

Quantitative Research Rubric (100 pts)

Total Words: 5250 - 8500 see below for approximate word counts for different sections

Name _____

Total Grade ___/300

Content Knowledge Grade: ___/95

Discovery & Inquiry Grade ___/45

Critical Thinking Grade ___/90

Numeracy Grade ___/40

Communication Grade ___/30

| The colloquium paper is worth 300 points. The paper should include the following sections: | Exemplary | Proficient | Marginal | Unacceptable |
|--|---|--|---|--|
| Abstract: <i>Discovery & Inquiry</i> (___/15) (<250 words) <ol style="list-style-type: none"> 1. Problem statement ___/√ 2. Purpose of study ___/√ 3. Methods ___/√ 4. Overall results ___/√ 5. Conclusion ___/√ | All relevant aspects from this section are included. They reflect excellent understanding of content through a solid, concise synthesis. (15-14) | All relevant aspects from this section are included. They reflect a competent understanding of content through a solid, concise synthesis (13-12) | One or more aspects from this section are missing. Marginal understanding of content is reflected.(11-10) | Does not adhere to the format required by an abstract. Few of the elements appear in any logical, recognizable manner (9-0) |
| Introduction: <i>Content Knowledge</i> (150-250 words) (___/15) <ol style="list-style-type: none"> 1. General phenomenon | Shows evidence of excellent understanding of the background content that frames the issue or problem addressed in the paper. Very clear substantiated points through relevant citations. (15-14) | Shows evidence of a competent understanding of the background content that frames the issue or problem addressed in the paper. Points are adequately substantiated through citations (13-12) | Demonstrates marginal understanding of the background content that frames the issue or problem addressed in the paper. Points are not substantiated by citations well or minimally so (11-10) | Reader gains no sense that the writer knows what he/she is talking about. The overview is brief and could have been written without any review of literature (9-0) |
| Introduction: <i>Discovery & Inquiry</i> (350-500 words) (___/30) <ol style="list-style-type: none"> 1. Problem statement ___/√ 2. Limitations of existing literature ___/√ 3. Statement of Purpose (include model if any) ___/√ | Exceptionally identifies the problem that needs to be addressed based on the general phenomenon, concisely identifies the limitations of previous research, and clearly defines the purpose of the study based on the problem and general phenomenon. (30-27) | Competently identifies the problem that needs to be addressed, adequately identifies the limitations of previous research, and clearly defines the purpose of the study. (26-24) | Does not adequately identify the problem, does not adequately identify the limitations of previous research, and does not clearly define the purpose of the study. (23-21) | One or more of the three aspects are missing, or all three aspects are superficially covered (20-0). |

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| <p>Review of Literature: Content Knowledge (___/80)</p> <ol style="list-style-type: none"> 1) Develop theoretical framework to support purpose of research through a synthesis of relevant literature ___/√ <ol style="list-style-type: none"> a) Identify relevant theories/frameworks ___ b) Define concepts/constructs/variables relevant to framework/theory ___ c) Discuss previous research supporting your thesis (ideas) ___ d) Operationalize concepts as needed ___ 2) Propose hypotheses or model (including figures if any) ___/√ | <p>A thoroughly comprehensive synthesis of prior research that effectively supports a central purpose or thesis that is well supported by relevant theory. Reader gains insights and discerns that you are well-read and have framed your study in a scholarly manner. (80-72)</p> | <p>Information provides firm support for thesis and displays evidence of basic analysis of a sufficiently limited topic. Reader gains some insights. Most of the material is present. (71-64)</p> | <p>Information supports thesis at times. Analysis is basic or general. Reader gains few insights. Some of the required material is present. (63-56)</p> | <p>Paper does not successfully identify thesis. Analysis is vague or not evident. Reader is confused or may be misinformed. None of the required material is present. (55-0).</p> |
| <p>Methodology: Critical Thinking (___/30)</p> <ol style="list-style-type: none"> 1. Sample & Procedure <ol style="list-style-type: none"> a. Sampling method ___/√ b. Procedure of how data was collected ___/√ <ol style="list-style-type: none"> i. Time and location ___/√ c. Description of sample ___/√ <ol style="list-style-type: none"> i. Size, demographics, ___/√ d. Instructions to sample ___/√ e. Human subjects sentence ___/√ 2. Instruments <ol style="list-style-type: none"> f. Description of questionnaire ___/√ <ol style="list-style-type: none"> i. Rationale for scale ___/√ ii. Modifications (if present) ___/√ g. Number of items (if nec) ___/√ h. Example of wording of items (if nec.) ___/√ i. Item format (if nec.) ___/√ j. Previous reliability values (if applicable) k. Previous validity values (if applicable) | <p>The ideas are arranged logically. They flow smoothly from one to another and are clearly linked. Reader can follow line of reasoning. All relevant aspects from Sample & Procedure, Instruments, and Data Analysis sections are included. (30-27)</p> | <p>The ideas are arranged logically. They are usually clearly linked to each other. For the most part, reader can follow line of reasoning. Most relevant aspects from Sample & Procedure, Instruments, and Data Analysis sections are included. (26-24)</p> | <p>The writing is not arranged logically. Frequently, ideas fail to make sense together. Many relevant aspects from Sample & Procedure, Instruments, and Data Analysis sections are missing. (23-21)</p> | <p>The writing lacks any semblance of logical organization. The reader cannot identify a line of reasoning and loses interest. Most relevant aspects from Sample & Procedure, Instruments, and Data Analysis sections are missing. (20-0)</p> |

