

# Master of Arts in Education



## Thesis & Capstone Project Preparation Guide 2023–2024

## TABLE OF CONTENTS

General Information .....	3
Roles and Responsibilities.....	4
Candidate .....	4
Committee Chair .....	5
Committee Members.....	7
Director of Graduate Program .....	7
Thesis Project Timeline .....	8
Thesis Submission Flowchart .....	9
Thesis Components.....	10
Preliminary Pages.....	10
Chapter 1: Introduction .....	10
Chapter 2: Literature Review .....	11
Chapter 3: Methodology.....	11
Chapter 4: Findings .....	13
Chapter 5: Discussion.....	13
References .....	14
Appendices.....	14
Thesis Style and Formatting.....	15
Thesis Printing and Binding.....	16
Thesis Sample Pages .....	17
Thesis Rubrics.....	27
EDUC 590 Rubric: Draft of Thesis Chapters 1–2 .....	27
EDUC 595 Rubric: Draft of Thesis Chapters 1–3 .....	30
EDUC 600 Rubric: Completed Thesis Draft AND Oral Defense .....	34

## GENERAL INFORMATION

---

This handbook has been prepared by the Graduate Program Committee at Wittenberg University as an aid to candidates writing theses or completing a capstone project. The handbook should be used in conjunction with the current edition of the *APA Publication Manual* for references, table and figure format, and other stylistic considerations. It is the candidate's responsibility to be familiar with the requirements for thesis and capstone submission and defense, and all other requirements for graduation.

This guide provides information for the preparation of theses and capstone projects for the Master of Arts degree at Wittenberg University. The guide includes candidate and committee responsibilities, as well as timelines. It specifies the requirements for the completion of the proposal and the final document or project.

The completion of the thesis or capstone project fulfills one central purpose of graduate study at Wittenberg. The program's theme affirms an ongoing commitment to social change and improving the conditions of teaching and learning. In Wittenberg's Master of Arts program in Education, candidates examine their own purposes and mission. They develop research questions that will help them better serve their students, schools, and community. The research provides evidence of scholarship, and the scholarship provides evidence of the commitment to community leadership.

The research model that guides work toward the Master of Arts in Education degree at Wittenberg is described generally as "action research" or "teacher research." The model seeks to honor the contextual and ever-changing character of an educator's work. It understands that educators must ground their everyday work in the best knowledge about human development, curriculum, and pedagogy. It also understands that educators must be involved in research every day of their practice and that such research unavoidably is tied to sustaining and building relationships with students and other educational stakeholders. At stake is the mutual project of academic and social improvement. In addition, it is expected that the candidate will observe Wittenberg University's Code of Academic Integrity (<https://www.wittenberg.edu/sites/default/files/media/honorcouncil/CodeOfAcademicIntegrity-Rev2022.pdf>) as a guide for upholding personal academic integrity throughout the research and thesis or capstone project processes. A copy of the Honor Statement must be signed and returned with the Thesis Sign-Off Form.

As a final requirement of the thesis or capstone project, candidates must successfully defend their work in an oral defense to the committee or a group of experts in the field.

The faculty of Wittenberg applauds the accomplishments of the Master's candidates and encourages their continued scholarship. Such study conveys the commitment to service and to becoming educational leaders.

## ROLES AND RESPONSIBILITIES

---

### CANDIDATE

- Select a thesis or capstone project Committee Chair and establish a Thesis/Capstone Committee by the start of EDUC 590.
- Complete the Approved Thesis/Capstone Committee form with the names of the committee members.
  - For the thesis, three or four members; two must be from the education department and one must be an outside member (this can be a colleague who has a Master's degree. A resume must be submitted for approval). Submit to Director of Graduate Program for approval.
  - For the capstone project, two or three members; one must be from the education department, and one must be an outside member (this can be a colleague who has a Master's degree. A resume must be submitted for approval). Submit to Director of Graduate Program for approval.
- Meet with committee to discuss proposal. The proposal should include the topic, research question, at least three pieces literature to support research question, potential topics for literature review, and ideas for data collection.
- Submit a signed Thesis/Capstone Proposal Approval form (located on the Student Resources page of Wittenberg's Master of Arts in Education website) to Director of Graduate Program.
- Complete all required University Institutional Review Board (IRB) requirements and submit to Committee Chair. Committee Chair will submit to IRB.
  - Go to the Academic Affairs and Institutional Research page on Wittenberg's website: <https://www.wittenberg.edu/administration/provost/academic-affairs-and-institutional-research>
  - Click on "Research Ethics and Compliance" and follow the guidelines to complete the IRB Petition and supporting documents (e.g., parent permission slip, interview protocol). NOTE: Written permission from the school in which the research is being done must be included with the IRB Petition.
  - Take and pass with 80% the CITI Training found under "Responsible Conduct of Research."
- Communicate to Committee Chair and the committee members the type of guidance that would best facilitate the completion of the thesis or capstone project; schedule regular meetings for continual review of thesis or capstone project progress.
- Take initiative in communicating any problems or difficulties that may arise during the thesis or capstone project process (research, implementation, writing), thereby contributing to a constructive, effective, and collaborative working relationship.
- Progress through thesis or capstone project process in accordance with the schedule created with Committee Chair; this includes providing sufficient time for Chair and committee members to work with candidate at each stage of the process.
- Submit thesis or capstone project draft to Committee Chair and committee by midterm of intended graduation semester, and upload draft to Watermark Student Learning and Licensure (SL & L).
- Upon approval from Committee Chair, schedule oral defense no later than the 12<sup>th</sup> week of the intended graduation semester (or mid-July for summer) and provide thesis draft or capstone project overview to each committee member.

### THESIS SPECIFIC GUIDELINES

- Prior to defense, prepare at least two copies of the Master of Arts in Education Committee Approval of Thesis form (located on the Student Resources page of Wittenberg's Master of Arts in Education

website) on appropriate paper (see Thesis Printing and Binding section of this document). Prepare by typing in candidate and faculty full legal names and avoid use of degrees and titles except as pre-printed on the form. Bring copies to the defense for signatures—in black ink.

- Prepare and present summary of thesis to committee members at defense.
- Make changes to draft as suggested by committee members; work is supervised by Committee Chair.
- After successful thesis defense and completion of required revisions after defense, complete the following by end of semester in which candidate plans to graduate:
  - Print and sign the Electronic Thesis and Dissertation (ETD) Center Release form (located on the Student Resources page of Wittenberg’s Master of Arts in Education website).
  - Print and sign at least two copies of Honor Statement form (located on the Student Resources page of Wittenberg’s Master of Arts in Education website) on appropriate paper (see Thesis Printing and Binding section of this document).
  - Obtain Thesis Committee Chair signature in black ink on Final Reading Approval form (at least two copies required on appropriate paper; see Thesis Printing and Binding section of this document) and Master of Arts in Education Thesis Sign-Off Form after all recommended changes have been made. Both forms are located on the Student Resources page of Wittenberg’s Master of Arts in Education website.
  - Print at least two copies of completed thesis on appropriate paper (see Thesis Printing and Binding section of this document).
  - Make appointment with Director of Graduate Program. Bring to appointment the following:
    - Two or more official printed copies of thesis including signature pages
    - Signed Honors Thess form (one for each bound copy), Master of Arts in Education Committee Approval form (one for each bound copy), Final Reading Approval form (one for each bound copy), and Electronic Thesis and Dissertation (ETD) Center Release form
    - Provide payment for binding and publication (\$30 per copy, paid via cash or check). NOTE: There is a \$10 upcharge if expedited printing is preferred.

#### **CAPSTONE PROJECT SPECIFIC GUIDELINES**

***A capstone answers a question of practical importance in your current position. Project possibilities could be, but are not limited to:***

- Developing a new educational tool
- Developing or implementing a new program
- Evaluating a new assessment tool or educational practice
- Curriculum revision
- Develop and implement a camp
- The Capstone Project is completed in written form, but it is not printed and bound. Rather a copy is printed with the appropriate signature forms and put into a black three-ring binder.
- Identify at least two experts in the field of which the project is being done and secure their agreement to participate in the defense. These should be two people not serving on your committee.
- Prior to the capstone project defense, prepare at least two copies of the Master of Arts in Education Committee Approval of Capstone Project form (located on the Student Resources page of Wittenberg’s Master of Arts in Education website). Prepare by typing in candidate and faculty full legal names and avoid use of degrees and titles except as pre-printed on the form. Bring copies to the defense for signatures—in black ink.
- Prepare and present a summary of the capstone project to committee members and a panel of

experts (must consist of at least two additional persons) at defense.

- After successful capstone project defense:
  - Make an appointment with Director of Graduate Program. Bring to appointment the following:
    - One official printed copy of the Capstone Project including signature pages in a black three-ring binder. The binder should have a clear pocket on the front where a cover page can be inserted (cover page should include the title of the Capstone Project, name of candidate, and date).
    - Signed Master of Arts in Education Committee Approval form

#### **COMMITTEE CHAIR**

- Agree to chair committee and sign Approved Thesis or Capstone Project Committee form (located on the Student Resources page of Wittenberg's Master of Arts in Education website).
- Along with committee members, approve candidate's proposal and sign Thesis Proposal Approval form (located on the Student Resources page of Wittenberg's Master of Arts in Education website).
- By the deadline provided in EDUC 595, approve, and submit candidate's IRB Petition to Wittenberg's IRB.
- Give guidance about the nature of research and the standard expected, the plan of the research program, literature, and sources, and in general, contribute to a constructive and effective working relationship.
- Maintain contact through regular meetings, as agreed to in discussions with candidate.
- Be accessible to candidate at other appropriate times when advice is needed.
- Give detailed advice on the necessary completion dates of successive stages of the work so that the final thesis may be submitted within the scheduled time.
- Request written drafts at regular intervals and return drafts with constructive comments within a reasonable amount of time.
- Assist with the writing process but without providing proofreading or editing (Refer candidates to the appropriate campus resources for additional assistance with writing and/or communications).
- Communicate clearly to candidate when candidate is not making adequate progress, or their level of work does not meet the standards expected of a Master's level candidate. If Committee Chair is of the opinion that candidate is unlikely to complete the thesis in order to obtain the degree, Committee Chair should notify candidate, Director of Graduate Program, and Chairperson of the Department.
- Provide additional assistance to the candidate who may have language differences that interfere with their thesis progress.
- Schedule thesis oral defense with other committee members and alert Director of Graduate Program.
- Attend oral defense of thesis and provide written assessment (i.e., scored rubric and comments) of thesis draft and oral defense as part of final examination process.
- Submit to Director of Graduate Program a completed Thesis Rubric (located on the Student Resources page of Wittenberg's Master of Arts in Education website) from each committee member as well as the final rubric the committee completed together at thesis defense.
- Sign Master of Arts in Education Committee Approval form (located on the Student Resources page of Wittenberg's Master of Arts in Education website) to verify successful completion of oral defense.
- Provide feedback to candidate for revisions to be made to thesis prior to final approval by Director of Graduate Program.
- Sign Final Reading Approval form and Master of Arts in Education Thesis Sign-Off Form (located on

the Student Resources page of Wittenberg's Master of Arts in Education website) to verify successful completion of thesis.

