

Assessment Rubric: General Inventory of Student Research Skills

Objectives	4—Exemplary	3—Good	2—Emerging	1—Entry
1. Identifies research topics of theoretical and/or practical significance.	Accurately identifies most applicable theories in the field for designing research studies, in order to solve the most urgent problems in practice. Able to propose studies that will significantly improve/modify theory, which will then lead to great improvements in the human condition.	Demonstrates broad knowledge about important theories in the field, and is able to identify critical issues in practice. Able to link theory and practice and show how research could help gain new knowledge, prove theories, and improve practice.	Able to understand and explain some theories and identify some practical issues, but cannot always identify critical issues nor make logical connections between theory and practice.	Demonstrates no knowledge of the theories in the field, nor the important issues in practice.
2. Reviews and synthesizes research literature related to a given topic.	Uses the prominent trends in the research literature to identify gaps in the field's knowledge, to specify prominent areas of conflict, and to pose research questions that respond to those gaps and conflicts.	After making a thorough compilation of individual studies related to a topic, is able to evaluate them critically for possible flaws, and is able to use their combined findings to formulate a judgment regarding what is known about the topic of interest.	Given a research topic, is able to use relevant tools to access the extant literature, is able to read with comprehension research articles, and is able to report either in sign or in writing the key elements of individual studies, such as purpose, sample, data collection procedures, data analysis, results, and conclusions.	Unable to explain either the goals of a literature synthesis or the sub-tasks involved in achieving those goals.

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3. Understands the rationale for research design.	Explains all of a study’s crucial design features, indicating how they collectively contribute to an effective response to the research question of the study, and/or suggests improvements in the design.	Explains some but not all of a study’s design features, indicating how they contribute to an effective response to the study’s research question.	Defines the concept of the design as the collective features of the study, such as sample characteristics, stimuli, and data collection procedures that enable the study to answer its research question.	Demonstrates virtually no knowledge of the purpose or elements of a study’s design.
4. Conducts data collection.	Responds appropriately to unusual circumstances such as those stemming from participant deviations from instructions or equipment malfunction in order to successfully complete data collection.	Accurately and completely carries out the steps in the project’s data collection protocol with an actual research participant in order to collect data. Directs participant behavior in an assertive and courteous manner.	Accurately and completely carries out the steps specified in the project’s data collection protocol in a dry run.	Demonstrates no knowledge of the project’s data collection procedures.
5. Maintains subject confidentiality.	Suggests new and improved procedures for safeguarding subject confidentiality.	Routinely follows established procedures for maintaining confidentiality.	Espouses the need for maintaining subject confidentiality, but occasionally exhibits a lapse by either disclosing identifying information or not adequately securing materials that could reveal a subject’s identity.	Exhibits no knowledge regarding the need for confidentiality and/or discloses identifying information, and/or test results of research subjects to persons not on the research team.

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6. Appreciates issues related to deaf subjects.	Able to identify most subtle issues that deaf subjects may encounter in research procedures, such as styles of cognition and learning, above and beyond cultural and language issues.	Accurately identifies special issues related to deaf subjects, include cultural and sign language issues.	Aware of basic issues related to deaf subjects such as special communication needs.	Demonstrates no knowledge of the special issues related to deaf subjects.
7. Manages data being collected.	Suggests improvements in data management procedures resulting in greater accuracy, security, and efficiency.	Accurately names data files, stores them in appropriate locations, and independently completes preliminary processing in preparation for statistical analyses.	Able to explain the project's system for naming files, storing them, and completing preliminary processing of them.	Demonstrates no knowledge of the project's system for cataloging, storing, and processing collected data.
8. Analyzes data.	Able to suggest sophisticated statistical and creative analytical methodologies that are most appropriate for answering the research questions, and that generate the most accurate results.	Accurately identifies appropriate methods to analyze data, for both quantitative and qualitative studies, and generates accurate results.	Able to use some analytical tools to summarize research results but not always be able to choose the most appropriate methods.	Demonstrates no knowledge of data analyses.
9. Draws conclusions from data analyses.	Able to summarize study results, and answer research questions, as well as suggest implications for theory and practice.	Draws accurate conclusions from study results that are related closely with research questions.	Able to draw logical conclusions from study results, but may not always be able to focus on the study topic.	Demonstrates little or no knowledge of making logical conclusions from study results.

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10. Realizes limitations of own study.	In addition to realizing most important limitations of the study, suggests further approaches to improve research design.	Accurately identifies most important limitations of the study.	Realizes limitations of own study but not always be able to identify the critical ones.	Not aware of study limitations.
11. Shows good teamwork.	Demonstrates leadership skills, and is able to create team rapport that leads to productive research process.	Able and willing to work in a research team, shows good skills in collaboration and delegation.	Willing to work collaboratively with others, but shows lack of skills at times.	Demonstrates no skills or willingness to work in a team.
12. Uses computer competently.	Demonstrates most sophisticated computer skills that can handle both hardware and software issues in research process. Able to use special software for data analyses such as SPSS or SAS.	Able to use computer skillfully to accomplish most research tasks, such as literature search, word process, spreadsheet, making graphs and charts.	Demonstrates some skills of using computer in research process, such as internet search and word processing.	Demonstrates little or no skills of using computer for research.