

Program Name: M.Ed in Special Education – Advanced Studies

RUBRIC AND ELEMENTS KEY FOR ASSESSMENT 5-MASTER’S THESIS/ACTION RESEARCH PROJECT

(in SPED 633, Research II)

	Target	Acceptable	Unacceptable
Element #1 Context – Research is relevant to the foundations of special education	In addressing the needs of students with exceptional learning needs, the research makes a connection to larger issues related to philosophies, goals, laws, and evidence-based principles and practices that guide special education	Research addresses a significant need of students with exceptional learning needs	Research does not address an issue in special education
Element #2 – Literature Review	Review comprehensively explores all references related to topic; major research studies cited	Review is extensive with most references related to topic, comprehensive and research-based	Review is sparse with references included that are not related to study or research-based
Element #3 – Rationale for Research	Rationale is fully articulated; research questions are posed; variables are well-defined, assessable and consistent with research question; research demonstrates full knowledge of theory and trends	Rationale is attempted; research questions are posed; variables are assessable but may be unaligned with research question; research reflects some knowledge of theory & trends	No rationale is attempted; research questions is not posed in answerable formats or variables in assessable terms; variables are not related to research questions; research reflects limited knowledge of theory
Element #4 – Relation of research to effective practices	Research assesses strategies or other practices that promote one or more of the following: acceptance, independence, motivation, self-direction, generalization or a safe learning environment	Research assesses strategies or other practices that promote the academic or social-emotional well-being of students with disabilities	Research does not assess a strategy or other practice related to special education

Scoring: Enter 3 for Target

Enter 2 for Acceptable

Enter 1 for Unacceptable

Element #5 – assessment of P-12 learning	Research documents the change in academic skills or social emotional growth through a statistical analysis of a pre-post assessment results or a comparison of experimental and control groups	Research includes a method to assess the strategy or other educational practice	Research does not include a method to assess the strategy or other educational practice
Element #6-Ethical practices	Methods section clearly describes how the investigator will incorporate elements of ethical practice (e.g. informed consent, confidentiality, blind assessment of results)	Methods comply with accepted practices in research	Methods violate ethical standards of research
Element #7-Data Analysis	Data is collected and analyzed according to accepted methods of statistical analysis; implications and limitations are discussed in the context of informing educational practice and in generalizability to populations varying in ability, gender, language and culture	Data is collected and analyzed according to accepted methods of statistical analysis; implications and discussion are included	Data is not collected or analyzed in ways that support the acceptance or rejection of the research hypothesis; implications and discussion do not reflect thoughtful analysis of the results

ELEMENTS KEY

Element 1- Research context

Element 2- Literature review

Element 3- Rationale for research

Element 4-Effective practices

Element 5-Assessment of P-12 learning

Element 6-Ethical practices

Element 7-Data analysis

Scoring: Enter 3 for Target

Enter 2 for Acceptable

Enter 1 for Unacceptable