#### **COMMITTEE MEMBERS**

- Agree to serve on committee and sign Approved Thesis or Capstone Project Committee form.
- Provide feedback to Committee Chair at conception, research, and writing of thesis or processes and procedures of Capstone Project.
- Along with other committee members, approve candidate's proposal and sign Thesis Proposal Approval form.
- Read candidate's work on thesis as needed or requested by candidate or Committee Chair.
- Meet with candidate or entire committee as needed.
- Attend thesis oral defense and provide written assessment (i.e., scored rubric and comments) of thesis draft and oral defense as part of final examination process.
- Sign Master of Arts in Education Committee Approval form upon successful completion of thesis draft and oral defense.

#### **DIRECTOR OF GRADUATE PROGRAM**

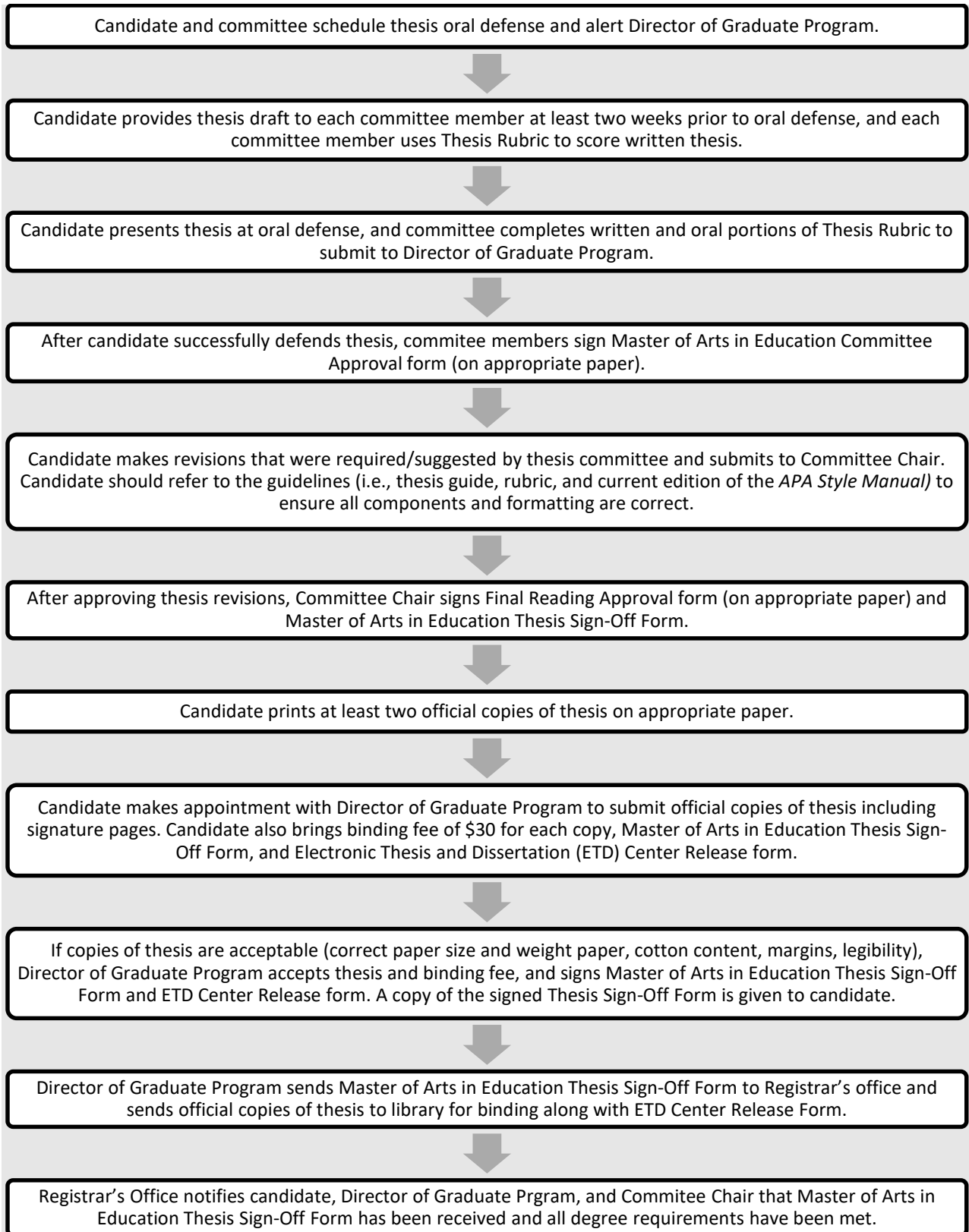
- Verify that an acceptable committee has been established; obtain Graduate Committee Approval for outside committee members.
- Ensure that reports on candidate's progress, if required, are received regularly according to normal departmental procedures.
- Facilitate assistance when requested by candidate.
- Receive two completed copies of approved thesis and verify that submission standards have been adhered to.
- Sign the Honor Statement form, Final Reading Approval form, and Master of Arts in Education Thesis Sign-Off Form.
- Submit Master of Arts in Education Thesis Sign-Off Form to Registrar's office to verify that thesis has been received and accepted and that all degree requirements have been met. Provide a copy to candidate as a receipt certifying that the graduate program has accepted the submission of the thesis.
- Submit official copies of thesis and signature pages to library for binding along with Electronic Thesis and Dissertation (ETD) Center Release Form.

## THESIS/CAPSTONE PROJECT TIMELINE

Components	Timeline
<ul style="list-style-type: none"> <li>• Committee formed</li> <li>• Committee Approval Form submitted</li> <li>• Proposal meeting with committee</li> <li>• Thesis Proposal Approval Form submitted</li> </ul>	Before the start of EDUC 590
<ul style="list-style-type: none"> <li>• Draft of chapters 1–2 submitted &amp; approved</li> </ul>	During EDUC 590
<ul style="list-style-type: none"> <li>• IRB Petition submitted and approved</li> <li>• Draft of chapters 1–3 submitted &amp; approved</li> </ul>	During EDUC 595
<ul style="list-style-type: none"> <li>• Finalizing of chapters 1–3 and writing of chapters of 4–5</li> </ul>	During EDUC 600
<ul style="list-style-type: none"> <li>• Draft of thesis or capstone project submitted to committee</li> </ul>	By midterm of anticipated graduation semester (two weeks prior to defense in summer)
<ul style="list-style-type: none"> <li>• Oral defense</li> </ul>	No later than 12 <sup>th</sup> week of anticipated graduation semester (mid-July in summer)
<ul style="list-style-type: none"> <li>• Submission of final thesis</li> </ul>	No later than final week of anticipated graduation semester



## THESIS SUBMISSION FLOWCHART



## THESIS COMPONENTS

---

It is difficult to describe the exact contents of each and every thesis, especially given the wide variety of topics and methodologies that might be selected by the prospective thesis candidate. However, the following components are required (except for the few preliminary pages that are designated as optional). Each component is listed in the order it must appear.

### Preliminary Pages

- **Title Page:** See the Thesis Sample Pages section of this document for an example Title Page.
- **Master of Arts in Education Committee Approval form** (located on the Student Resources page of Wittenberg’s Master of Arts in Education website)
- **Final Reading Approval form** (located on the Student Resources page of Wittenberg’s Master of Arts in Education website)
- **Honor Statement form** (located on the Student Resources page of Wittenberg’s Master of Arts in Education website)
- **Abstract:** Write a brief (maximum 150 words) yet comprehensive summary of the research, including purpose, participants, methods, and major findings/results/conclusions.
- **Dedication (optional):** Write a brief statement to dedicate your research to a person, group, or cause.
- **Acknowledgements (optional):** Write a statement to recognize the people and institutions that helped your research and writing.
- **Preface (optional):** Describe personal reasons you had for completing your research.
- **Table of Contents:** Include all major headings that appear throughout the thesis and corresponding page numbers.
- **List of Tables:** Include a list of all tables that appear throughout the thesis and corresponding page numbers.
- **List of Figures:** Include a list of all figures that appear throughout the thesis and corresponding page numbers.
- **List of Abbreviations or Symbols (if applicable):** If you use abbreviations or symbols extensively, include a list of these along with corresponding definitions.

### Chapter 1: Introduction

Section Title	Approximate Length	Description
[Introduction (no heading)]	4 paragraphs	Begin with a brief opening that leads the reader into the subject of your paper—This is your opportunity to engage and draw the reader into your research, so do not be afraid to be creative (e.g., You might choose to start with a relevant quote).
Background	3 paragraphs	Provide a short overview of your study. Begin by describing yourself (and anyone else conducting the study). Then describe and provide a rationale for the study’s location, demographics, participant performance measures (if applicable), and research design. (NOTE: You will expand on this information in Chapter 3.)

Section Title	Approximate Length	Description
Importance of the Study	3 paragraphs	State the purpose of the study immediately in your first sentence (“The purpose of this study was...”). Then, describe why you undertook this study, why it is significant, and what it is that you hoped to change.
Research Question(s)	1 paragraph	Write a short introductory sentence, such as, “I explored one major question throughout the course of this research” or “Several questions related to students’ engagement in independent reading guided this study.” Then, state the research question. If the research focuses on more than one question, write the research questions in a numbered list. Finally, describe the purpose of the research question(s).
Definition of Terms	½ page	Begin with an introductory statement such as “I used the following terms consistently throughout this study.” Define relevant educational terms with appropriate citations. Present the terms in a bulleted list in alphabetical order.
Summary	1 paragraph	Review the focus of your study. Then provide a transition sentence that leads the reader into Chapter 2.

### Chapter 2: Literature Review

(NOTE: References to at least 15 empirical studies are required in this chapter.)

