**Professional Paper RUBRIC: Research Paper**

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Professional Paper Title:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Section** | **Requirements** | **Evaluation** |
| **Abstract** | * The What: Purpose of the research | 0 1 2 3 |
| * The Why: Justification for research | 0 1 2 3 |
| * The How: Theoretical/conceptual framework | 0 1 2 3 |
| * The How: Methodology | 0 1 2 3 |
| * Findings/conclusions in descending order of importance | 0 1 2 3 |
| **Introduction**  Paper Focus:  Purpose/Position (Thesis) | * The What: Purpose of the research | 0 1 2 3 |
| * The Why: Justification for research/significance of the issue/problem | 0 1 2 3 |
| * The How: Theoretical/conceptual framework | 0 1 2 3 |
| * The How: Methodology | 0 1 2 3 |
| * Clearly stated research question | 0 1 2 3 |
| * Brief identification of independent and dependent variable(s) (as appropriate)\* | 0 1 2 3 |
| * Hypothesis statement (as appropriate)\* | 0 1 2 3 |
| * Roadmap/structure of the paper | 0 1 2 3 |
| **Literature Review**  (Examination of related literature) | * Research focus is clearly grounded in previous research/theoretically relevant literature | 0 1 2 3 |
| * Empirical evidence: Literature providing empirical research evidence relevant to research question is explored. Here you organize relevant studies in a systematic way: may be chronological, typological (common themes/discussions). Within the thematic groups, present in your own words what the findings and limitations of existing evidence are. Do empirical results differ across studies? Also provide existing gap in the literature. Proper in-text citations are required. | 0 1 2 3 |
| * At the end of the literature review: indicate clearly your point of departure from the literature. | 0 1 2 3 |
| * Research question is clearly stated. | 0 1 2 3 |
| * Independent and dependent variable (s) are discussed. \*(as appropriate) | 0 1 2 3 |
| * Research hypothesis is clearly stated. \*(as appropriate) | 0 1 2 3 |
| **Theoretical/Conceptual**  **Framework** | * Theories: Relevant theoretical literature is explored and presented. Conceptual framework is explained. | 0 1 2 3 |
| **Research**  **Methods** | * Provides accurate, thorough description about the data:   (a) a brief introduction of the data or source of data | 0 1 2 3 |
| (b) sample and data collection method | 0 1 2 3 |
| (c) measurement/instrument | 0 1 2 3 |
| (d) analytical techniques | 0 1 2 3 |
| **Results/Analysis**  (Answer to Research Question) | * Results are clearly explained and well-organized. | 0 1 2 3 |
| * Tables/figures clearly and concisely convey the data. | 0 1 2 3 |
| * Statistical analyses (if used) are appropriate tests and are accurately interpreted. | 0 1 2 3 |
| * Interpretations/analyses are thoughtful and insightful, are clearly informed by the study’s results, and thoroughly address how they supported, refuted, and/or informed the hypotheses/propositions. | 0 1 2 3 |
| * The results are coherent to the purpose of study and research questions/hypotheses. | 0 1 2 3 |
| **Discussion & Conclusions**  (Answer to Research Question &  Suggestions for further research) | * Briefly summarize your findings/answers to your research questions/hypotheses. | 0 1 2 3 |
| * Insightful discussion of your findings within the relevant literature and how your study contributes to or enhances the present scholarship in this area. | 0 1 2 3 |
| * Discuss the unique contribution of your study to the literature | 0 1 2 3 |
| * Limitation of your study: Discuss any (theoretical and/or methodological) issues/problems of your research. | 0 1 2 3 |
| * Suggestions for further research in the area of research. If relevant, also provide practical/policy implications. | 0 1 2 3 |

**\*Research papers using qualitative methodology can include hypotheses and stated dependent and independent variables but sometimes do not.**

**Evaluation Criteria:**

0: Beginning - basic information is missing or incomplete.

1: Developing - basic information is present but undeveloped.

2: Proficient- information is complete and some discussion is present.

3: Exemplary- information is comprehensive and well developed; discussion is organized and thorough.

**Qualitative Comments:**