

Program Review **Research Proposal Rubric**
Educational Technology, Research and Assessment

Use for these course-based artifacts or other experiences:

- ETR 519/520 research proposal

SLO 1: Design a study of an educational research problem or phenomenon using appropriate methodologies

Introduction	Acceptable	Developing	Unacceptable
Problem statement/rationale/purpose	References or arguments strongly motivate study of topic; evidence provided to support research problem	Unclear or weak argument provided to motivate study of topic; no evidence provided to support research problem	No argument provided to motivate study of topic
Research question(s)	Well-phrased empirical research question(s) that reference key variables or concepts; research question(s) at appropriate level of specificity	Poorly phrased/unclear empirical research question(s); or research questions stated too broadly or too specifically	Research question(s) not explicitly stated; or research question(s) not suited for empirical research
Significance/importance	Significance, importance, and possible implications of research for research/theory, policy, or practice, clearly articulated	Study significance, importance, and possible implications, given insufficient attention	Study significance, importance, and possible implications, given no attention
Literature Review			
Relevance of reviewed literature	Cited references relate logically to research question	Some cited references logically relate to research question; some relevant literature is not reviewed	Cited references do not logically relate to research question; relevant literature is not reviewed
Nature of reviewed literature	All or preponderance of reviewed literature (empirical or conceptual) is	Insufficient amount of reviewed literature (empirical or conceptual) is	All or preponderance of reviewed literature (empirical or conceptual) is

	primary, academic, and peer-reviewed in nature; other types of literature (e.g., secondary sources, policy documents, opinion pieces) are used not at all or minimally	primary, academic, and peer-reviewed in nature; other types of literature (e.g., secondary sources, policy documents, opinion pieces) are used too frequently	not primary, academic, and peer-reviewed in nature; other types of literature (e.g., secondary sources, policy documents, opinion pieces) dominate the review
Establishment of literature gap	Clear and explicit establishment of gap in research literature (e.g., unanswered questions, need for replication, mixed prior evidence)	Insufficient or inaccurate establishment of gap in research literature (e.g., unanswered questions, need for replication, mixed prior evidence)	No or only implicit establishment of gap in research literature (e.g., unanswered questions, need for replication, mixed prior evidence)
Method			
Research design	Specific quantitative, qualitative or mixed methods research design explicitly stated; study design coheres with research question(s)	Some information pertaining to study design provided but lacks specificity or coherence with respect to research question(s)	Specific quantitative, qualitative or mixed methods research design not explicitly stated; or design does not match research question(s)
Sampling	Sampling method clearly and accurately described, and is appropriate given the research question(s); desired sample characteristics (e.g., size, demographics) completely described; if applicable, researcher entry to site and work with gatekeepers described	Sampling method indicated, but described incorrectly or is inappropriate given research question(s); desired sample characteristics (e.g., size, demographics) explained incompletely; if applicable, researcher entry to site and work with gatekeepers described insufficiently	No sampling method indicated, number of participants not indicated; desired sample characteristics (e.g., size, demographics) not described; if applicable, researcher entry to site and work with gatekeepers not described
Procedure	Research/data collection procedures (e.g., experimental manipulations)	Research/data collection procedures (e.g., experimental manipulations)	Research/data collection procedures (e.g., experimental manipulations)

	clearly described; for an quantitative study; for a quantitative study, a reader could easily carry out the research based on this description; if applicable, any program or intervention described completely	described, but insufficiently; for a quantitative study, difficult for a reader to carry out the study based on this description; if applicable, any program or intervention described insufficiently	not described; if applicable, any program or intervention not described
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Note. APA=American Psychological Association.

SLO 2: Design and/or select appropriate assessment or evaluation tools for a given educational problem

	Acceptable	Developing	Unacceptable
Key variables/concepts	Identifies, and clearly and accurately defines, key study variables (if applicable, independent, dependent, intervening variables) or concepts	Incompletely identifies, or unclearly or inaccurately defines key study variables or concepts	Does not identify key study variables or concepts
Instrumentation/data collection methods	Data collection methods and procedures (e.g., observation, interviews, researcher-developed instruments, existing tests) fully and accurately described	Data collection methods and procedures (e.g., observation, interviews, researcher-developed instruments, existing tests) insufficiently described	Data collection methods and procedures (e.g., observation, interviews, researcher-developed instruments, existing tests) not or inaccurately described

Note. APA=American Psychological Association.

SLO 3: Distinguish between ethical and unethical behavior when conducting educational research or evaluations

	Acceptable	Developing	Unacceptable
Human subjects	Human subjects procedures,	Human subjects procedures	Human subjects procedures (e.g.,

procedures/ethics	risks, and benefits clearly and fully described; human subjects procedures are appropriate for the study	described, but procedures, risks, and benefits, are described incompletely; human subject procedures inappropriate for the study	consent form, safety precautions, protection of participants and data, debriefing), risks, and benefits not described
Diversity	Research does not take advantage of vulnerable populations, if applicable, or does not involve vulnerable populations; for qualitative research, gives sufficient attention to issues of power and positionality	Research recognizes vulnerability of populations, if applicable, but research practices do not offer sufficient protection; for qualitative research, gives token or insufficient attention to issues of power and positionality	Research takes advantage of vulnerable populations, if applicable; for qualitative research, does not give attention to issues of power and positionality

Note. APA=American Psychological Association.

SLO 7: Demonstrate effective communication skills by presenting and defending a research project

General	Acceptable	Developing	Unacceptable
Title	Title clearly conveys the study's specific research question(s), purpose, or topic; for quantitative research, study's independent, dependent (if applicable), or key variables are evident to the reader	Title incompletely or unclearly conveys the study's specific research question(s), purpose, or topic; for quantitative research, incompletely identifies study's independent, dependent (if applicable), or important study variables	Title does not convey study's specific research question(s), purpose, or topic; for quantitative research, study's independent, dependent (if applicable), or key variables not evident to the reader
Use of APA style	Consistent use of APA style for references, in-text citations, proposal structure (e.g., headings), APA-specific mechanics (e.g., capitalization, reporting of	Inconsistent use of APA style for references, in-text citations, proposal structure (e.g., headings), APA-specific mechanics (e.g., capitalization, reporting of	No to minimal use of APA style for references, in-text citations, proposal structure (e.g., headings), APA-specific mechanics (e.g., capitalization, reporting of

	numbers), and other specific aspects of APA style (e.g., running head, unbiased language, use of active voice, page numbers)	numbers), and other specific aspects of APA style (e.g., running head, unbiased language, use of active voice, page numbers)	numbers), and other specific aspects of APA style (e.g., running head, unbiased language, use of active voice, page numbers)
General writing mechanics (e.g., grammar, spelling, punctuation)	Minimal to no grammar/spelling errors	Some grammar/spelling errors	Numerous spelling/grammar errors
General writing style	Clear, engaging prose	Comprehensible prose, but not engaging	Prose difficult to comprehend
Abstract	Abstract summarizes essential elements of all three sections of the research proposal (introduction, literature review, method); abstract word count is less than 120 words but not significantly less	Abstract summarizes some of the essential elements of the three sections of the research proposal (introduction, literature review, method); Abstract word count is significantly less, or significantly more, than 120 words	Abstract does not summarize essential elements of all three sections of the research proposal (introduction, literature review, method); Abstract word count is significantly less, or significantly more, than 120 words