Section Title	Approximate Length	Description
[Introduction (no heading)]	1 paragraph	Restate the subject of your study. Then, list the topics (at least three) you will include in your review.
[Name of Topic 1]	2 pages	Summarize and analyze relevant literature related to your first topic. Briefly explain how it relates to your study. NOTE: This topic will be the broadest (e.g., theoretical foundations, historical review, policies).
[Name of Topic 2]	2 pages	Summarize and analyze relevant literature related to your second topic. Briefly explain how it relates to your study.
[Name of Topic 3]	2 pages	Summarize and analyze relevant literature related to your third topic. Briefly explain how it relates to your study.
Summary	1 paragraph	Synthesize the information from all three topics and reiterate how it relates to your study. Then provide a transition sentence that leads the reader into Chapter 3.

### Chapter 3: Methodology

(See the Thesis Sample Pages section of this document for an example Chapter 3.)

Section Title	Approximate Length	Description
[Introduction (no heading)]	1 paragraph	Restate the subject of your study. Then, identify the research design (e.g., quasi-experiment, case study) for your study and explain why this design was selected.

<b>Section Title</b>	<b>Approximate Length</b>	<b>Description</b>
Participants	1 paragraph	Describe who was involved in your study—including demographic information (It might be appropriate to summarize this information in a table)—and how and why these participants were chosen (e.g., if you studied fluency, describe students’ oral reading fluency; if you studied spelling, describe their spelling abilities based on the Developmental Spelling Inventory by Bear et al., 2020).
Setting	3 paragraphs	Describe where your study took place, including the community, school, and classroom (or other space where the research happened). When describing the space, note the physical arrangement including any elements that are applicable to your specific study (e.g., describe your classroom library if your study is related to leveling books; describe your whole group gathering area if your study is about interactive read alouds). Also communicate when the study took place (i.e., dates, times).
Data Collection	4 paragraphs	Write a brief introductory paragraph telling the reader what data collection measures you chose and what data were being collected by each measure for your study. Then, thoroughly describe each tool you used to collect your data (at least one paragraph per tool). This should build upon the information you described in Chapter 1. For commercially available instruments, give author and publication date, tell what the tool measures and how it was administered to the participants, and provide validity and reliability information. For researcher-developed instruments or collection strategies, describe how you designed the tool, what data you wanted to collect, how it was administered to the participants or used to collect data, and how you worked toward establishing reliability and validity. Refer the reader to your appendices for samples of each data collection tool.
Data Analysis	4 paragraphs	Write a brief introductory paragraph telling the reader what types of data analysis you used in your study: basic descriptive statistics (mean, median, percentages, totals, etc.) for quantitative data; themes and patterns for qualitative data. Then, thoroughly describe the analysis for each data collection instrument and how each type of analysis addresses the research question(s).
Procedures	1 page	Describe all steps (in chronological order and including dates) you took to recruit participants, obtain consent, gather data, and analyze data. Be specific and provide all the details (e.g., If you conducted a parent information night, indicate the date and time as well as the building and room in which your meeting was held, the number of attendees, your program for the evening, and any handouts you provided). Refer the reader to your appendices for samples of consent documents. A figure, such as a timeline, might also be useful to include in this section. As you describe your procedures, keep this question in mind: Could someone else duplicate your work from your writings?

Section Title	Approximate Length	Description
Summary	1 paragraph	Briefly summarize the information you included in Chapter 3. Then provide a transition sentence that leads the reader into Chapter 4.

#### Chapter 4: Findings

Section Title	Approximate Length	Description
[Introduction (no heading)]	1 paragraph	Restate the subject of your study. Then, explain that you will use this chapter to present your research findings.
[Headings within this chapter are flexible (e.g., you may wish to use your data collection tools as headings; if you have more than one research question, you might use each question as a heading).] [Present the data you collected using text as well as tables and figures. Each table and figure must be numbered (e.g., Table 1) and include a title. Figures might include graphs or samples of data you collected (e.g., a student writing sample). Above each table or figure, write a short paragraph introducing the data being presented in the table or figure. You must specifically refer to the table or figure by name (e.g., Figure 2), and the table or figure must appear immediately after the paragraph in which you referred to it. If the table or figure does not fit on the page, you must move it to the next page (with no new paragraph in between). Continue your narrative under the table or figure by pointing out important or interesting data presented in the preceding table or figure.]		
Summary	1 paragraph	Briefly summarize your findings. Then provide a transition sentence that leads the reader into Chapter 5.

#### Chapter 5: Discussion

Section Title	Approximate Length	Description
[Introduction (no heading)]	1 paragraph	Restate the subject of your study. Then, briefly outline the contents of Chapter 5.
Discussion of Findings	2 pages	Provide a detailed interpretation of the findings from Chapter 4 and then connect those findings to your literature review (e.g., Were the findings different from the literature or similar to the literature? Why might that be the case? What does your study add to what we already know about the topic?)
Reflections	2 pages	Reflect as the researcher and think about the study and research process in general. What was successful? What would you do differently, and why? What are the implications of your study to your school, district, education in general? What do you recommend a future researcher do with your work? What have you learned through this entire research process?
Limitations	1 paragraph	Describe the limitations of your methodology and of your findings (e.g., You are limited to your class, school, district, number of students, types of data collection tools, district approved tests or texts, and length of time for your study. Your research would be limited by students who begin the study but do not finish.)
Summary	1 paragraph	Summarize entire research project (problem, question, methodology, findings, implications for research and practice)

**References**

Provide a full APA reference for every in-text citation included in your paper.

**Appendices**

Include all recruitment and consent forms, data collection tools, and any other document referenced within the thesis.

## THESIS STYLE AND FORMATTING

---

All candidates must use the current edition of the *APA Style Manual* for style and formatting guidelines.

### Font

The thesis document must be typed using Times New Roman 12 pt font or Arial 11 pt font.

### Voice and Point of View

Candidates must use active voice and first-person point of view throughout.

Examples

- ✓ Acceptable: I collected writing samples from each student.
- ✗ Unacceptable: The researcher collected writing samples from each student.
- ✗ Unacceptable: Writing samples were collected from each student.

### Page Numbers

Page numbers should be centered at the bottom of each page. The title page counts as a page but does not have a printed page number. All preliminary page numbers must be represented with lowercase Roman numerals.

### Margins

Margins of all pages of the final copies of the manuscript must be within the following limits:

- left margins: 1.5 inches
- top, bottom, and right margins: 1 inch

Because freestanding subheadings must be followed by at least two lines of text, the bottom margin may vary slightly on pages with freestanding subheadings.

### Additional Page Layout Requirements

Pages of text should be of consistent length. Pages with full-page tables and figures will vary in length depending upon the amount of data displayed in the table or the size of the figure. Pages of text with a small table or figure beginning or ending the page must be the same length as pages of straight text. At least two lines of text must be placed on the last page of any section/chapter of the draft. If a chapter ends with only one line of text on a page, a line from the preceding page must be moved to the last page.

### Accessibility Requirements

Wittenberg student theses will be submitted to the OhioLINK Electronic Theses and Dissertations (ETD) Center. All theses must comply with the following requirements to help ensure that individuals with disabilities have equal access to the ETD Center:

1. The PDF file includes full text.
2. The PDF accessibility permission flag is checked.
3. The text language of the PDF is specified.
4. Figures and images include alternative text.
5. The PDF includes a title.

Students will be required to send theses to the local ETD Administrator in Microsoft Word format. The ETD Administrator will then check for accessibility requirements before converting to PDF and submitting to the ETD Center.

## **THESIS PRINTING AND BINDING**

---

Two bound copies of the Master's thesis will be the public record of the extensive research and analysis done by Master's candidates in partial fulfillment of their graduate work. The university library and Education Department will collect and bind the candidate's Master's thesis and make it publicly available to other students, faculty, and outside researchers. These documents will become a visible and permanent measure of the quality of scholarship expected at Wittenberg University. A third copy may be submitted for binding if the candidate wants a personal bound copy.

The cost for binding and publication is \$30 per copy and must be paid to the Director of Graduate Studies via cash or check. (NOTE: There is a \$10 upcharge if expedited printing is preferred.)

In order for the thesis to be bound, it must adhere to uniform standards of format and construction. The copies of the thesis being submitted for binding must be printed on 8½" x 11" unbound white paper of at least 24–26 lb. weight. The paper must also meet the specification of 100% cotton rag content (i.e., acid free) and must not contain lines, smudges, spots, or shaded background. Watermarks identify cotton content, and therefore appear on each page. All printing must be one-sided.

Copies from a commercial copier are required. You may choose to print your thesis using the commercial copiers at Wittenberg as long as you load them with the appropriate paper.



## THESIS SAMPLE PAGES

---

The following pages include a sample of a thesis Title Page and Chapter 3 to illustrate proper formatting and provide example content.

*Top margin of every page is 1 inch.*

*Insert 4 single spaces.*

**Differentiated Instruction to Improve Alphabet Knowledge in a Kindergarten Classroom**

*Title is centered, bold, and written in uppercase and lowercase.*

*One-line title: insert 6 single spaces  
Two-line title: insert 5 single spaces*

by

*Insert 5 single spaces.*

*Left margin of every page is 1.5 inches to leave room for binding.*

Johnnie B. Good

*Right margin of every page is 1 inch.*

*Insert 5 single spaces.*

A thesis submitted to the faculty of  
Wittenberg University  
in partial fulfillment of the requirements for the degree of

*Insert 5 single spaces.*

MASTER OF ARTS

*Insert 5 single spaces.*

Education Department

*Insert 1 single space.*

Wittenberg University

*Insert 1 single space.*

May 2022

*No page number in footer of title page.*

*Bottom margin of every page is 1 inch.*

Updated 5/2023

*All text throughout the thesis is double-spaced (with the exception of the Title Page).*

## **Chapter Three**

### **Methodology**

*Chapter number (Level 1 heading) is centered, bold, and written in uppercase and lowercase; chapter title appears below.*

The focus of this research was to determine how differentiated alphabet instruction might affect students' alphabet knowledge. In order to explore this topic, I used a convergent parallel mixed methods research design (Creswell, 2014) that incorporated the following: (a) pre- and post-assessment scores from Marie Clay's (2019) Observation Task for Letter Identification, (b) pre- and post-assessment scores from an alphabet knowledge assessment my colleagues and I created for use in our classrooms, and (c) fieldnotes from observations of student (inter)actions during alphabet activities. "This 'mixing' or blending of data," Creswell (2014) argues, "provides a stronger understanding of the problem or question than either [quantitative or qualitative data collection] by itself" (p. 215). Comparing scores from the pre- and post-assessments allowed me to determine growth from the beginning to the end of the study, and the observations enabled me to gain a deeper understanding of whether/how they were engaging with the differentiated instruction provided during the time between the pre- and post-assessments. In the sections below, I describe the study participants and setting and then provide additional details regarding the data collection and analysis involved.

