Master of Arts in Education

Capstone Project & Thesis
Preparation Guide
2024–2025

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GENERAL INFORMATION

This handbook has been prepared by the Graduate Program Committee (GPC) at Wittenberg University as an aid to candidates while completing their capstone project or thesis. 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 the capstone or thesis submission and defense, and all other requirements for graduation.

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

The completion of the capstone project or thesis 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 context 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 capstone project or thesis processes. A copy of the Honor Statement must be signed and returned at the capstone project oral defense or with the Thesis Sign-Off Form, as appropriate.

As a final requirement of the capstone project or thesis, candidates must successfully defend their work in an oral defense to their selected committee, which should be comprised 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.

CAPSTONE PROJECT OR THESIS INFORMATION

CAPSTONE

A capstone answers a question of practical importance in your current position. It is grounded in current research and supports the student's professional growth and development through project-based work. Project possibilities could be, but are not limited to:

- Developing a new educational tool, program, or camp
- Evaluating a new assessment tool or educational practice
- Curriculum revision
- Creating and leading a professional learning community

The capstone project requires students to review the existing literature related to their research and develop a product or deliverable and document this work in a written paper. The written paper will consist of an introduction to the project, annotated bibliography, overview of the project development and connection to research, the product itself, and a conclusion. Depending on the format of the project, the written thesis might include hyperlinks or images as appropriate. If applicable, students will submit their research plan to the Institutional Review Board at Wittenberg University to ensure that it follows ethical expectations and presents no harm to participants

Students will form a committee of experts, including one faculty member from Wittenberg University who will serve as the committee chair and guide the capstone work, and one outside member. The committee will offer guidance and review the capstone project prior to an oral defense. Students will present their final work to the committee, *as well as* two additional experts in the field, and respond to questions about their research during the oral defense. Following the oral defense, the written portion of the capstone project and all required signature and approval pages will be combined into a single PDF and submitted digitally to the Director of Graduate Studies.

THESIS

A thesis answers a question of theoretical importance and involves conducting experimental research in your own classroom or area of related work. Thesis research can be implemented in your own setting to provide quick answers to important questions that impact your daily teaching and leadership. Thesis examples include, but are not limited to:

- Examining the effects of a new curriculum on academic achievement
- Changing a specific behavior using targeted interventions
- Testing the relationship between reading skills by targeting one with a specific teaching strategy

The thesis requires students to review the existing literature related to their research, conduct original research that addresses their primary question, and document this work in a written paper consisting of five chapters. The paper will include an introduction to the problem and research question, extensive literature review, methods, results, and a discussion of findings. Students will submit their research plan to the Institutional Review Board at Wittenberg University to ensure that it follows ethical expectations and presents no harm to participants.

Students will form a committee of experts, including two faculty members from Wittenberg University and one outside member, selecting one of the faculty members to serve as the committee chair who will

guide the thesis work. The full committee will offer guidance and review the written thesis prior to an oral defense. Students will present their final work to the committee and respond to questions about their research during the oral defense. Following the oral defense, the thesis and all required signature and approval pages will be printed and bound and submitted to the university library. The candidate will also provide a digital copy of all signature pages, approval pages, and the complete thesis as a single PDF to the Director of Graduate Studies.

CANDIDATE
- Select a capstone project or thesis Committee Chair and establish a Capstone/Thesis Committee by the start of EDUC 590.
  - Committee Chairs must be a member of the Education Department faculty holding a doctoral degree. For the 2024-2025 academic year, available faculty include Dr. Layla Besson, Dr. Sally Brannan, Dr. Mike Daiga, Dr. David Estrop, Dr. Kristin Farley, Dr. Jim Gay, Dr. Rebecca Workman.
  - Additional thesis committee members may be any faculty member whose expertise aligns with the candidate's selected topic. This person could be from inside or outside of the Education Department and can include those without a terminal degree.
  - Faculty members should chair only one (1) committee when possible, and no more than two (2) total. Faculty can serve as additional thesis committee members if appropriate.
- Complete the Approved Capstone/Thesis Committee form with the names of the committee members.
  - 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 Studies for approval.
  - 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 Studies 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. Determine if the capstone project or thesis is most appropriate for your work.
- Submit a signed Capstone/Thesis Proposal Approval form (located on the Student Resources page of Wittenberg's Master of Arts in Education website) to Director of Graduate Studies.
- 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 capstone or thesis; schedule regular meetings for continual review of capstone or thesis progress.
- Take initiative in communicating any problems or difficulties that may arise during the capstone or thesis process (research, implementation, writing), thereby contributing to a constructive, effective, and collaborative working relationship.
- Progress through capstone project or thesis 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 capstone project or thesis 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 12th week of the intended graduation semester (or mid-July for summer) and provide capstone project overview or thesis draft to each committee member at least two weeks prior to scheduled oral defense.

