

Final/Culminating Project Rubric: Advanced Programs

<b>Research Rubric</b>		<b>Goal 4.1 Candidates demonstrate an ability to systematically inquire about and reflect on their practice.</b>		
		<b>Goal 1.2 Candidates demonstrate an ability to be effective communicators using writing.</b>		
<b>Item Number</b>	<b>1 Does not meet Expectations</b>	<b>2 Meets Expectations</b>	<b>3 Exceeds Expectations</b>	<b>Score</b>
<b>III.1 Topic, Purpose or Research Questions</b>	Topic of inquiry not clearly identified—may be too broad/narrow to sustain rich/scholarly inquiry.	Topic of inquiry is clearly identified and adequate to sustain scholarly inquiry.	Topic of inquiry is clearly identified to sustain rich and scholarly inquiry.	
<b>III.2 Adequacy of Information</b>	Information sources are weak or poorly chosen.	Information sources are appropriate.	Information sources are well chosen and thorough.	
<b>III.3 Methods</b>	Shallow and seemingly random approach to inquiry with limited sources from the professional literature and if relevant, sparse or unrelated data.	Good general approach to inquiry making use of multiple resources from the professional literature and if relevant varied sources of data such as interviews, surveys, field notes, work samples.	Detailed and systematic approach to inquiry making use of an abundance of resources from the professional literature and if relevant multiple sources of data such as interviews, surveys, field notes, work samples.	
<b>III.4 Results</b>	Results/findings/conclusions are unsupported by data and/or literature or resources.	Results/findings/conclusions are sufficiently supported by data and/or literature or resources.	Results/findings/conclusions are well supported by data and/or literature or resources.	
<b>III.5 Significance</b>	Results of inquiry do little to deepen candidate's knowledge or strengthen candidate's practice.	Results of inquiry add to candidate's knowledge base and provide evidence of capacity to strengthen candidate's practice.	Results of inquiry reveal depth of knowledge of topic; findings have potential to strengthen practice of professionals in the community.	
<b>III.6 Writing: Organization</b>	Organizational structure is confusing.	Organizational structure is clear and functional.	A strong organizational structure leads the reader purposefully through the text.	
<b>III.7 Writing: Ideas</b>	The product lacks scholarship and professionalism appropriate for the Masters' level: vocabulary is inaccurate or inaccessible; writing reflects little awareness of audience	The product reflects scholarship and professionalism appropriate for the Masters' level: vocabulary is accurate and understandable; ideas are expressed accurately and in own	The product meets/exceeds Masters' level ability to communicate scholarly ideas and/or professional information; vocabulary well chosen; ideas expressed in engaging, confident and	

	(e.g., indifferent or distant, flat, jargonistic); weak use of APA which interferes with communication of ideas.	words; use of APA generally correct and supports communication and scholarship.	knowledgeable voice; highly effective use of APA (fluent, correct, supports communication).	
<b>III.8 Writing: Conventions</b>	Numerous conventional and APA errors make the text difficult to read.	Writing conventions, including APA, is generally correct with few errors.	Writing conventions, including APA, are correct and enhance understanding.	
<b>III.9 Disposition</b>	Inability to pursue inquiry independently for variety of reasons (e.g., attitudes, skills, knowledge); numerous revisions required.	Ability to pursue inquiry with some support: curious, initiative, sufficient independence; takes direction well; revisions are well handled.	Ability to pursue inquiry independently: highly curious, has initiative to learn and be independent; revisions lead to greater independence.	
<b>III.10 Dissemination—Presentation</b>	Presentation was limited, needed more substance, perhaps unrehearsed.	Presentation of work to advisor, TL faculty and/or fellow graduate students was substantive and polished.	Presentation reaches an audience beyond UND and was substantive, polished, engaging with good support materials.	