#### **Participants** *Level 2 heading is flush left, bold, and written in uppercase and lowercase.*

Out of the twenty students in my first-grade classroom, fifteen received parent/guardian permission to participate in the current study. Because all participants were students in my class, they constituted a convenience sample (Bui, 2020). Ten students identified as White, three identified as Latinx, and two identified as Black. Six students identified as male and nine identified as female. Students ranged in age from six

to eight years old, all qualified for free lunch based on family income, and all were considered below grade-level in terms of their alphabet knowledge at the onset of the study. See details in Table 1 below. NOTE: All names are pseudonyms.

**Table 1**

*Captions for Tables and Figures are in bold and include a number. Each Table and Figure caption includes a title below it in italics. The title is written in uppercase and lowercase.*

*Participant Information*

<b>Name</b>	<b>Age</b>	<b>Race</b>	<b>Gender</b>
Aubrey	6	White	Female
Baz	7	Black	Male
Darren	6	White	Male
Esther	6	White	Female
Faye	6	Black	Female
Grace	7	Latinx	Female
Hiltch	8	White	Male
Isabel	7	White	Female
Kyle	8	White	Male
Lizzy	7	White	Female
Michael	7	Latinx	Male
Nat	6	White	Male
Olivia	7	White	Female
Perla	6	Latinx	Female
Sydnie	7	White	Female

*Tables do NOT include vertical lines.*

## **Setting**

The research took place in an elementary school in an urban district within a large city in Central Ohio. In the community, nearly 60% of the population is White; approximately 30% is Black; more than 6% is Latinx; almost 6% is Asian; nearly 5% is two or more races; and less than 1% is American Indian, Native Hawaiian, or Other Pacific Islander. Nearly 13% are foreign-born, and more than 19% are in poverty (<https://www.census.gov>). These demographics do not mirror that of the school in which the research took place, which is comprised of approximately 65% White students, 20% Latinx students, and 15% Black students, many of whom are immigrants or refugees, and all of whom live in households that fall at or below the poverty line.

Students in the study completed the six-week intervention in my first-grade classroom. The intervention took place Monday through Friday for 10 to 15 minutes each day during our literacy center time (between 8:30 and 9:30 AM). Groups of two to three students took turns sitting with me at a U-shaped table near the back of the classroom. Materials relevant to the intervention (e.g., letter cards, picture cards, crayons, paper) were available at each table. Non-participating students were also present in the classroom during the intervention but worked in small groups at other tables throughout the room.

## **Data Collection**

When using a convergent parallel mixed methods approach, “a researcher collects both quantitative and qualitative data, analyzes them separately, and then compares the results to see if the findings confirm or disconfirm each other” (Creswell, 2014, p. 219). In the current study, I utilized two letter identification assessments to evaluate students’

alphabet knowledge before and after the intervention. I also wrote fieldnotes to document student (inter)actions during the intervention. I explain each of these data collection methods in detail in the sections below.

### ***Observation Task for Letter Identification***

*Level 3 heading is flush left, bold and italics, and written in uppercase and lowercase.*

The first data collection tool I used to assess students' alphabet knowledge was the Observation Task for Letter Identification (Clay, 2019; see Appendix A). I used the administration guidelines set forth in the assessment manual (Clay, 2019) to administer this assessment in a one-on-one setting to all participating students once before the intervention period and again after the intervention was complete; this involved pointing to individual uppercase and lowercase letters on a stimulus sheet and asking the student, "What is this one?" Acceptable responses included the letter's name, the letter's sound, and/or a word that begins with the letter. The total possible score on the assessment was 54 points—one point for each uppercase letter and lowercase letter (including two forms of lowercase *a* and two forms of lowercase *g*). The assessment took 5 to 10 minutes to administer to each student.

The Observation Task for Letter Identification has been established as a valid and reliable tool. The assessment aligns with many early literacy grade-level standards, correlates highly (.85) with the Word Reading task (another literacy task included in the manual), and has a moderate correlation (.21) with a subtest of the Iowa Test of Basic Skills (a similar measure of early literacy skills; Clay, 2019). Additionally, the split-half reliability method determined that the assessment has high internal consistency (.97; Clay, 2019).

### ***First-Grade Alphabet Knowledge Assessment***

[Include relevant information, similar to the Observation Task for Letter Identification subsection above.]

### ***Observations***

[Include relevant information, similar to the Observation Task for Letter Identification subsection above.]

### **Data Analysis**

In order to answer my research question, I analyzed the data from each data collection tool separately and also looked at the data as a whole. I describe each type of data analysis in the sections below.

### ***Observation Task for Letter Identification***

After collecting the pre-assessment data from the Observation Task for Letter Identification, I scored each student's assessment using the guidelines set forth in the assessment manual (Clay, 2019). This provided me with baseline data for each participant, which informed the intervention each one received. I then used descriptive statistics to calculate the mean and standard deviation of all scores. Doing so enabled me to determine the average pre-assessment score and how closely the scores in the data set were clustered around the mean. I completed this same procedure for the post-assessment data.

To determine growth over time, I first calculated the difference between the pre-assessment and post-assessment scores of each student; this allowed me to discern how the intervention affected the alphabet knowledge of individual students and also alerted me to which students would require additional instruction after the study was complete. I

also calculated the difference between the pre-assessment and post-assessment means; this indicated how effective the intervention was overall.

### ***First-Grade Alphabet Knowledge Assessment***

[Include relevant information, similar to the Observation Task for Letter Identification subsection above.]

### ***Observations***

[Include relevant information, similar to the Observation Task for Letter Identification subsection above.]

### **Procedures**

The current study began after I received approval from Wittenberg's Institutional Review Board (IRB). First, I sent home permission slips (see Appendix D) in students' take-home folders and allowed two weeks for parents/guardians to sign and return the forms. After obtaining all permission slips, I created a pseudonym for each participant. I then administered the Observation Task for Letter Identification (Clay, 2019) and the First-Grade Alphabet Knowledge Assessment to all participating students to gather baseline data. I called students into the classroom one at a time to administer each assessment during recess so that they would not be distracted by their peers. To prevent students from becoming bored or overwhelmed, I did not administer both assessments on the same day.

After administering and scoring the pre-assessments and calculating the mean and standard deviation of the assessment scores, I began the six-week differentiated alphabet instruction intervention (see Appendix E for details). Instruction took place daily for 10 to 15 minutes. During the interventions, I observed students and took careful notes



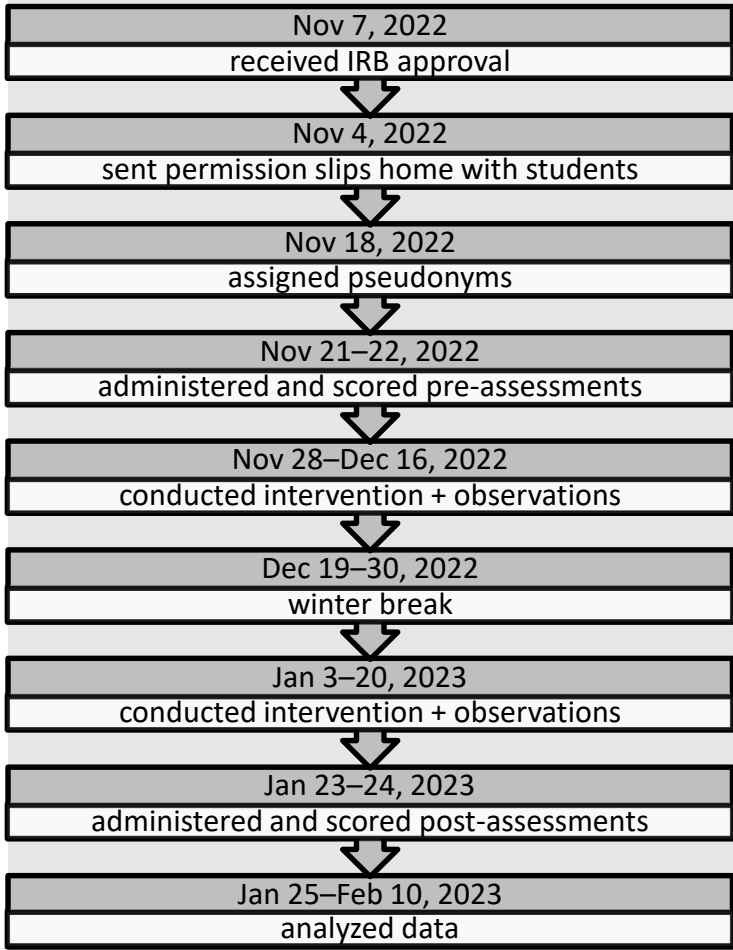
regarding their (inter)actions. Following the six-week intervention period, I administered the Observation Task for Letter Identification (Clay, 2019) and the First-Grade Alphabet Knowledge Assessment under the same conditions I had administered them before the intervention—i.e., one at a time during recess; administering the assessments under the same conditions before and after the intervention added to the reliability of the data (Yale Center for Teaching and Learning, n.d.). I then scored each post-assessment and calculated the mean and standard deviation of the scores.

Once data collection was complete, I used descriptive statistics to compare pre- and post-assessment scores for each student and coded my observation fieldnotes to determine potential themes. See Figure 1 below for a timeline of these procedures.

**Figure 1**

*Tables and figures should NOT break across pages.*

*Research Timeline*



**Summary**

In summary, I used a convergent parallel mixed methods research design in my first-grade classroom to determine the impact of differentiated instruction on 15 students’ alphabet knowledge. Data collection tools included pre- and post-assessments (which I analyzed using descriptive statistics) and observation fieldnotes (which I analyzed through the use of inductive coding). The following chapter details my research findings.

