

Capital University

THE DIVERSITY AND INCLUSION RESEARCH AWARD

*Selection Criteria: Empirical Research*¹

Student Name:

Student Project Title:

Reviewer Name:

Date:

After completing the rubric on the other side, the evaluator should provide narrative comments below that will assist in resolving tie scores.

¹ Adapted and significantly changed from rubric available at <http://www.web.virginia.edu/iaas/assessment/assessrubrics.htm>
Empirical Research Rubric – Revised 2018-11-14

Please, check the appropriate statement for each row.

| | Novice 0 points | Apprentice 1 point | Expected 2 points | Expert (working at or beyond graduate level) 3 points | Score |
|----------------|--|---|--|---|-------|
| Background | <input type="checkbox"/> Purpose not stated | <input type="checkbox"/> Purpose unclear | <input type="checkbox"/> Purpose stated clearly | <input type="checkbox"/> Sophisticated purpose | _____ |
| | <input type="checkbox"/> Context absent, no literature cited | <input type="checkbox"/> Literature cited, not connected to study | <input type="checkbox"/> Literature cited, connected to study | <input type="checkbox"/> Sophisticated literature review | _____ |
| | <input type="checkbox"/> No hypothesis stated | <input type="checkbox"/> Hypothesis unclear | <input type="checkbox"/> Hypothesis stated clearly | <input type="checkbox"/> Includes rationale for hypothesis | _____ |
| | Comments: | | | | |
| Method/Results | <input type="checkbox"/> Materials not stated | <input type="checkbox"/> Materials mentioned, little detail | <input type="checkbox"/> Materials mentioned, adequate detail | <input type="checkbox"/> Provides rationale for materials | _____ |
| | <input type="checkbox"/> Procedure not stated | <input type="checkbox"/> Procedure lacking or unclear | <input type="checkbox"/> Procedure replicable | <input type="checkbox"/> provides rational for procedure | _____ |
| | <input type="checkbox"/> Analysis not linked to purpose | <input type="checkbox"/> Analysis somewhat linked to purpose | <input type="checkbox"/> Analysis mostly linked to purpose | <input type="checkbox"/> Analysis linked to purpose | _____ |
| | Comments: | | | | |
| Discussion | <input type="checkbox"/> Conclusions not provided | <input type="checkbox"/> Conclusions superficial or lack support | <input type="checkbox"/> Conclusions connected to results | <input type="checkbox"/> Connects conclusions to literature | _____ |
| | <input type="checkbox"/> Limitations not recognized | <input type="checkbox"/> Limitations superficial | <input type="checkbox"/> Limitations show some depth | <input type="checkbox"/> Mature analysis of limitations | _____ |
| | Comments: | | | | |
| D & I | <input type="checkbox"/> Diversity tangential to project | <input type="checkbox"/> Diversity connected to project | <input type="checkbox"/> Diversity integrated into project | <input type="checkbox"/> Diversity central to project | _____ |
| | <input type="checkbox"/> Provides no analysis of diversity | <input type="checkbox"/> Provides superficial analysis of diversity | <input type="checkbox"/> Provides analysis of diversity | <input type="checkbox"/> Provides deep analysis of diversity | _____ |
| | <input type="checkbox"/> Inclusion tangential to project | <input type="checkbox"/> Inclusion connected to project | <input type="checkbox"/> Inclusion integrated into project | <input type="checkbox"/> Gives strategies for effective inclusion | _____ |
| | <input type="checkbox"/> Provides no analysis of inclusion | <input type="checkbox"/> Provides superficial analysis of inclusion | <input type="checkbox"/> Provides analysis of inclusion | <input type="checkbox"/> Provides deep analysis of inclusion | _____ |
| | Comments: | | | | |
| Acumen | <input type="checkbox"/> Unable to answer questions | <input type="checkbox"/> Answers questions, not always correct | <input type="checkbox"/> Answers questions correctly | <input type="checkbox"/> Sophisticated answers to questions | _____ |
| | <input type="checkbox"/> No creativity of thought evident | <input type="checkbox"/> Limited creativity in designing study | <input type="checkbox"/> Shows creativity in designing study | <input type="checkbox"/> Complex creativity in study design | _____ |
| | Comments: | | | | |
| Message | <input type="checkbox"/> No clear structure | <input type="checkbox"/> Clear structure | <input type="checkbox"/> Clear structure, effective transitions | <input type="checkbox"/> Clear structure, interesting story | _____ |
| | <input type="checkbox"/> No regard for audience evident | <input type="checkbox"/> Overuses jargon; limited explanations | <input type="checkbox"/> Clear explanations of advanced concepts | <input type="checkbox"/> Adapts explanations to audience | _____ |
| | Comments: | | | | |
| Communication | <input type="checkbox"/> Poor eye contact, distracting gestures | <input type="checkbox"/> Good eye contact, few distracting gestures | <input type="checkbox"/> Good eye contact, no distracting gestures | <input type="checkbox"/> Professional mannerisms | _____ |
| | <input type="checkbox"/> Monotonous or overuse of verbal fillers | <input type="checkbox"/> Attempts to vary voice, few verbal fillers | <input type="checkbox"/> Demonstrates enthusiasm | <input type="checkbox"/> Fosters enthusiasm in audience | _____ |
| | <input type="checkbox"/> Over relied on AV aids | <input type="checkbox"/> Use of visual aids not always effective | <input type="checkbox"/> Uses visual aids effectively | <input type="checkbox"/> Professional use of visual aids | _____ |
| | Comments: | | | | |