2017 Graduate Capstone – Field Research Rubric (Survey, Interview, Focus Group)

NOTE: When using this rubric, the in-between categories (i.e. “E/D”) are meant for work that fall between the other categories either as a matter of degree or as a matter of satisfying only some of the required criteria within that domain.

NOTE: Please consider weighting the various domains based on relative importance. For example, “Introduction” might be weighted as only 5% of the total score as opposed to “Questions,” which might merit 20%.

<table>
<thead>
<tr>
<th>SCORING DOMAIN</th>
<th>NO SCORE E</th>
<th>EMERGING</th>
<th>E/D</th>
<th>DEVELOPING</th>
<th>D/P</th>
<th>PROFICIENT</th>
<th>P/A</th>
<th>ADVANCED</th>
</tr>
</thead>
</table>
| **INTRODUCTION** | ELEMENT NOT YET PRESENT | ● Introduction vaguely states the intended respondents.  
● Purpose of research is vaguely stated. | Introduction somewhat clearly states the intended respondents.  
● Purpose of research is somewhat clearly stated. | Introduction clearly states the intended respondents.  
● Purpose of research is clearly stated. | Introduction clearly and precisely states the intended respondents.  
● Purpose of research is clearly and precisely stated. |
| **BIAS** | ELEMENT NOT YET PRESENT | ● A few questions and choices are written to allow respondents to answer honestly and without leading them to certain answers.  
● Introduction and some questions and choices are written to allow respondents to answer honestly and without leading them to certain answers. | Introduction and most questions and choices are written to allow respondents to answer honestly and without leading them to certain answers. | Introduction and all questions and choices are written to allow respondents to answer honestly and without leading them to certain answers. | ● Introduction and all questions and choices are written to allow respondents to answer honestly and without leading them to certain answers. |
| **QUESTIONS** | ELEMENT NOT YET PRESENT | ● A few close-ended questions provide clear and logical choices, options, or scaled responses.  
● A few open-ended questions allow respondents to answer freely and in depth on the intended topic. | Some close-ended questions provide clear and logical choices, options, or scaled responses.  
● Some open-ended questions allow respondents to answer freely and in depth on the intended topic. | Most close-ended questions provide clear and logical choices, options, or scaled responses.  
● Most open-ended questions allow respondents to answer freely and in depth on the intended topic. | ● All close-ended questions provide clear and logical choices, options, or scaled responses.  
● All open-ended questions allow respondents to answer freely and in depth on the intended topic. |
required to do both)

- **A few** questions are asked in a logical sequence.
- **Some** questions are asked in a logical sequence.
- **Most** questions are asked in a logical sequence.
- **All** questions are asked in a logical sequence.

<table>
<thead>
<tr>
<th>SCORING DOMAIN</th>
<th>NO SCORE</th>
<th>EMERGING</th>
<th>E/D</th>
<th>DEVELOPING</th>
<th>D/ P</th>
<th>PROFICIENT</th>
<th>P/ A</th>
<th>ADVANCED</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RELEVANCE</strong></td>
<td>ELEMENT NOT YET PRESENT</td>
<td>● A few questions relate clearly to the research thesis.</td>
<td></td>
<td>● Some questions relate to the research thesis.</td>
<td></td>
<td>● Most questions relate clearly and some are of key importance to the research thesis.</td>
<td></td>
<td>● All questions relate clearly and most are of key importance to the research thesis.</td>
</tr>
<tr>
<td><strong>LANGUAGE AND CONVENTIONS</strong></td>
<td>ELEMENT NOT YET PRESENT</td>
<td>● The writer expresses a few of the questions in a clear and accessible manner for the intended audience. ● There are a few instances of correct grammar, usage, and mechanics.</td>
<td></td>
<td>● The writer expresses some of the questions in a clear and accessible manner for the intended audience. ● There are some instances of correct grammar, usage, and mechanics.</td>
<td></td>
<td>● The writer expresses most of the questions in a clear and accessible manner for the intended audience. ● There are many instances of correct grammar, usage, and mechanics.</td>
<td></td>
<td>● The writer expresses all of the questions in a clear and accessible manner for the intended audience. ● Nearly the entire document has correct grammar, usage, and mechanics.</td>
</tr>
</tbody>
</table>

To be assessed after implementation of field research (though students should consider these domains prior to doing their field research)

<table>
<thead>
<tr>
<th>SCORING DOMAIN</th>
<th>NO SCORE</th>
<th>EMERGING</th>
<th>E/D</th>
<th>DEVELOPING</th>
<th>D/ P</th>
<th>PROFICIENT</th>
<th>P/ A</th>
<th>ADVANCED</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RESPONDENTS</strong></td>
<td>ELEMENT NOT YET PRESENT</td>
<td>Respondents have a low likelihood of sharing responses that are relevant to the research purpose.</td>
<td></td>
<td>Respondents have some likelihood of sharing responses that are relevant to the research purpose.</td>
<td></td>
<td>Respondents have a high likelihood of sharing responses that are relevant to the research purpose.</td>
<td></td>
<td>Respondents are almost certain to give responses that are relevant to the research purpose.</td>
</tr>
<tr>
<td>MULTIPLE CONSTITUENTS (SURVEY ONLY)</td>
<td>ELEMENT NOT YET PRESENT</td>
<td>Survey makes some attempt to seek responses from multiple constituents in order to assess variation across different demographics.</td>
<td>Survey seeks responses from multiple constituents in order to assess variation across different demographics that are <em>somewhat</em> relevant to the research topic.</td>
<td>Survey seeks responses from multiple constituents in order to assess variation across different demographics that are <em>mostly</em> relevant to the research topic.</td>
<td>Survey seeks responses from multiple constituents in order to assess variation across different demographics that are <em>clearly</em> relevant to the research topic.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Example Script:

[Survey Administrator name] would like to invite you to participate in a survey about [briefly describe the purpose of your research]. You are invited to participate because [describe the rationale for the audience that was chosen for the survey].

Please read this consent agreement carefully before agreeing to participate.

**What you will do in this study:**
Your participation consists of taking a brief [choose: online or in-person] survey.

**Risks:**
No risks are anticipated.

**Benefits:**
No benefits are anticipated.

**Confidentiality:**
The information we collect from you will be confidential. Your name will not be connected to your research data in any way.

The research findings may be published, presented publicly, or used in future research. Such publications or presentations may quote you directly, but you will not be identified.

**Participation and withdrawal:**
Your participation is completely voluntary and you may withdraw from the study at any time without penalty. No questions will be asked.