## THESIS RUBRICS

### EDUC 590 RUBRIC: DRAFT OF THESIS CHAPTERS 1–2

Element of Paper	Emerging	Developing	Accomplished	Exemplary
<b>Chapter 1: Introduction</b> **introduces the project; creates reader interest	<b>0 points</b> Candidate writes an introduction that does not describe the research project	<b>8 points</b> Candidate writes an introduction that describes the research project	<b>12 points</b> Candidate writes a clear, concise and focused introduction that describes the research project and creates reader interest	<b>15 points</b> Candidate writes a clear, concise and focused introduction that describes the research project and creates reader interest
<b>Chapter 1: Background</b> **briefly describes location of study, demographics, performance measures for population, researcher(s), and research design	<b>0 points</b> Candidate does not provide a description of location OR Demographics OR performance measures, OR researcher(s) OR research design	<b>6 points</b> Candidate provides a description of location, demographics, and research design OR performance measures and researcher(s)	<b>8 points</b> Candidate provides a description of location, demographics, performance measures, researcher(s), and research design	<b>10 points</b> Candidate provides description of location, demographics, performance measures, researcher(s), and research design AND Explains why each of these was selected
<b>Chapter 1: Importance of the Study</b> **provides reasons for conducting the research **states its significance for the candidate / others **states purpose of the study	<b>0 points</b> Candidate does not present rationale for conducting the study, OR statements about the study's significance, OR his/her expectations, OR the purpose of the study	<b>6 points</b> Candidate presents a rationale for conducting the study and provides a statement about the study's significance, OR His/her expectations and the purpose of the study	<b>8 points</b> Candidate presents a rationale for conducting the study and provides statements about the study's significance, his/her expectations, and states the purpose of the study	<b>10 points</b> Candidate presents more than one rationale for conducting the study, identifies the study's significance and his/her expectations, and states the purpose of the study
<b>Chapter 1: Research Question(s)</b> **lists 1-2 questions **describe the purpose of the question(s) being posed	<b>0 points</b> Candidate constructs no questions that are related to the research topic.	<b>6 points</b> Candidate constructs one question that is related to the research topic	<b>8 points</b> Candidate constructs one or more focused question(s) that is related to the research topic AND Describes the purpose of the question(s) being posed	<b>10 points</b> Candidate includes an introductory sentence AND Constructs one or more focused question(s) that is related to the research topic AND Describes the purpose of the question(s) being posed

<b>Element of Paper</b>	<b>Emerging</b>	<b>Developing</b>	<b>Accomplished</b>	<b>Exemplary</b>
<p><b>Chapter 2: Review of Literature Introduction</b>  **states the topic of the study  **identifies the structure of the remainder of the chapter with a list of the topics/themes contained in the review</p>	<p><b>0 points</b>  Candidate does not write an introduction</p>	<p><b>6 points</b>  Candidate does not address the study's purpose or topics/themes contained in the review</p>	<p><b>8 points</b>  Candidate writes a clear introduction that states the purpose of the study</p>	<p><b>10 points</b>  Candidate writes a clear and concise introduction that states the purpose of the study  AND  Lists the topics/themes contained in the review</p>
<p><b>Chapter 2: Selection and Organization of Literature Review</b>  **selected empirical sources that summarize research and theory  **sources represent multiple viewpoints  **includes a balanced examination of topics/themes  **identifies and organizes themes and subthemes using headings drawn from the list of topics/themes in introduction</p>	<p><b>0 points</b>  Candidate selects 9 or fewer empirical sources that represent multiple viewpoints; selections lack a balanced examination of the topics/themes; organizes literature review based on all but 3 or more of the themes identified in the introduction to the review of literature</p>	<p><b>6 points</b>  Candidate selects 10 - 14 empirical sources that represent multiple viewpoints or lacks a balanced examination of the topics/themes; organizes literature review based on all but 1 or 2 of the themes identified in the introduction to the review of literature</p>	<p><b>8 points</b>  Candidate selects at least 15 empirical sources that represent multiple viewpoints and/or a balanced examination of the topics/themes; organizes the literature review based on the themes identified in the introduction to the review of literature</p>	<p><b>10 points</b>  Candidate selects more than 15 empirical sources that represent multiple viewpoints and a balanced examination of the topics/themes; clearly and consistently organizes literature review based on the themes identified in the introduction to the review of literature</p>
<p><b>Chapter 2: Content of Literature Review</b>  **<u>synthesizes</u> and <u>analyzes</u> research supporting each theme rather than simply provide an annotated bibliography  **relates themes and research to subject of research project  **includes a minimum of 15 sources</p>	<p><b>0 points</b>  Candidate does not synthesize and analyze the research throughout and is unable to relate the themes and research to the research project; includes fewer than 10 scholarly sources</p>	<p><b>8 points</b>  Candidate does not synthesize and analyze all the research throughout the review and is unable to relate the themes and research to the research project; includes 10-14 scholarly sources</p>	<p><b>12 points</b>  Candidate consistently synthesizes and analyzes the research throughout the review and relates the themes and research to the research project; includes at least 15 scholarly sources</p>	<p><b>15 points</b>  Candidate consistently synthesizes and analyzes the research throughout the review and relates the themes and research to the research project  AND  Provides an overall synthesis in their conclusion of the literature</p>
<p><b>Formatting</b>  (Correct APA style in citations &amp; references; margins and fonts are correct)  **13 or more pages for entire paper, not including references</p>	<p><b>0 points</b>  Candidate's paper contains more than 5 types of errors in APA style, margins, headings, or fonts OR paper is below 12 pages</p>	<p><b>6 points</b>  Candidate's paper contains 4-5 types of errors in APA style, margins, headings, or fonts AND paper is at least 12 pages</p>	<p><b>8 points</b>  Candidate's paper contains 2-3 types of errors in APA style, margins, headings, or fonts AND paper is at least 13 pages</p>	<p><b>10 points</b>  Candidate's paper contains 0-1 types of error in APA format, margins, headings, or fonts AND paper is at least 15 pages</p>

<b>Element of Paper</b>	<b>Emerging</b>	<b>Developing</b>	<b>Accomplished</b>	<b>Exemplary</b>
<b>Writing Style</b> (Correct spelling, grammar, capitalization, punctuation, transitions are used between topics and paragraphs, clear and concise, objective)	<b>0 points</b> Candidate's paper contains more than 7 errors in spelling, grammar, capitalization, or punctuation; more than 7 problems with transitions, clarity, and objectivity	<b>6 points</b> Candidate's paper contains 6–7 errors in spelling, grammar, capitalization, or punctuation; 6–7 problems with transitions, clarity, and objectivity	<b>8 points</b> Candidate's paper contains 4–5 errors in spelling, grammar, capitalization, or punctuation; 4–5 problems with transitions, clarity, and/or objectivity	<b>10 points</b> Candidate's paper contains 0–3 errors in spelling, grammar, capitalization, or punctuation; 0–3 problems with transitions, clarity, or objectivity

**TOTAL = \_\_\_\_\_ / 100 points**

**EDUC 595 RUBRIC: DRAFT OF THESIS CHAPTERS 1–3**

	<b>Not Evident</b>	<b>Developing</b>	<b>Accomplished</b>	<b>Exemplary</b>
<b>Chapter 1: Introduction</b>	<b>0 points</b> Candidate writes an introduction that does not describe the research project	<b>2 points</b> Candidate writes an introduction that describes the research project	<b>3 points</b> Candidate writes a clear, concise and focused introduction that describes the research project and creates reader interest	<b>4 points</b> Candidate writes a clear, concise and focused introduction that describes the research project and creates reader interest
<b>Chapter 1: Background</b>	<b>0 points</b> Candidate provides description of less than three of the following: location, demographics, performance measures, researcher(s), and research design	<b>2 points</b> Candidate provides description of at least three of the following: location, demographics, performance measures, researcher(s), and research design	<b>3 points</b> Candidate provides description of at least 4 of the following: location, demographics, performance measures, researcher(s), and research design	<b>4 points</b> Candidate provides description of location, demographics, performance measures, researcher(s), and research design AND Explains why each of these was selected
<b>Chapter 1: Importance of the Study</b>	<b>0 points</b> Candidate does not present rationale for conducting the study, OR statements about the study's significance, OR his/her expectations, OR the purpose of the study	<b>2 points</b> Candidate presents a rationale for conducting the study and provides a statement about the study's significance, OR His/her expectations and the purpose of the study	<b>4 points</b> Candidate presents a rationale for conducting the study and provides statements about the study's significance, his/her expectations, and states the purpose of the study	<b>5 points</b> Candidate presents more than one rationale for conducting the study, identifies the study's significance and his/her expectations, and states the purpose of the study
<b>Chapter 1: Research Question(s)</b>	<b>0 points</b> Candidate constructs no questions that are related to the research topic.	<b>2 points</b> Candidate constructs one question that is related to the research topic	<b>3 points</b> Candidate constructs one or more focused question(s) that is related to the research topic AND Describes the purpose of the question(s) being posed	<b>4 points</b> Candidate includes an introductory sentence AND Constructs one or more focused question(s) that is related to the research topic AND Describes the purpose of the question(s) being posed
<b>Chapter 2: Review of Literature Introduction</b>	<b>0 points</b> Candidate does not write an introduction	<b>2 points</b> Candidate does not address the study's purpose or topics/themes contained in the review	<b>3 points</b> Candidate writes a clear introduction that states the purpose of the study	<b>4 points</b> Candidate writes a clear and concise introduction that states the purpose of the study AND Lists the topics/themes contained in the review

	<b>Not Evident</b>	<b>Developing</b>	<b>Accomplished</b>	<b>Exemplary</b>
<b>Chapter 2: Selection and Organization of Literature Review</b>	<p><b>0 points</b></p> <p>Candidate selects fewer than 8 empirical studies that represent multiple viewpoints and/or a balanced examination of the topics/themes</p> <p>OR</p> <p>Does not organize literature review based on the themes identified in the introduction to the review of literature</p>	<p><b>2 points</b></p> <p>Candidate selects 8–10 empirical studies that represent multiple viewpoints</p> <p>OR</p> <p>Lacks a balanced examination of the topics/themes</p> <p>OR</p> <p>Organizes literature review based on all but 1 of the themes identified in the introduction to the review of literature</p>	<p><b>4 points</b></p> <p>Candidate selects at least 11 empirical studies that represent multiple viewpoints and/or a balanced examination of the topics/themes</p> <p>AND</p> <p>Organizes the literature review based on the themes identified in the introduction to the review of literature</p>	<p><b>5 points</b></p> <p>Candidate selects at least 15 empirical studies that represent multiple viewpoints and a balanced examination of the topics/themes</p> <p>AND</p> <p>Clearly and consistently organizes literature review based on the themes identified in the introduction to the review of literature</p>
<b>Chapter 2: Content of Literature Review</b>	<p><b>0 points</b></p> <p>Candidate does not synthesize and analyze the research throughout and is unable to relate the themes and research to the research project; includes fewer than 10 scholarly sources</p>	<p><b>3 points</b></p> <p>Candidate does not synthesize and analyze all the research throughout the review and is unable to relate the themes and research to the research project; includes 10-14 scholarly sources</p>	<p><b>5 points</b></p> <p>Candidate consistently synthesizes and analyzes the research throughout the review and relates the themes and research to the research project; includes at least 15 scholarly sources</p>	<p><b>6 points</b></p> <p>Candidate consistently synthesizes and analyzes the research throughout the review and relates the themes and research to the research project</p> <p>AND</p> <p>Provides an overall synthesis in their conclusion of the literature</p>
<b>Chapter 3: Methodology Introduction</b>	<p><b>0 points</b></p> <p>Candidate does not restate the subject of the paper or does not identify the research design selected for the study</p>	<p><b>3 points</b></p> <p>Candidate restates the subject of the paper and identifies the research design selected but does not explain why this design was selected</p>	<p><b>6 points</b></p> <p>Candidate restates the subject of the paper, identifies the research design selected (e.g., quasi-experiment, case study), and explains why this design was selected; however, the explanation for why this design was selected lacks enough detail to eliminate other potential research designs</p>	<p><b>8 points</b></p> <p>Candidate restates the subject of the paper, identifies the research design selected (e.g., quasi-experiment, case study), and appropriately explains why this design was selected</p>

