

Rubric: Research Evaluation

Criteria	Level 1 (25%)	Level 2 (50%)	Level 3 (75%)	Level 4 (100%)
<i>Purpose, Questions, Central Phenomenon & Variables</i> (Weight 10%)	The purpose of the studies, research questions, central phenomenon, and major variables were not properly identified, analyzed nor communicated.	The purpose of the studies, research questions, central phenomenon, and major variables were vaguely analyzed and communicated.	The purpose of the studies, research questions, central phenomenon, and major variables were somewhat thorough in analysis and communication.	The purpose of the studies, research questions, central phenomenon, and major variables were thoroughly analyzed and communicated.
<i>Participants, Settings, and Sampling Strategies</i> (Weight 10%)	Participants, settings, and sampling strategies were not clearly identified; analyses and communication was lacking.	Participants, settings, and sampling strategies were identified, briefly analyzed, and vaguely communicated.	Participants, settings, and sampling strategies were identified, and somewhat analyzed and communicated.	Participants, settings, and sampling strategies were identified, thoroughly analyzed, and communicated.
<i>Methods</i> (Weight 10%)	The general research designs and methods were not properly identified, analyzed nor communicated.	The general research designs and methods were vaguely analyzed and communicated.	The general research designs and methods were somewhat thorough in analysis and communication.	The general research designs and methods were thoroughly analyzed and communicated.
<i>Data Collection Measures</i> (Weight 10%)	Measures of data collected through the studies was not sufficiently identified, lacking in content, and understanding.	Measures of data collected through the studies was vague and brief, incomplete in evaluation and communication.	Measures of data collected through the studies was not clearly identified, thoroughly evaluated and communicated.	Measures of data collected through the studies was clearly identified, thoroughly evaluated and communicated.
<i>Data Analysis Procedures</i> (Weight 10%)	No evidence was demonstrated that would suggest there was an understanding of the data analysis procedures in the articles evaluated.	The procedures of data analysis were somewhat vague, with little evidence to suggest an understanding of data analysis.	The procedures used to analyze the data collected were described. An understanding of data analysis was not thoroughly demonstrated.	The procedures used to analyze the data collected were described. Clear understanding of data analysis was demonstrated.
<i>Results</i> (Weight 10%)	The results of the research and reporting of results were not clearly communicated, and did not demonstrate mastery of the understanding of	The results of the research and reporting of results were vaguely and briefly communicated, and did not completely demonstrate mastery of the	The results of the research and reporting of results were communicated somewhat clearly, demonstrating a basic mastery of the understanding of	The results of the research and reporting of results were clearly and logically communicated, demonstrating a solid mastery of the understanding of

	the studies evaluated.	understanding of the studies evaluated.	the studies evaluated.	the studies evaluated.
Discussion (Weight 25%)	The discussion of the research articles was not clearly communicated, and did not demonstrate mastery of the understanding of the studies evaluated.	The discussion of the research articles was vaguely and briefly communicated, and did not completely demonstrate mastery of the understanding of the studies evaluated.	The discussion of the research articles was communicated somewhat clearly, demonstrating a basic mastery of the understanding of the studies evaluated.	The discussion of the research articles was clearly and logically communicated, demonstrating a solid mastery of the understanding of the studies evaluated.
Assignment Requirements/ Writing Quality (Weight 10%)	The content lacks a clear point of view and logical sequence of information. Missing requirements. Does not address guidelines. Shows no understanding of the expectations.	The content is vague in conveying a point of view and does not create a strong sense of purpose. Includes some of the requirements. Somewhat addresses the assignment guidelines. Shows little understanding of the expectations.	The content reflects a fairly logical progression of ideas throughout the evaluation Includes ALL assignment requirements. Addresses each of the assignment guidelines clearly to show evidence of understanding of the expectations.	The content is written clearly and concisely, with a very logical progression of ideas throughout the evaluation. Includes ALL assignment requirements. Addresses assignment guidelines clearly and thoroughly. Evidence of clear understanding of the expectations.
APA Formatting (Weight 5%)	Uses little to no correct APA formatting.	Reflects incomplete knowledge of APA formatting.	Documents most sources using APA formatting with minor violations.	Documents sources using APA formatting accurately and consistently.