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| <p>Results: Numeracy(___/40)</p> <ol style="list-style-type: none"> 1. Data Analysis <ol style="list-style-type: none"> a. Technique ___/√ b. Formulae (if necessary) ___/√ c. Rationale (if necessary) ___/√ 2. Reliability and Validity of Measures <ol style="list-style-type: none"> a. Measurement model (if applicable) 3. Measures of magnitude and dispersion (Means, percentages, numbers & standard deviations, etc.; if applicable) <ol style="list-style-type: none"> a. Group differences (if applicable) 4. Model testing and fit (if applicable) 5. Measures of Relationships (if applicable) <ol style="list-style-type: none"> a. Table description b. Predictability (R^2) c. Controlling variable d. Interaction effects | <p>The ideas are arranged logically. They flow smoothly from one to another and are clearly linked. Reader can follow line of reasoning. All relevant aspects of a Results section appropriate to the methods of the research are included. (40-36)</p> | <p>The ideas are arranged logically. They are usually clearly linked to each other. For the most part, reader can follow line of reasoning. Most relevant aspects of a Results section appropriate to the methods of the research are included. (35-32)</p> | <p>The writing is not arranged logically. Frequently, ideas fail to make sense together. Many relevant aspects of a Results section appropriate to the methods of the research are missing. (31-28)</p> | <p>The writing lacks any semblance of logical organization. The reader cannot identify a line of reasoning and loses interest. Most relevant aspects of a Results section appropriate to the methods of the research are missing. (27-0)</p> |
| <p>Discussion: Critical Thinking(___/60)</p> <ol style="list-style-type: none"> 1. Focus of the study ___/√ 2. Overview of the significant findings ___/√ 3. Model/theory comparison with the existing literature ___/√ 4. Implications for the study ___/√ 5. Limitations of the study ___/√ 6. Recommendations ___/√ 7. Summary paragraph ___/√ | <p>The ideas are arranged logically. They flow smoothly from one to another and are clearly linked. Reader can follow line of reasoning. All relevant aspects of the Discussion section are included (60-54)</p> | <p>The ideas are arranged logically. They are usually clearly linked to each other. For the most part, reader can follow line of reasoning. Most relevant aspects of the Discussion section are included (53-48)</p> | <p>The writing is not arranged logically. Frequently, ideas fail to make sense together. Many relevant aspects of the Discussion section are missing (47-42)</p> | <p>The writing lacks any semblance of logical organization. The reader cannot identify a line of reasoning and loses interest. Most relevant aspects of the Discussion section are missing (41-0)</p> |

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| Communication aspects below apply to entire paper | | | | |
| Organization (___/30) | Effectively organizes ideas. Develops ideas well and arranges them logically, flowing smoothly from one to another. Reader can follow line of reasoning. (30-27) | Adequately organizes ideas. Moderately develops ideas and arranges them logically. Does not always clearly link ideas to each other. For the most part, reader can follow line of reasoning. (26-24) | Intermittently organizes ideas clearly and only sometimes arranges them logically. Reader is sometimes confused and/or notices redundancies.(23-21) | The writing lacks any semblance of logical organization. The reader cannot identify a line of reasoning and loses interest. (20-0) |
| Sentence structure (___) | Sentences are well phrased and varied in length and structure. They flow smoothly from one to another. (-0) | Sentences are adequately phrased. The flow from sentence to sentence is generally smooth. (-1 to -4) | Some sentences are awkwardly constructed, and they represent an occasional distraction for the reader. (-5 to -8) | Errors in sentence structure are frequent enough to represent a major distraction to the reader. (-9 to -12) |
| Grammar, Spelling, Mechanics (i.e., Punctuation, Italics, Capitalization, etc.) (___) | The writing is free or almost free of errors. (-0 to -1) | There are occasional violations in the writing, but they don't represent a major distraction or obscure the meaning. (-2 to -4) | The writing has numerous errors and the reader is distracted by them. Meaning remains discernible. (-5 to -8) | Errors are so numerous that they obscure the meaning of the passage. The reader is confused and stops reading. (-9 to -12) |
| Citations & References APA (___) | APA format is used accurately and consistently. | APA format is used with minor violations. (-1 to -4) | Format of document reflects incomplete knowledge of APA format, which may include errors such as omission of citations in instances they are needed. (-5 to -8) | Format of document is not recognizable as APA. (-9 to -12) |
| Cover Page | Yes _____ No _____ (-1 to -4) | | | |
| Appendices (if necessary) | | | | |
| Times New Roman type face, font size 12 Margins all 1 inch | Yes _____ No _____ (-1 to -2) | | | |
| Pages numbered consecutively excluding cover page, abstract | Yes _____ No _____ (-1 to -6) | | | |
| Minimum 15 peer-reviewed references. | If fewer than 15 peer-reviewed references are cited within the text of the paper, the paper is returned ungraded. Paper is penalized a minimum of one grade per missing cited reference. | | | |