	<b>Not Evident</b>	<b>Developing</b>	<b>Accomplished</b>	<b>Exemplary</b>
<b>Chapter 3: Participants and Setting</b>	<p><b>0 points</b></p> <p>Candidate does not identify research participants or does not describe where and when the research will take place</p>	<p><b>4 points</b></p> <p>Candidate identifies research participants but demographic information may be missing. There is no explanation of how or why these participants were chosen. Candidate describes where and/or when the research will take place</p>	<p><b>9 points</b></p> <p>Candidate identifies research participants (including information related to age, socioeconomic status, race, and sex) and explains how and why these participants were chosen. Candidate thoroughly describes where (including school and classroom information) and when the research will take place</p>	<p><b>12 points</b></p> <p>Candidate identifies research participants (including demographic information) and explains how and why these participants were chosen. Candidate thoroughly describes where (including community, school, and classroom information) and when the research will take place</p>
<b>Chapter 3: Data Collection</b>	<p><b>0 points</b></p> <p>Candidate does not introduce the data collection instruments, or does not describe each one, or does not include an Appendix for samples of checklists, surveys, worksheets, etc., or fewer than two of the instruments are appropriate for answering the research question(s)</p>	<p><b>4 points</b></p> <p>Candidate introduces the data collection instruments and then describes each one including 1–2 of the following: author/date (if commercially available), how it was designed (if created by candidate), what it measures, how it will be administered, information related to reliability and validity (quantitative) or trustworthiness (qualitative)</p> <p>OR</p> <p>Two of the three instruments are appropriate for answering the research question(s).</p> <p>An Appendix for samples of a few checklists, surveys, worksheets, etc. is included</p>	<p><b>9 points</b></p> <p>Candidate introduces the data collection instruments and describes each one including 3 of the following: author/date (if commercially available), how it was designed (if created by candidate), what it measures, how it will be administered, information related to reliability and validity (quantitative) or trustworthiness (qualitative)</p> <p>All instruments are appropriate for answering the research question(s). An Appendix for samples of all checklists, surveys, worksheets, etc. is included</p>	<p><b>12 points</b></p> <p>Candidate introduces the data collection instruments and then describes each one including all of the following: the author/date (if commercially available), how it was designed (if created by candidate), what it measures, how it will be administered, information related to reliability and validity (quantitative) or trustworthiness (qualitative)</p> <p>All instruments are appropriate for answering the research question(s). An Appendix for samples of all checklists, surveys, worksheets, etc. is included</p>



	<b>Not Evident</b>	<b>Developing</b>	<b>Accomplished</b>	<b>Exemplary</b>
<b>Chapter 3: Data Analysis</b>	<p><b>0 points</b></p> <p>Candidate describes how the collected data will be analyzed</p> <ul style="list-style-type: none"> <li>Quantitative data: basic descriptive statistics (mean, median, percentages, totals, etc.)</li> <li>Qualitative data: codes and themes</li> </ul> <p>More than 50% of description is inaccurate OR data analysis is appropriate for less than 2 data collection instruments</p>	<p><b>4 points</b></p> <p>Candidate describes how the collected data will be analyzed</p> <ul style="list-style-type: none"> <li>Quantitative data: basic descriptive statistics (mean, median, percentages, totals, etc.)</li> <li>Qualitative data: codes and themes</li> </ul> <p>Up to 50% of description is inaccurate OR data analysis is appropriate for only 2–3 data collection instruments</p>	<p><b>9 points</b></p> <p>Candidate accurately describes how the collected data will be analyzed</p> <ul style="list-style-type: none"> <li>Quantitative data: basic descriptive statistics (mean, median, percentages, totals, etc.)</li> <li>Qualitative data: codes and themes</li> </ul> <p>Data analysis is appropriate for each data collection instrument</p>	<p><b>12 points</b></p> <p>Candidate accurately describes how the collected data will be analyzed</p> <ul style="list-style-type: none"> <li>Quantitative data: basic descriptive statistics (e.g., mean, median, percentages, totals)</li> <li>Qualitative data: codes and themes</li> </ul> <p>Data analysis is appropriate for each data collection instrument</p> <p>Candidate describes how each type of analysis addresses the research questions</p>
<b>Chapter 3: Procedures</b>	<p><b>0 points</b></p> <p>Candidate describes steps that will be taken to recruit participants, obtain consent, gather data, and analyze data, but more than 3 steps are missing, out of order, or without dates, OR an Appendix for recruitment and consent documentation is not included</p>	<p><b>4 points</b></p> <p>Candidate describes steps that will be taken to recruit participants, obtain consent, gather data, and analyze data, but 2–3 steps are missing, out of order, or without dates. An Appendix for recruitment and consent documentation is included</p>	<p><b>9 points</b></p> <p>Candidate describes steps that will be taken to recruit participants, obtain consent, gather data, and analyze data, but 1 step is missing, out of order, or without a date. An Appendix for recruitment and consent documentation is included</p>	<p><b>12 points</b></p> <p>Candidate describes all steps (in chronological order and including dates) that will be taken to recruit participants (if applicable), obtain consent, gather data, and analyze data. An Appendix for recruitment (if applicable) and consent documentation is included</p>
<b>Formatting</b>	<p><b>0 points</b></p> <p>Candidate’s paper contains more than 5 types of errors in APA style, margins, headings, or fonts OR Paper is less than 24 pages</p>	<p><b>3 points</b></p> <p>Candidate’s paper contains 4–5 types of errors in APA style, margins, headings, or fonts AND Paper is at least 24 pages</p>	<p><b>5 points</b></p> <p>Candidate’s paper contains 2–3 types of errors in APA style, margins, headings, or fonts AND Paper is at least 26 pages</p>	<p><b>6 points</b></p> <p>Candidate’s paper contains 0–1 types of errors in APA format, margins, headings, or fonts AND Paper is at least 30 pages</p>
<b>Writing Style</b>	<p><b>0 points</b></p> <p>Candidate’s paper contains more than 7 errors in spelling, grammar, capitalization, or punctuation; more than 5 problems with transitions, clarity, and objectivity</p>	<p><b>3 points</b></p> <p>Candidate’s paper contains 6–7 errors in spelling, grammar, capitalization, or punctuation; 6–7 problems with transitions, clarity, and objectivity</p>	<p><b>5 points</b></p> <p>Candidate’s paper contains 4–5 errors in spelling, grammar, capitalization, or punctuation; 4–5 problems with transitions, clarity, and/or objectivity</p>	<p><b>6 points</b></p> <p>Candidate’s paper contains 0–3 errors in spelling, grammar, capitalization, or punctuation; 0–3 problems with transitions, clarity, or objectivity</p>

**TOTAL = \_\_\_\_\_ /100 points**

## EDUC 600 RUBRIC: COMPLETED THESIS DRAFT AND ORAL DEFENSE

Each committee member evaluates the written thesis and oral defense using the rubric shown below. At a meeting of all committee members, a final evaluation of the thesis and oral defense is conducted and one final score for each rubric is determined. The final rubrics are placed in each candidate's file and a copy is given to the candidate. Both the written and oral presentation must be passed with the minimum points listed for each section for the candidate to successfully pass EDUC 600.

### PART I: WRITTEN THESIS

	Unacceptable Performance	Developing	Accomplished	With Distinction
<b>Chapter 1: Introduction</b> **introduces the project; creates reader interest	<b>0 points</b> Candidate writes an introduction that does not describe the research project	<b>1 point</b> Candidate writes an introduction that describes the research project	<b>2 points</b> Candidate writes a clear, concise and focused introduction that describes the research project and creates reader interest	<b>3 points</b> Candidate writes a clear, concise and focused introduction that describes the research project and creates reader interest
<b>Chapter 1: Background</b> **briefly describes location of study, demographics, performance measures for population, researcher(s), and research design	<b>0 points</b> Candidate does not provide a description of location OR Demographics OR performance measures, OR researcher(s) OR research design	<b>1 point</b> Candidate provides a description of location and demographics, and research design OR performance measures and researcher(s)	<b>2 points</b> Candidate provides a description of location, demographics, performance measures, researcher(s) and research design	<b>3 points</b> Candidate provides description of location, demographics, performance measures, researcher(s), and research design AND Explains why each of these was selected
<b>Chapter 1: Importance of the Study</b> **provides reasons for conducting the research **states its significance for the candidate / others **states purpose of the study	<b>0 points</b> Candidate does not present rationale for conducting the study, OR statements about the study's significance, OR his/her expectations, OR the purpose of the study	<b>1 point</b> Candidate presents a rationale for conducting the study and provides a statement about the study's significance, OR His/her expectations and the purpose of the study	<b>2 points</b> Candidate presents a rationale for conducting the study and provides statements about the study's significance, his/her expectations, and states the purpose of the study	<b>3 points</b> Candidate presents more than one rationale for conducting the study, identifies the study's significance and his/her expectations, and states the purpose of the study
<b>Chapter 1: Research Question(s)</b> **lists 1-2 questions **describe the purpose of the question(s) being posed	<b>0 points</b> Candidate constructs no questions that are related to the research topic.	<b>1 point</b> Candidate constructs one question that is related to the research topic	<b>2 points</b> Candidate constructs one or more focused question(s) that is related to the research topic AND Describes the purpose of the question(s) being posed	<b>3 points</b> Candidate includes an introductory sentence AND Constructs one or more focused question(s) that is related to the research topic AND Describes the purpose of the question(s) being posed

