

## EDSI Proposal Rubric (Key assessment)

Introduction				
Major Criteria	Not Evident (1)	Emerging (2)	Proficient (3)	Exemplary (4)
<b><i>Background</i></b>	Information not provided; no basis for judgment.	Adequate background information is provided but does not build a context for the study.	Background information is provided but only minimally establishes a context for the study.	Background information is provided and organized in such a way as to establish a context for the study.
<b><i>Rationale (Statement of Problem)</i></b>	No rationale for the study is provided and/or statement of problem is not specified.	Rationale provided for study is weak or statement of problem is not specified.	Clear rationale provided.	Rationale is extremely well-defined, comprehensive, and persuasive.
<b><i>Research Purpose &amp; Plan for School Improvement</i></b>	Purpose is not identified or does not connect to a plan for school improvement.	Purpose is unclear or the connection between the study and a plan for school improvement is unclear.	Purpose is clearly described and connects to a plan for school improvement.	Purpose statement is exceptionally clear and supported by a strong connection to a plan for school improvement.
<b><i>Research Questions (Hypotheses, as appropriate)</i></b>	No identifiable statement research questions or hypothesis, or not related to a plan for school improvement.	Research questions are unclear or have only a weak connection to a plan for school improvement.	Questions parallel the purpose.	Specific research questions are clearly stated, parallel and support the purpose, and have potential to contribute to the discipline.

## Literature Review

Major Criteria	Not Evident (1)	Emerging (2)	Proficient (3)	Exemplary (4)
<b><i>Critical Review of Literature &amp; Relevance</i></b>	No convincing evidence of an understanding of the literature, with a very limited selection of relevant sources and no critical comment. No connection of literature to proposed plan for school improvement.	Evidence of a satisfactory knowledge and limited critical review of the relevant literature as it relates to a plan for school improvement, but with obvious gaps and omissions.	Evidence of a sound knowledge and critical review of the literature relevant to the study and plan for school improvement.	Evidence of a comprehensive knowledge and critical review of the literature relevant to the study and plan for school improvement.
<b><i>Conceptual / Theoretical Framework</i></b>	No development of an appropriate conceptual / theoretical framework for the research.	A conceptual / theoretical framework is not clearly stated, complete, or justified.	Developed a clear, appropriate, and justified conceptual / theoretical framework for the research.	Developed a coherent, and fully justified conceptual / theoretical framework to underpin the research undertaken.

## Research Questions (& Hypotheses)

Major Criteria	Not Evident (1)	Emerging (2)	Proficient (3)	Exemplary (4)
<b><i>Research Questions (Hypotheses, as appropriate)</i></b>	No basis for judgment.	Questions are weak or unclear and/or do not connect with the purpose and plan for school improvement.	Questions align to the purpose, literature review and plan for school improvement.	Research questions are the end product of the literature review and clearly relate to the purpose and plan for school improvement.
<b><i>Scope &amp; Feasibility</i></b>	Questions are missing or no info is provided regarding the feasibility of the project.	Questions not of sufficient scope, or are not feasible.	Generally, questions have proper scope, are realistic, and feasible.	Research questions are clear, concise, feasible, and of proper scope, to address the purpose.

## Methodology

Major Criteria	Not Evident (1)	Emerging (2)	Proficient (3)	Exemplary (4)
<b><i>Research Approach &amp; Design</i></b>	No selection and justification of research approach and design.	Research approach and design are in general appropriate.	Research approach and design are described appropriately.	Research approach and design are thoroughly and clearly described.
<b><i>Data Collection</i></b>	Inappropriate selection and implementation (or absence) of data collection methods.	Some evidence of data collection methods are provided.	Selection and implementation of data collection methods are appropriate and justified.	Selection and implementation of data collection methods are entirely appropriate and fully justified.
<b><i>Data Analysis</i></b>	Little or no evidence of appropriate data analysis techniques	Some evidence of using appropriate data analysis techniques.	Clear evidence of using appropriate data analysis techniques.	Clear and extensive evidence of a high level of appropriate data analysis techniques.
<b><i>Limitations</i></b>	No description of limitations and their impact on the research.	Some recognition of the limitations of the methods adopted and their impact on the research.	Clear recognition of the limitations of the methods adopted and their impact on the research.	Fully recognize the limitations of the methods adopted and their impact on the research.

## Presentation & Writing

Major Criteria	Not Evident (1)	Emerging (2)	Proficient (3)	Exemplary (4)
<b><i>Writing Structure</i></b>	Does not conform to the required specifications and has generally unacceptable layout in terms of structure and logical argument.	Conforms to major specifications and has an acceptable layout in terms of structure and logical argument.	Conforms to all the required specifications and has a good layout in terms of structure and logical argument.	Conforms to all the required specifications and has an excellent layout in terms of structure and logical argument.
<b><i>Writing Mechanics</i></b>	Generally poor use of English characterized by numerous errors, unclear, incorrect and/or illogical statements.	Reasonably clear and correct use of English characterized by generally clear expression, with relatively few imprecise and/or incorrect statements.	Clear and correct use of English characterized by a clear style of expression, with few imprecise and/or incorrect statements.	Clear and correct use of English characterized by a very lucid style of expression, with no imprecise and/or incorrect statements.
<b><i>APA Style</i></b>	Does not conform to the required APA style specifications and has generally unacceptable errors in the use of headings, in-text citations, and references.	Conforms to the major specifications of the APA style and has relatively few errors in the use of headings, in-text citations, and references.	Conforms to all the required specifications of the APA style and has few errors in the use of headings, in-text citations, and references.	Conforms to all the required specifications of the APA style and has no errors in the use of headings, in-text citations, and references.