

SPED 298 Master of Arts Project Evaluation Rubric

Name	Date	Semester	Points Earned/Grade
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Scale 1-4 [1 = Beginning, 2 = Developing, 3 = Accomplished, 4 = Exemplary].
Scores of 3 and 4 meet the requirement.

1. Primary trait: The Graduate student has clearly stated the problem addressed and purpose of his/her project.

Scoring rubric:

- 1) Problem/purpose not discernible from the text, or so confused so as to violate scientific principles.
- 2) Problem/purpose discernible, but not stated in testable form; contextual connections vague.
- 3) Problem/purpose recognized and well stated; contextual connections clear.
- 4) Problem/purpose clearly stated and well crafted in an elegantly testable form; Hypothesis/objectives made with very clear contextual connection.

2. Primary trait: The review of relevant literature provides a historical context and comprehensive perspective of the topic.

Scoring rubric:

- 1) The review does not adequately demonstrate the relationship between the project and current best practice in the field.
- 2) The review adequately demonstrates the relationship between the project and current best practice in the field but contains errors.
- 3) The review is well written and demonstrates the relationship between the project and current best practice in the field.
- 4) The review is very well written, demonstrates a relationship between the project and current best practice, and provides a comprehensive perspective of the topic.

3. Primary trait: The research design is clearly articulated and appropriate for addressing the problem.

Scoring rubric:

- 1) Research question(s), approach, sampling, methods of data collection and analysis, ethical issues are not provided. Procedures are vague, disorganized, and/or are filled with irrelevant information.
- 2) Research question(s), approach, sampling, methods of data collection and analysis, ethical issues are not clearly described or developed. Procedures are unclear but interpretable. Some irrelevant information interferes.
- 3) Research question(s), approach, sampling, methods of data collection and analysis, ethical issues are clearly described. Procedures are easily interpreted. Relevant information dominates.
- 4) Research question(s), approach, sampling, methods of data collection and analysis, ethical issues are clearly described. Procedures are so clear that they require no additional interpretation and could be used directly as protocol. Appropriate details are provided

4. Primary trait: The discussion/recommendations/conclusions section clearly provides key findings, credibility/validity and limitations for practice, policy, and research.

Scoring rubric:

- 1) Some key findings are mentioned but there are not connections to data, research questions, or existing research. Limitations and implications for practice, policy, research is considered minimally or not considered at all.
- 2) Key findings are presented and are connected to data, research question(s) and related literature. Limitations are not addressed. Implications for practice, policy, research, are not considered.
- 3) Key findings are presented and are clearly connected to data, research question(s) and related literature. Limitations are addressed. Implications for practice, policy, research, are thoroughly considered.
- 4) Key findings are presented thoroughly and are clearly connected to data, research question(s) and related literature. Limitations are addressed thoroughly and appropriately. Implications for practice, policy, research, are thoroughly considered.

5. Primary trait: The project component clearly integrates current results with previous scientific knowledge.

Scoring rubric:

- 1) The project component merely replicates other materials and is unlikely to be used by the author or others.
- 2) The project component weakly integrates new information and lacks a dissemination component.
- 3) The project component critically integrates new information and is likely to be useful to others in the field.
- 4) The project component creatively integrates new information, is likely to be used by others and has a clear dissemination component.

6. Primary trait: The project is well organized and structured in APA style and formatting.

Scoring rubric:

- 1) The project lacks organization and/or coherence. There are notable problems with grammar, spelling, and punctuation. Citations and references are incomplete and/or a significant mismatch between citations and reference list. Reference style is unclear or inconsistent.
- 2) The project is somewhat organized and coherent. Introductions and summaries are included for most major sections. Section headings are used appropriately. Transitions and other linking devices are not often used effectively throughout the document. Notable problems with grammar, spelling, and punctuation. Citations and references don't always follow APA. Most in-text citations are included in the reference list and vice versa.
- 3) The project is organized and coherent. Introductions and summaries are included for all major sections. Section headings are used appropriately. Transitions and other linking devices are used effectively throughout the document. There are few problems with grammar, spelling, and punctuation. Citations and references follow APA. Most in-text citations are included in the reference list and vice versa.
- 4) The project is well organized and coherent. Introductions and summaries are included for all major sections. Section headings are used appropriately. Transitions and other linking devices are used effectively throughout the document. No problems with grammar, spelling, and punctuation. Citations and references follow APA. All in-text citations are included in the reference list and vice versa.