	<b>Unacceptable Performance</b>	<b>Developing</b>	<b>Accomplished</b>	<b>With Distinction</b>
<b>Chapter 2: Review of Literature Introduction</b> **states the topic of the study **identifies the structure of the remainder of the chapter with a list of the topics/themes contained in the review	<b>0 points</b> Candidate does not write an introduction	<b>1 point</b> Candidate does not address the study's purpose or topics/themes contained in the review	<b>2 points</b> Candidate writes a clear introduction that states the purpose of the study	<b>3 points</b> Candidate writes a clear and concise introduction that states the purpose of the study AND Lists the topics/themes contained in the review
<b>Chapter 2: Selection and Organization of Literature Review</b> **selected empirical studies that summarize research and theory **sources represent multiple viewpoints **includes a balanced examination of topics/themes **identifies and organizes themes and sub-themes using headings drawn from the list of topics/themes in introduction	<b>0 points</b> Candidate selects less than 8 empirical studies that represent multiple viewpoints and/or a balanced examination of the topics/themes OR Does not organize literature review based on the themes identified in the introduction to the review of literature	<b>1 point</b> Candidate selects 8–10 empirical studies that represent multiple viewpoints OR Lacks a balanced examination of the topics/themes OR Organizes literature review based on all but 1 of the themes identified in the introduction to the review of literature	<b>2 points</b> Candidate selects at least 11 empirical studies that represent multiple viewpoints and/or a balanced examination of the topics/themes AND Organizes the literature review based on the themes identified in the introduction to the review of literature	<b>3 points</b> Candidate selects at least 15 empirical studies that represent multiple viewpoints and a balanced examination of the topics/themes AND Clearly and consistently organizes literature review based on the themes identified in the introduction to the review of literature
<b>Chapter 2: Content of Literature Review</b> ** <u>synthesizes</u> and <u>analyzes</u> research supporting each theme rather than simply providing an annotated bibliography **relates themes and research to subject of research project **includes a minimum of 15 sources	<b>0 points</b> Candidate does not synthesize and analyze the research throughout and is unable to relate the themes and research to the research project; includes fewer than 10 scholarly sources	<b>1 point</b> Candidate does not synthesize and analyze all the research throughout the review and is unable to relate the themes and research to the research project; includes 10-14 scholarly sources	<b>2 points</b> Candidate consistently synthesizes and analyzes the research throughout the review and relates the themes and research to the research project; includes at least 15 scholarly sources	<b>3 points</b> Candidate consistently synthesizes and analyzes the research throughout the review and relates the themes and research to the research project AND Provides an overall synthesis in their conclusion of the literature

	<b>Unacceptable Performance</b>	<b>Developing</b>	<b>Accomplished</b>	<b>With Distinction</b>
<b>Chapter 3: Methodology Introduction</b> **restates the subject of the paper **identifies the research design selected for the study and explains why this design was selected	<b>0 points</b> Candidate does not restate the subject of the paper or does not identify the research design selected for the study	<b>1 point</b> Candidate restates the subject of the paper and identifies the research design selected (e.g., quasi-experiment, case study) selected but does not explain why this design was selected	<b>2 points</b> Candidate restates the subject of the paper, identifies the research design selected (e.g., quasi-experiment, case study), and explains why this design was selected; however, the explanation for why this design was selected lacks enough detail to eliminate other potential research designs	<b>3 points</b> Candidate restates the subject of the paper, identifies the research design selected (e.g., quasi-experiment, case study), and appropriately explains why this design was selected
<b>Chapter 3: Participants and Setting</b> **identifies who was involved (including demographic information) and why **describes where (including community, school, and classroom information as it applies to the study) and when the research took place	<b>0 points</b> Candidate does not identify research participants or does not describe where and when the research took place	<b>1 point</b> Candidate identifies research participants but demographic information may be missing. There is no explanation of how or why these participants were chosen. Candidate describes where and/or when the research took place	<b>2 points</b> Candidate identifies research participants (including information related to age, socioeconomic status, race, and sex) and explains how and why these participants were chosen. Candidate thoroughly describes where (including school and classroom information) and when the research took place	<b>3 points</b> Candidate identifies research participants (including demographic information) and explains how and why these participants were chosen. Candidate thoroughly describes where (including community, school, and classroom information) and when the research took place

	<b>Unacceptable Performance</b>	<b>Developing</b>	<b>Accomplished</b>	<b>With Distinction</b>
<p><b>Chapter 3: Data Collection</b>  **briefly introduces the data collection instruments and then thoroughly describes each one including the author/date (if commercially available), how it was designed (if created by candidate), what it measures, how it was administered, and information related to reliability and validity (quantitative) or trustworthiness (qualitative)  **instruments are appropriate for answering the research question(s)  **includes Appendix for samples of checklists, surveys, worksheets, etc.</p>	<p><b>0 points</b>  Candidate does not introduce the data collection instruments, or does not describe each one,  OR  does not include an Appendix for samples of checklists, surveys, worksheets, etc.,  OR  less than two of the instruments are appropriate for answering the research question(s)</p>	<p><b>1 point</b>  Candidate introduces the data collection instruments and then describes each one including 1–2 of the following: author/date (if commercially available), how it was designed (if created by candidate), what it measures, how it was administered, information related to reliability and validity(quantitative) or trustworthiness (qualitative).  OR  Two of the three instruments are appropriate for answering the research question(s).   An Appendix for samples of a few checklists, surveys, worksheets, etc. is included</p>	<p><b>2 points</b>  Candidate introduces the data collection instruments and describes each one including 3 of the following: author/date (if commercially available), how it was designed (if created by candidate), what it measures, how it was administered, information related to reliability and validity(quantitative) or trustworthiness (qualitative).   All instruments are appropriate for answering the research question(s).  An Appendix for samples of all checklists, surveys, worksheets, etc. is included</p>	<p><b>3 points</b>  Candidate introduces the data collection instruments and then describes each one including all of the following: the author/date (if commercially available), how it was designed (if created by candidate), what it measures, how it was administered, information related to reliability and validity (quantitative) or trustworthiness (qualitative).   All instruments are appropriate for answering the research question(s).  An Appendix for samples of all checklists, surveys, worksheets, etc. is included</p>
<p><b>Chapter 3: Data Analysis</b>  **describes how the data was analyzed— basic descriptive statistics (mean, median, percentages, totals, etc. for quantitative data; codes and themes for qualitative data)  **data analysis is appropriate for each data collection instrument</p>	<p><b>0 points</b>  Candidate describes how the collected data was analyzed  • Quantitative data: basic descriptive statistics (mean, median, percentages, totals, etc.)  • Qualitative data: codes and themes   More than 50% of description is inaccurate  OR  data analysis is appropriate for less than 2 data collection instruments</p>	<p><b>1 point</b>  Candidate describes how the collected data was analyzed  • Quantitative data: basic descriptive statistics (mean, median, percentages, totals, etc.)  • Qualitative data: codes and themes   Up to 50% of description is inaccurate  OR  data analysis is appropriate for only 2–3 data collection instruments</p>	<p><b>2 points</b>  Candidate accurately describes how the collected data was analyzed  • Quantitative data: basic descriptive statistics (mean, median, percentages, totals, etc.)  • Qualitative data: codes and themes   Data analysis is appropriate for each data collection instrument.</p>	<p><b>3 points</b>  Candidate accurately describes how the collected data was analyzed  • Quantitative data: basic descriptive statistics (e.g., mean, median, percentages, totals)  • Qualitative data: codes and themes   Data analysis is appropriate for each data collection instrument.   Candidate describes how each type of analysis addresses the research questions.</p>

	<b>Unacceptable Performance</b>	<b>Developing</b>	<b>Accomplished</b>	<b>With Distinction</b>
<b>Chapter 3: Procedures</b> **describes the steps (in chronological order) that were taken to recruit participants, obtain consent, gather data, and analyze data) **includes dates for each step ** includes Appendix for recruitment and consent documentation	<b>0 points</b> Candidate describes steps that were taken to recruit participants, obtain consent, gather data, and analyze data, but more than 3 steps are missing, out of order, or without dates, OR an Appendix for recruitment and consent documentation is not included	<b>1 point</b> Candidate describes steps that were taken to recruit participants, obtain consent, gather data, and analyze data, but 2–3 steps are missing, out of order, or without dates. An Appendix for recruitment and consent documentation is included	<b>2 points</b> Candidate describes steps that were taken to recruit participants, obtain consent, gather data, and analyze data, but 1 step is missing, out of order, or without a date. An Appendix for recruitment and consent documentation is included	<b>3 points</b> Candidate describes all steps (in chronological order and including dates) that were taken to recruit participants (if applicable), obtain consent, gather data, and analyze data. An Appendix for recruitment (if applicable) and consent documentation is included
<b>Chapter 4: Presentation of Findings</b> **introduces the chapter **presents data in text and tables/figures **provides a summary of findings	<b>0 points</b> Tables or figures are not included OR Data from tables and figures are not discussed OR A summary of the findings is not included	<b>5 points</b> Data are presented using text as well as tables and figures AND Data from some tables and figures are discussed AND A summary of the findings concludes the chapter	<b>8 points</b> Candidate begins the chapter by restating the subject of the paper and outlining the contents of the chapter AND Data are presented using text as well as tables and figures AND Data from each table and figure are discussed AND A summary of the findings concludes the chapter	<b>10 points</b> Candidate begins the chapter by restating the subject of the paper and outlining the contents of the chapter AND Data are presented using text as well as tables and figures AND A short introductory paragraph appears above each table or figure AND Data are described in the paragraph following each table or figure AND A summary of the findings concludes the chapter
<b>Chapter 4: Clarity and Comprehensiveness of Findings</b> **provides a clear and comprehensive description of findings ** links findings to research questions	<b>0 points</b> There are more than 6 issues regarding clarity/comprehensiveness OR Text, tables, and figures do not work together to describe data OR Findings do not address the research question(s)	<b>10 points</b> Text, tables, and figures work together to describe data. There may be 5–6 issues regarding clarity/comprehensiveness OR Findings address the research question(s) but not explicitly	<b>15 points</b> Text, tables, and figures work together to describe data. There may be 3–4 issues regarding clarity/comprehensiveness AND Findings clearly and explicitly address the research question(s)	<b>20 points</b> Text, tables, and figures work together to describe data. There may be up to 2 issues regarding clarity/comprehensiveness AND Findings clearly and explicitly address the research question(s)