Capstone Project and Thesis Timeline

- Identify at least two experts in the field of which the project is being done and secure their agreement to participate in the oral defense. These should be two people who are not already serving on your committee.
- Prior to the capstone project defense, ensure that the Master of Arts in Education Committee Approval of Capstone Project form is prepared in DocuSign. Prepare by typing in candidate and faculty full legal names and avoid use of degrees and titles except as pre-printed on the form. All committee members must electronically sign after successful completion of the oral defense.
- Prepare and present a summary of the capstone project to committee members and pre-determined panel of experts at defense.
- After successful capstone project defense:
  - Electronically send Master of Arts in Education Committee Approval form to all committee members using DocuSign
  - Compile a final document including cover page (title of the Capstone Project, candidate name, date), all signed approval forms, and written portion of the capstone into a single PDF to submit electronically to the Director of Graduate Studies

Thesis-Specific Guidelines

- Prior to defense, ensure that the Master of Arts in Education Committee Approval of Thesis form is prepared in DocuSign. Prepare by typing in candidate and faculty full legal names and avoid use of degrees and titles except as pre-printed on the form.
- 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:
  - Electronically sign the Electronic Thesis and Dissertation (ETD) Center Release form using DocuSign.
  - Electronically sign the Honor Statement form using DocuSign and send to Director of Graduate Studies for electronic signature.
  - Prepare and send Final Reading approval form in DocuSign and send Thesis Committee Chair for digital signature.
  - After completing all recommended changes, prepare and send Master of Arts in Education Thesis Sign-Off form to Thesis Committee Chair and Director of Graduate Studies for digital signatures.
  - Compile completed thesis and all signature pages in the designated order as a single PDF (see Thesis Printing and Binding section of this document) and submit to Director of Graduate Studies.
  - Print one copy of completed thesis and all signature pages on appropriate paper **_OR_** pay the additional thesis printing fee for the Education Department to print the thesis on appropriate

paper (see Thesis Printing and Binding section of this document).

- o Submit payment for binding and publication ($30 per copy) for inclusion in library archives; additional copies available for personal use if requested and upon payment.
    - If opting to have the Education Department print the thesis include an additional payment of $30 for copy and printing costs.
    - If opting to print your own copy of the thesis on appropriate paper, make appointment with Director of Graduate Studies to submit all signed forms and completed thesis.

COMMITTEE CHAIR

- Agree to chair committee and electronically sign Approved Capstone Project or Thesis Committee form via DocuSign.
- Along with committee members, approve candidate's proposal and electronically sign Capstone Project or Thesis Proposal Approval form via DocuSign.
- By the deadline provided in EDUC 595, approve and submit candidate's IRB Petition to Wittenberg's Institutional Review personnel.
- 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 capstone project or 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 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 capstone project or thesis in order to obtain the degree, Committee Chair should notify the candidate, Director of Graduate Studies, and Chairperson of the Department.
- Provide additional assistance to the candidate who may have language differences that interfere with their capstone project or thesis progress.
- Schedule oral defense with other committee members and alert Director of Graduate Studies.
- Attend oral defense and provide written assessment (i.e., scored rubric and comments) of draft and oral defense as part of final examination process.
- Submit to Director of Graduate Studies a completed Capstone Project Rubric or 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 the oral defense.
- Electronically sign Master of Arts in Education Committee Approval form via DocuSign to verify successful completion of oral defense.
- *Thesis only:* Provide feedback to candidate for revisions to be made to thesis prior to final approval by Director of Graduate Studies.

- *Thesis only:* Electronically sign Final Reading Approval form and Master of Arts in Education Thesis Sign-Off form via DocuSign to verify successful completion of thesis.

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

DIRECTOR OF GRADUATE STUDIES
- 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.

Capstone Project-Specific Requirements
- Receive final PDF of written capstone project in digital format.
    - Submit to Education Department Administrative Assistant for inclusion in digital archives
- Digitally sign the Honor Statement form via DocuSign.
- Submit Master of Arts in Education Capstone Project Sign-Off Form to Registrar's office to verify that capstone project 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 capstone project.

Thesis-Specific Requirements
- Receive two completed copies of approved thesis, one digital and one printed on printed, and verify that submission standards have been adhered to.
- Electronically sign the Honor Statement form, Final Reading Approval form, and Master of Arts in Education Thesis Sign-Off Form via DocuSign.
- 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 printed copy of thesis, signature pages, and Electronic Thesis and Dissertation (ETD) Center Release Form to library for binding.

