

WEAVE Proposal Rubric

* Required

1. Email address *

2. Form access code: *

Candidate and Committee Information

3. Doctoral Candidate *

4. Committee Chair *

Mark only one oval.

- Dr. Nan Adams
- Dr. Kathy Campbell
- Dr. Dana Griggs
- Dr. Evan Mense
- Dr. Luke Stedrak

5. Additional Committee Members *

Check all that apply.

- Dr. Nan Adams
- Dr. Kathy Campbell
- Dr. Mindy Crain-Dorough
- Dr. Thomas DeVaney
- Dr. Adam Elder
- Dr. John Hatcher
- Dr. Evan Mense
- Dr. Wade Smith
- Dr. Luke Stedrak
- Dr. Ashley Wicker

Other: _____

6. Semester:

Mark only one oval.

- Spring
- Summer
- Fall

7. Year:

Mark only one oval.

- 2021
- 2020

Goal 2 SLO 4: Competent Problem Solvers

8. 1. Identifies and describes the research design and methods that will be used in the study. *

Mark only one oval.

- Accomplished: The student clearly and accurately identifies and describes an innovative research design and the methods for the study.
- Proficient: The student clearly and accurately identifies and describes the research design for the study, e.g. quantitative, qualitative, mixed methods, etc.
- Emerging: The student identifies the research design for the study, e.g. quantitative, qualitative, mixed methods, etc., but the description is overly broad or too vague.
- Unacceptable: The student omits the identification or description of the research design.

9. 2. Provides a rationale for the selection of the research design and methods that will be used in the study. *

Mark only one oval.

- Accomplished: The student provides more than one defensible rationale for why the selected design and methods are appropriate to the study. The rationales are linked to both research methodology literature and to previous studies included in the literature in Chapter II.
- Proficient: The student provides a defensible rationale for why the selected design and methods are appropriate to the study.
- Emerging: The student provides a rationale for the selected design and methods that is overly broad or too vague.
- Unacceptable: The student omits the rationale for why the selected design or methods are appropriate to the study.

Goal 6 SLO 12: Theory and Practice

10. 1. Defines and explains the conceptual or theoretical framework.

Mark only one oval.

Accomplished: The student defines a conceptual or theoretical framework that is uniquely adapted for the study and thoroughly and accurately explains its relevance to the proposed research.

Proficient: The student defines a conceptual or theoretical framework for the study and thoroughly and accurately explains its relevance to the proposed research.

Emerging: The student vaguely or incompletely defines a conceptual or theoretical framework for the study, or only vaguely or incompletely explains its relevance to the proposed research.

Unacceptable: The student omits a well defined conceptual or theoretical framework for the study, or omits an explanation its relevance to the proposed research.

11. 2. Substantiates the development or selection of a conceptual or theoretical framework.

Mark only one oval.

Accomplished: The student accurately explains the origins or evolution of a conceptual or theoretical framework that is uniquely adapted for the study and thoroughly substantiates it with literature from Chapter II.

Proficient: The student accurately explains the origins or evolution of the conceptual or theoretical framework and thoroughly substantiates it with literature from Chapter II.

Emerging: The student vaguely or incompletely explains the origins or evolution of the conceptual or theoretical framework or inadequately substantiates it with literature from Chapter II.

Unacceptable: The student omits an explanation of the origins or evolution of the conceptual or theoretical framework or omits substantiating it with literature from Chapter II.

12. 3. Provides a visual representation of the conceptual or theoretical framework.

Mark only one oval.

- Accomplished: The student includes an accurate and properly labeled and formatted representation of the conceptual/theoretical framework that is exceptionally detailed and clearly illustrative of the narrative description.
- Proficient: The student includes an accurate and properly labeled and formatted representation of the conceptual or theoretical framework that is clearly illustrative of the narrative description.
- Emerging: The student includes a visual representation of the conceptual/theoretical framework that is not clearly illustrative of the narrative description or that lacks proper labels, notes, or formatting.
- Unacceptable: The student omits a visual representation of the conceptual/theoretical framework.

13. 4. Explains how the research questions are linked to the conceptual or theoretical framework.

Mark only one oval.

- Accomplished: The student has well conceived and well articulated research questions. The student precisely and thoroughly explains how they are linked to the literature review and conceptual or theoretical framework.
- Proficient: The student has well conceived research questions and explains how they are linked to the conceptual or theoretical framework.
- Emerging: The student has some well conceived research questions, but only partially explains how they are linked to the conceptual or theoretical framework.
- Unacceptable: The student omits the explanation of how the research questions are linked to the conceptual or theoretical framework.

14. 5. Discusses how the methods of inquiry are derived from the conceptual or theoretical framework.

Mark only one oval.

- Accomplished: The student clearly discusses how the methods of inquiry are derived from the conceptual or theoretical framework by making clear reference to the appropriate literature that is discussed in Chapter II.
- Proficient: The student clearly discusses how the methods of inquiry are derived from the conceptual or theoretical framework.
- Emerging: The student only vaguely or partially discusses how the methods of inquiry are derived from the conceptual or theoretical framework.
- Unacceptable: The student omits a discussion of how the methods of inquiry are derived from the conceptual or theoretical framework.

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