	<b>Unacceptable Performance</b>	<b>Developing</b>	<b>Accomplished</b>	<b>With Distinction</b>
<b>Chapter 4: Tables and Figures</b> **includes tables and figures that are accurate and complete	<b>0 points</b> Tables and/or figures include more than 5 errors in regard to data accuracy and completeness.	<b>8 points</b> Tables and/or figures include 4–5 errors in regard to data accuracy and completeness.	<b>12 points</b> Tables and/or figures include 2–3 errors in regard to data accuracy and completeness.	<b>15 points</b> Tables and/or figures include 0–1 error in regard to data accuracy and completeness.
<b>Chapter 5: Discussion of Findings</b> **discusses findings, including conclusions and links to research question(s) **connects findings to Literature Review **addresses how candidate’s role may have impacted findings/interpretations	<b>0 points</b> Lacks a coherent discussion of findings OR Does not address each research question OR Does not connect findings to Literature Review	<b>8 points</b> Includes a discussion of some of the findings from Chapter 4, including conclusions that were drawn from those findings and how they answer each research question OR Connects findings to less than 3 studies from the Literature Review	<b>12 points</b> Includes a thorough discussion of each of the findings from Chapter 4, including conclusions that were drawn from those findings and how they answer each research question AND Connects findings to at least 3 studies from the Literature Review	<b>15 points</b> Includes a thorough discussion of each of the findings from Chapter 4, including conclusions that were drawn from those findings and how they answer each research question AND Connects findings to at least 4 studies from the Literature Review AND Addresses how the candidate’s role may have impacted the findings and/or interpretations
<b>Chapter 5: Reflection/ Limitations</b> **discusses research success, what the candidate would do differently, implications for research and practice, what the candidate learned, and limitations of the study	<b>0 points</b> Discusses one or two of the following: <ul style="list-style-type: none"> <li>How successful the research was (and what makes the candidate think this)</li> <li>What the implications are to the research site OR what follow-up research is recommended</li> <li>Limitations (Limitations may not clearly relate to the items listed above)</li> </ul> OR Limitations are not discussed	<b>8 points</b> Discusses all of the following: <ul style="list-style-type: none"> <li>How successful the research was (and what makes the candidate think this)</li> <li>What the implications are to the research site OR what follow-up research is recommended</li> <li>Limitations (Limitations may not clearly relate to the items listed above)</li> </ul>	<b>12 points</b> Discusses all of the following: <ul style="list-style-type: none"> <li>How successful the research was (and what makes the candidate think this)</li> <li>What the candidate would do differently</li> <li>What the implications are to the research site AND what follow-up research is recommended and why</li> <li>Limitations and how these relate to the items listed above</li> </ul>	<b>15 points</b> Discusses all of the following: <ul style="list-style-type: none"> <li>How successful the research was (and what makes the candidate think this)</li> <li>What the candidate would do differently</li> <li>What the implications are to the research site AND what follow-up research is recommended and why</li> <li>What the candidate has learned through the research process</li> <li>Limitations and how these relate to the items listed above</li> </ul>

	<b>Unacceptable Performance</b>	<b>Developing</b>	<b>Accomplished</b>	<b>With Distinction</b>
<b>Chapter 5: Conclusion</b> **reiterates problem **restates research question(s) **reiterates methodology **summarizes findings and implications for research and practice	<b>0 points</b> Does not summarize findings OR Does not restate either research question(s) or methodology	<b>3 points</b> Briefly summarizes findings AND Restates either research question(s) or methodology	<b>4 points</b> Restates research question(s) AND Reiterates methodology (participants, setting, research design, data collection, analysis) AND Briefly summarizes findings and their implications for research and practice	<b>5 points</b> Reiterates the problem that inspired the research project AND Restates research question(s) AND Reiterates methodology (participants, setting, research design, data collection, analysis) AND Briefly summarizes findings and their implications for research and practice
<b>Formatting</b> **uses correct APA style	<b>0 points</b> Thesis contains a combined total of more than 5 types of errors in APA style	<b>4 points</b> Thesis contains a combined total of 4–5 types of errors in APA style	<b>6 points</b> Thesis contains a combined total of 2–3 types of errors in APA style	<b>8 points</b> Thesis contains a combined total of 0–1 type of error in APA style
<b>Writing Style</b> **uses correct spelling, grammar, capitalization, punctuation **includes transitions between topics and paragraphs **is clear, concise, and objective **includes 26 or more pages for entire paper, not including references	<b>0 points</b> Thesis contains a combined total of more than 7 errors in spelling, grammar, capitalization, or punctuation; more than 7 problems with transitions, clarity, and objectivity OR Paper is below 22 pages, not including references	<b>4 points</b> Thesis contains a combined total of 6–7 errors in spelling, grammar, capitalization, or punctuation; 6–7 problems with transitions, clarity, and objectivity AND Paper is at least 22 pages, not including references	<b>6 points</b> Thesis contains a combined total of 4–5 errors in spelling, grammar, capitalization, or punctuation; 4–5 problems with transitions, clarity, and/or objectivity AND Paper is at least 26 pages, not including references	<b>8 points</b> Thesis contains a combined total of 0–3 errors in spelling, grammar, capitalization, or punctuation; 0–3 problems with transitions, clarity, or objectivity AND Paper is at least 30 pages, not including references
<b>Written Thesis score: /132</b> <b>Candidate must earn at least 99 points with no score in the unacceptable level</b>				



**PART II: ORAL DEFENSE**

	<b>Unacceptable Performance</b>	<b>Developing</b>	<b>Accomplished</b>	<b>With Distinction</b>
<b>Organization</b>	<p><b>0 points</b></p> <p>Progression appears disjointed, providing research information Before revealing Research question(s). AND One or more of the sections is not addressed</p> <ul style="list-style-type: none"> <li>• Methodology</li> <li>• Significance</li> <li>• Related Literature</li> <li>• Data</li> </ul>	<p><b>2 points</b></p> <p>Progression appears disjointed, providing research information Before revealing Research question(s). OR One of the sections is not addressed</p> <ul style="list-style-type: none"> <li>• Methodology</li> <li>• Significance</li> <li>• Related Literature</li> <li>• Data</li> </ul>	<p><b>3 points</b></p> <p>Well thought out with logical progression AND Research question(s) clearly stated AND Use of academic language AND Significance clearly stated AND Content level appropriate for audience</p>	<p><b>4 points</b></p> <p>Well thought out with logical progression AND Research question(s) clearly stated AND Use of academic language AND Significance clearly stated AND Content level appropriate for audience AND Strong connections to literature</p>
<b>Style/Delivery</b>	<p><b>0 points</b></p> <p>Unable to present materials in allotted time or uses filler words to fill time OR Relies on notes/presentation to deliver information</p>	<p><b>2 points</b></p> <p>Uses time wisely AND Delivers information without relying on notes/presentation</p>	<p><b>3 points</b></p> <p>Uses time wisely AND Speaks with good pacing and enthusiasm AND Makes eye contact AND Delivers information without relying on notes/presentation</p>	<p><b>4 points</b></p> <p>Uses time wisely AND Speaks with good pacing and enthusiasm AND Makes eye contact AND Delivers information without relying on notes/presentation AND Leaves brief moments throughout for audience questions and/or engagement</p>
<b>Clarity</b>	<p><b>0 points</b></p> <p>Responses to questions are unclear and indicate lack of familiarity with the research project; no supporting details are included when responding</p>	<p><b>3 points</b></p> <p>Responses to 2 or more questions are unclear or inappropriate; indicates a knowledge of the research project by proving 1 supporting detail when responding</p>	<p><b>5 points</b></p> <p>Responses to all questions are clear and appropriate; indicates knowledge of the research project by providing 2 supporting details when responding.</p>	<p><b>6 points</b></p> <p>Responses to all questions are clear, appropriate, and insightful; indicates a thorough knowledge of the research project by providing 3 supporting details when responding.</p>
<b>Quality of Responses to Questions</b>	<p><b>0 points</b></p> <p>Makes no effort to respond to questions OR Provides incorrect responses</p>	<p><b>3 points</b></p> <p>Misunderstanding of questions OR Does not always give a full response or may answer a different question</p>	<p><b>5 points</b></p> <p>Understands audience questions AND Can integrate knowledge to answer questions AND Thoroughly responds to questions</p>	<p><b>6 points</b></p> <p>Understands audience questions AND Can integrate knowledge to answer questions AND Thoroughly responds to questions AND Integrates existing research into response</p>

	<b>Unacceptable Performance</b>	<b>Developing</b>	<b>Accomplished</b>	<b>With Distinction</b>
<b>Research Question(s)</b>	<b>0 points</b> Unfamiliar with the major sources and major issues related to the research question(s)	<b>2 points</b> Unfamiliar with 2 or more sources and/or major issues related to the research question(s)	<b>4 points</b> Familiar with most major sources and major issues related to the research question(s)	<b>5 points</b> Has a deep, connected understanding of all sources and issues related to the research question(s)
<b>Research Design and Implementation</b>	<b>0 points</b> Does not explain the research design and does not discuss other approaches that could be used to study the research question(s) further.	<b>2 points</b> Does not explain the research design used OR does not discuss at least 1 approach that could be used to study the research question(s) further	<b>4 points</b> Explains the research design used and meaningfully discusses 1 other approach that could be used to study the research question(s) further	<b>5 points</b> Explains the research design used and meaningfully discusses 2 or more other approaches that could be used to study the research question(s) further
<b>Conclusions</b>	<b>0 points</b> Discusses 2 or fewer points related to the validity, significance, and limitations of the research with no connections to the literature	<b>2 points</b> Discusses at least 3 points related to the validity, significance, and limitations of the research with 1 connection to the literature	<b>4 points</b> Discusses at least 5 points related to the validity, significance, and limitations of the research with 2 connections to the literature	<b>5 points</b> Discusses at least 6 points related to the validity, significance, and limitations of the research with 3 or more strong connections to the literature
<b>Oral Defense score: /35</b>				
<b>Candidate must earn at least 26 points with no score in the unacceptable level</b>				

Total Points Possible (Written and Oral) = 167

Minimum Pass Score = 125

Pass with Distinction = 150 points or higher

***\*Every rubric score must meet the minimum pass requirement to successfully defend your thesis and earn a pass for the course.***

**CAPSTONE PROJECT RUBRIC (complete rubric coming soon)**