

Research Rubric (7-8-00)
Department of Educational Leadership and Policy Studies

Research: Comprehending the basic elements of research and inquiry; conducting scholarly inquiry.

Levels of Achievement				
Criteria	Exemplary	Proficient	Marginal	Unacceptable
Nature of Research	Eloquently articulates principles and views underlying qualitative and quantitative research, thus displaying a broad-based knowledge of the nature of research.	Articulate principles and views underlying qualitative and quantitative research, thus displaying basic knowledge of the nature of research.	Refers to principles and views underlying qualitative and quantitative research, but explanations are not clear, broad-based, or cohesive.	Articulates poorly the principles and views underlying qualitative and quantitative research, thus displaying a sketchy knowledge of the nature of research.
Published Research	Insightfully and completely critiques, summarizes, and interprets the findings from published research.	Critiques, summarizes, and interprets the main findings from published research.	Critiques, summarizes, and interprets the main findings from published research, but work is uneven and readers gain few insights.	Is unable to critique the findings of published research using knowledge of research methodology.

Criteria	Exemplary	Proficient	Marginal	Unacceptable
Research questions, methods, and rigor	<ul style="list-style-type: none"> • Develops original and groundbreaking research questions that derive from theory. • Employs sophisticated methods during research investigations. • Reveals understanding of research rigor by insightfully applying highest standards to all aspects of research pursuits. 	<ul style="list-style-type: none"> • Develops appropriate and clearly stated research questions related to theory. • Employs standard methods appropriately during research investigations. • Applies standards of rigor to research pursuits, thus revealing basic understanding 	<ul style="list-style-type: none"> • Develops adequate research questions with little theoretical underpinnings. • For the most part, employs standard methods during research investigations but use may not always be appropriate. • Is able to discuss standards of rigor superficially but has difficulty applying them. 	<ul style="list-style-type: none"> • Develops unresearchable research questions. • Employs inappropriate methods during research investigations. • Fails to apply standards of rigor to any aspects of research pursuits.
Ethical standards for conducting research	Advocates for ethical research practices and always conducts research ethically with awareness and concern.	Always conducts research ethically.	Conducts research ethically. Any violations are relatively minor and unintentional.	Violates research ethics without concern.

Criteria	Exemplary	Proficient	Marginal	Unacceptable
Contributions of research to education, knowledge, and practice	Eloquently and insightfully articulates the contributions of research to education, knowledge, and practice.	Explains the major contributions of research to education, knowledge, and practice.	Can discuss some contributions of research to education, knowledge, and practice, but explanations are not comprehensive.	Cannot articulate the contributions of research to education, knowledge, and practice.
Principles and skills of research data analysis	Employs the principles and skills of research data analysis in a sophisticated manner, revealing a thorough understanding.	Analyzes research data in a standard fashion, revealing basic understanding.	Needs substantial guidance to analyze research data in a standard fashion.	Employs principles and skills of research data analysis ineffectively, revealing little understanding.