

Learning Goal #3: Rubric for Assessing Student Proficiency in Research

Student Learning Goal: Students must become proficient in conducting research. Students need to demonstrate the ability to: formulate a significant research question, develop a feasible research design, conduct the necessary analysis, and effectively communicate their results.

Student: _____

Specialization: _____

Date of assessment: _____

Assessment based on (please check):

- _____ Second year paper/ Candidacy Exam
- _____ Dissertation Proposal Defense
- _____ Dissertation Defense
- _____ Conference Presentation
- _____ Journal article
- _____ Department Seminar
- _____ Drexel Research Day
- _____ Other (explain) _____
- _____

Standards and corresponding scores:

	Below the standard Score = (1-3)	Meets the standard Score = (4-7)	Exceeds the standard Score = (8-10)
Student demonstrates ability to formulate significant research questions Score: _____	No contribution to the literature.	Original idea that makes a minor contribution to the literature.	Original idea with potential for significant contribution to the literature.
Student develops a feasible research Design Score: _____	Student employs incorrect or outdated techniques.	Student employs standard techniques.	Novel/cutting edge method or approach to the problem.

	Below the standard Score = (1-3)	Meets the standard Score = (4-7)	Exceeds the standard Score = (8-10)
Student is able to conduct the necessary analysis Score: _____	Analysis and or data are inappropriate.	Analysis is sufficient and/or standard data is used.	Analysis is elegant and/or data are new or original.
Student is able to effectively communicate their research ideas Score: _____	Paper/presentation is not clear.	Paper/presentation is readable but not written particularly well and/or idea of the paper is not optimally positioned within the literature.	Paper/presentation is well written and idea is positioned well within the literature.

Comments:

Name of Evaluator: _____

Signature: _____