study is described.</p>	<p>Inquiry skills and research are utilized to present a "rich" picture of the nature and significance of the thesis and its educational context. Research and information are synthesized and summarized concisely. The candidate displays sophisticated analytical skills through his/her ability to discriminate, organize, synthesize, and summarize the literature. The relationship of each unit of information is explicitly linked to the current study.</p>	

<p>Additional Section for Tool 6: Method</p>	<p>Method is not described adequately: research context, subjects, instruments and materials used, procedures followed. The data analyses made are inappropriate or are incompletely described. Little attention to logic or clarity. Method may not be appropriate to addressing research question (s) posed.</p>	<p>Setting, participants, protocol, and procedures are clearly described. Observations are detailed and thorough. Accurate and complete notes were taken during or recorded immediately. Research approach, type, method, and instrumentation are generally appropriate for the research being conducted. The research context, subjects, instruments and materials used, procedures followed, or the data analyses made are generally appropriate for the study and fully described.</p>	<p>Parsimonious, logical presentation of setting participants, protocol and procedures are clearly described with attention to possible study replication. When tables and figures used they are necessary to the unfolding of the method. Systematic approaches and attention to meticulous documentation are demonstrated. The most appropriate research method and instrumentation are selected. The criteria for their selection are clearly documented. The research context, subjects, instruments and materials used, procedures followed or the data analyses made provide assurances of validity and reliability; Any necessary pilot studies have been conducted. If human subjects are involved, ethical safeguards are described.</p>	
<p>Additional Section for Tool 6: Results and Discussion</p>	<p>Results are vague, sketchy, fragmented, and incomplete. Facts confused with opinion and conjecture. No supporting examples. Excessive details and trivial facts obscure more important general patterns. Reporting is unclear, incomplete or does not speak specifically to the thesis question. There is a lack of objectivity in the reporting.</p> <p>Discussion does not include interpretations. Explanations and interpretations are vague and not well developed.</p>	<p>Results present raw data to substantiate the descriptive findings presented. Results are reported professionally—with attention to low inference presentation of data. When Tables and figures are presented, they are generally well organized and mostly adhere to APA style with few errors. Results are organized in terms of how the problem statement was posed.</p> <p>Discussion offers mostly plausible interpretations and explanations are</p>	<p>Results provide extensive and relevant observations are described clearly and supported with examples, quotations, and details. A “rich” picture is presented and information is synthesized and summarized concisely. Data substantiate results claimed. Low inference reporting is maintained in this section. Consistent attention to APA style table and figure presentation is evident. Clarity is enhanced through the use of appropriate tables and figures. Raw data as well as other appropriate materials are included in the appendix.</p>	

	Interpretations are not supported by logical reasons and evidence. Observations are described, but not analyzed or explained.	offered to tie the observations or activities into an organized and coherent pattern. Interpretations and explanations are mostly supported by logic and evidence.	The results are expertly explained by the discussion. Underlying behavior or performance patterns are noted. Knowledge-base concepts are used to interpret observations made. Interpretations reveal insight into subject/participant perspective. Literature review content is used for interpreting findings.	
				TOTAL

Analytic Scoring: Does Not Yet Meets Expectations = 1; Meets Expectations = 2; Exceeds Expectations = 3

Holistic Scoring: Does Not Yet Meet Expectations = 1-4; Meets Expectations = 5-9; Exceeds Expectations = 10-15

1c: Research Paper Rubric (ECE Specialist Only)

	CHARACTERISTICS OF WRITING NEEDING IMPROVEMENT	CHARACTERISTICS OF WRITING MEETING EXPECTATIONS	CHARACTERISTICS OF WRITING EXCEEDING EXPECTATIONS	SCORE
<p>Standard 5: Growing as a Professional</p> <p>Evidence of professional involvement, upholding ethical standards, engaging in continuous collaborative learning and informed advocacy.</p>	<p>Paper does not address follow-up activities to implement strategies derived from implications.</p>	<p>Paper documents follow-up activities where implications of the paper have been shared with colleagues for their input, feedback, or action, resulting in a professional exchange of ideas.</p>	<p>In addition to previous column, paper documents revisions based on professional interactions and feedback and continued professional interactions.</p>	
<p>Tool 6 Inquiry Skills</p>	<p>Results are vague, sketchy, fragmented, and incomplete. Facts confused with opinion and conjecture. No supporting examples. Excessive details and trivial facts obscure more important general patterns. Reporting is unclear, incomplete or does not speak specifically to the thesis question. There is a lack of objectivity in the reporting.</p> <p>Discussion does not include interpretations. Explanations and interpretations are vague and not well developed. Interpretations are not supported by logical reasons and evidence. Observations are described, but not analyzed or explained.</p>	<p>Results present raw data to substantiate the descriptive findings presented. Results are reported professionally—with attention to low inference presentation of data. When Tables and figures are presented, they are generally well organized and mostly adhere to APA style with few errors. Results are organized in terms of how the problem statement was posed.</p> <p>Discussion offers mostly plausible interpretations and explanations are offered to tie the observations or activities into an organized and coherent pattern. Interpretations and explanations are mostly supported by logic and evidence.</p>	<p>Results provide extensive and relevant observations are described clearly and supported with examples, quotations, and details. A “rich” picture is presented and information is synthesized and summarized concisely. Data substantiate results claimed. Low inference reporting is maintained in this section. Consistent attention to APA style table and figure presentation is evident. Clarity is enhanced through the use of appropriate tables and figures. Raw data as well as other appropriate materials are included in the appendix.</p> <p>The results are expertly explained by the discussion. Underlying behavior or performance patterns are noted. Knowledge-base</p>	

			concepts are used to interpret observations made. Interpretations reveal insight into subject/participant perspective. Literature review content is used for interpreting findings.	
				TOTAL

Analytic Scoring: Does Not Yet Meets Expectations = 1; Meets Expectations = 2; Exceeds Expectations = 3

Holistic Scoring: Does Not Yet Meet Expectations = 1-2; Meets Expectations = 3-4; Exceeds Expectations = 5-6