

STEP 3: Prepare a final scholarly report/research report. Rubric below for grading purposes.

| Self-Guided Student Research Project Rubric: Final Paper Rubric | | | | |
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| Category | Excellent | Good | Fair | Poor |
| Introduction | <p>Clearly identifies and discusses purpose of study</p> <p>Study focus is clearly grounded in previous research and cites theoretically relevant literature</p> | <p>Limited discussion of purpose of study</p> <p>Study focus is less well-grounded in previous research and cites theoretically relevant literature</p> | <p>Minimal discussion of purpose of study</p> <p>Study focus is not well-grounded in previous research and cites theoretically relevant literature</p> | <p>Little or no discussion of purpose of study</p> <p>Study focus is not grounded in previous research and cites theoretically relevant literature</p> |
| Literature Review/Background | <p>Clearly explains how this study adds to previous research</p> <p>Excellent discussion of references cited</p> <p>Clear ability to synthesize information</p> <p>Makes meaningful connections to proposed study/identified problem</p> | <p>Significance of the research is not as clearly identified; not as clear how this study adds to previous research</p> <p>Good discussion of references cited</p> <p>Adequate ability to synthesize information</p> <p>Makes relevant connections made between existing literature and proposed study/identified problem</p> | <p>Significance of the research is not clearly identified; only somewhat appears how this study adds to previous research</p> <p>Vague discussion of references cited</p> <p>Some synthesis of information</p> <p>Little to no connections to proposed study/identified problem</p> | <p>Significance of the research is not identified; not immediately obvious how study adds to previous research</p> <p>Little or no discussion of references cited</p> <p>Inadequate or failed attempt to synthesize information</p> <p>Makes no meaningful connections to proposed study/identified problem</p> |

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| <p>Research Questions/Hypothesis/Project Objectives</p> | <p>Hypotheses/ propositions are clearly articulated</p> | <p>Hypotheses/ propositions are described but not as well articulated</p> | <p>Hypotheses/ propositions are not well articulated</p> | <p>Hypotheses/ propositions are poorly articulated or are absent altogether</p> |
| <p>Research Methods</p> | <p>Methods used are appropriate for study/project objectives</p> <p>Provides accurate, thorough description of data collection methods, what/how many data sources were analyzed, analysis or measurement instrument used (if applicable)</p> <p>If appropriate, reflects on social situatedness/ reflexivity and how it may influence data collection and interpretation</p> | <p>Methods used are adequate for study/project objectives</p> <p>Provides an adequate description of how data was collected, what/how many data sources were analyzed, analysis or measurement instrument used (if applicable)</p> <p>Limited reflection on social situatedness/ reflexivity and how it may influence data collection and interpretation</p> | <p>Methods used are not adequate for study/project objectives</p> <p>Provides an unclear or confusing description of data collection, what/how many data sources were analyzed, analysis or measurement instrument (if applicable)</p> <p>Reflection on social situatedness/ reflexivity and how it may influence data collection and interpretation is limited and lacks insight</p> | <p>Methods are not explained</p> <p>Provides an inarticulate or confusing description of the data collection methods, what/how many data sources were analyzed, plan of analysis or measurement instrument (if applicable)</p> <p>Reflection on social situatedness/ reflexivity and how it may influence data collection and interpretation is absent or severely limited</p> |
| <p>Results</p> | <p>Results are clearly explained, well-organized, with excellent detail</p> <p>Tables, figures, and other images are used to</p> | <p>Results insufficiently explained, lacks detail, and there are some issues with organization</p> <p>Tables, figures, and other images are used to convey</p> | <p>Results are not clearly explained, there is an insufficient level of detail, and there are several organizational issues</p> | <p>Results are not clearly explained, level of detail is severely insufficient, and there are serious</p> |

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| | <p>convey data clearly and concisely</p> <p>Analyses are appropriate and are accurately interpreted</p> | <p>data but should be more concise or clear</p> <p>Analyses are appropriate but are not accurately interpreted</p> | <p>Tables, figures, and other images do not convey data concisely or clearly</p> <p>Analyses are inappropriate or are not accurately interpreted</p> | <p>organizational issues</p> <p>Tables, figures, and other images do not convey clear or concise information</p> <p>Analyses are inappropriate or are not accurately interpreted.</p> |
| Discussion | <p>Provides a thorough discussion of the interpretations/analysis of results; discussion is clearly informed by the study's results, and thoroughly addresses how they supported, refuted, and/or informed the research questions/hypotheses/or project objectives; makes connections to previous literature.</p> <p>Provides excellent discussion of how the study enhances current literature in this area</p> <p>Provides insightful suggestions for future</p> | <p>Provides an adequate interpretation/ analysis of results but may be somewhat lacking in thoughtfulness and insight; discussion is not clearly informed by the study's results; does not as thoroughly address how results supported, refuted, and/or informed the research questions/hypotheses/ project objectives; makes some connections to current literature</p> <p>Provides good discussion of how the study relates to and/or enhances the current literature in this area</p> | <p>Provides interpretations/ analysis of results that are lacking in thoughtfulness and insight; discussion is not clearly informed by the study's results, and does not adequately address how they supported, refuted, and/or informed the hypotheses/ propositions; makes few connections to current literature</p> <p>Provides limited discussion of how the study relates to and/or enhances the</p> | <p>Provides little to no interpretations/ analysis of results and is severely lacking in thoughtfulness and insight; discussion is not informed by the study's results, and does not address how they supported, refuted, and/or informed the research questions/ hypotheses/ project objectives</p> <p>Does not provide, or provides a severely limited, discussion of how the study relates to and/or enhances current</p> |

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| | <p>research or similar projects</p> <p>Any limitations are thoroughly explained</p> | <p>Suggestions for future research in this area are adequate.</p> <p>Several limitations are explained but a few are missing from discussion</p> | <p>current literature in this area</p> <p>Provides limited suggestions for future research</p> <p>A few limitations are explained but a many are missing from discussion</p> | <p>literature in this area</p> <p>Suggestions for future research are not provided or are severely limited</p> <p>Discussion of limitations is missing from discussion</p> |
| <p>Documentation and Quality of Sources Material</p> | <p>All sources are scholarly and support the study focus</p> <p>One citation style is accurately and without mistakes throughout text/references</p> <p>All sources can be mapped from the text to references section</p> | <p>Most sources are scholarly and support the study focus</p> <p>One citation style is used throughout text/references</p> <p>All sources can be mapped from the text to references section</p> | <p>Some sources are scholarly and support the study focus; may include non-scholarly sources that do not clearly related to the study focus</p> <p>Citation style is either indistinguishable, inconsistent, or incorrect</p> <p>Most sources can be mapped from the text to references section</p> | <p>Sources are mostly non-scholarly and do not clearly support the study focus</p> <p>Sources are not cited or are not cited using any recognizable citation style</p> <p>Sources cannot be mapped from the text to references section</p> |

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| Spelling, Grammar, and Formatting | No spelling & grammar mistakes Title page, headings, and subheadings are correctly formatted using one formatting style | Minimal spelling & grammar mistakes Title page, headings, and subheadings are mostly correctly formatted using one formatting style | Noticeable spelling and grammar mistakes Title page, headings, and subheadings are formatted inconsistently or incorrectly, or the formatting style is not identifiable. | Excessive spelling and/or grammar mistakes Title page, headings, and subheadings are not formatted using an identifiable formatting style |
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