CAPSTONE/THESIS PROJECT TIMELINE

Components	Timeline
• Committee formed • Committee Approval Form submitted • Proposal meeting with committee • Capstone Project or Thesis Proposal Approval Form submitted	Before the start of EDUC 590
• Draft of sections/chapters 1–2 submitted & initially approved	During EDUC 590
• IRB Petition submitted and approved • Draft of sections/chapters 1–3 submitted & approved	During EDUC 595
• Finalizing of sections/chapters 1–3 and writing of sections/chapters 4–5	During EDUC 600
• Completed capstone project or thesis submitted to committee	At least two weeks prior to scheduled oral defense (no later than 10th week of anticipated graduation semester)
• Oral defense	No later than 12th week of anticipated graduation semester (mid-July in summer)
• *Thesis only:* Submission of final thesis with suggested revisions	No later than final week of anticipated graduation semester

DETAILED INFORMATION REGARDING CAPSTONE PROJECT COMPONENTS

It is difficult to describe the exact contents of each and every capstone, especially given the wide variety of topics and projects that might be selected by the prospective capstone project 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
- Master of Arts in Education Committee 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 project, including purpose, project format, and major findings/results/conclusions.
- Table of Contents: Include all major headings that appear throughout the capstone project report and corresponding page numbers.
- List of Tables: Include a list of all tables that appear throughout the capstone project report and corresponding page numbers.
- List of Figures: Include a list of all figures that appear throughout the capstone project report 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.

Section 1: Introduction

Section Title	Approximate Length	Description
Introduction (no heading)	1 paragraph	Begin with a brief opening that leads the reader into the subject of your educational problem or question. This is your opportunity to engage and draw the reader into your project.
Rationale	1-2 paragraphs	State the purpose of the project immediately in your first sentence ("The purpose of this project was…"). Then, describe why you undertook this project, drawing on relevant research.
Importance for Personal Professional Growth	1-2 paragraphs	State the importance of this study for your personal professional growth. Describe the ways in which it will help you grow and reach your professional goals which you might not have otherwise been able to achieve.

Section 2: Annotated Bibliography
(NOTE: Analyses of at least 12 research studies are required in this chapter.)

Section Title	Approximate Length	Description
Introduction (no heading)	1 paragraph	Restate the purpose of the project and list the topics or themes that will be examined in the literature review

Section Title	Approximate Length	Description
Annotations	8-10 pages	Create an annotated bibliography of at least 12 relevant research articles. Describe how the research is related to your stated topics or themes.
Synthesis	1 paragraph	Synthesize the information from the annotated bibliography and reiterate how it relates to your project. Then provide a transition sentence that leads the reader into Section 3.

Section 3: Project Development

Section Title	Approximate Length	Description
Product/ Deliverable Plan of Action	2 paragraphs	Describe in detail your plan for developing the product/deliverable. Explain how the product/deliverable relates to the topic and your personal professional growth.
Setting	2 paragraphs	Describe the setting for the project, including where and when the project took place. Also describe any participants, if applicable, for the project, including demographic characteristics and explain why these participants were selected. If the product is a material (e.g., PowerPoint, curriculum, etc.), describe the target population or setting and why they were selected.
Connection to Literature	1 paragraph	Describe how the information from the literature review was used to inform the development of the product/deliverable.
Procedures	1-2 pages	Describe all steps, including dates, in chronological order for designing and creating the product/deliverable. Steps should be thorough such that someone else reading the description could replicate the product/deliverable.

Section 4: Product/Deliverable and Findings

Section Title	Approximate Length	Description
Product/ Deliverable and Findings	1-2 pages	Describe the actual development and facilitation for the project. Include clear explanations of ways in which the actual development deviated from the original plan described in section 3. If your project resulted in any findings (e.g., from surveys of teacher perceptions or opinions), describe those here. Include tables and figures as appropriate to organize your information.
Evidence	Variable	Provide explicit evidence of your completed product/deliverable. Evidence might include a separate document (e.g., journal article) or hyperlink to multimedia source (e.g., video, photograph, PowerPoint, etc.)

Section 5: Discussion

Section Title	Approximate Length	Description
Summary and Reflections	1-2 pages	Summarize the main takeaways and findings from the capstone project. Relate the findings to the existing literature reviewed in Section 2 and to your own personal professional growth. Include your own reflections on the project and how your perceptions changed throughout the process. What was successful? What would you do differently, and why? What have you learned through this entire process?
Implications	2-3 paragraphs	What are the implications of your project to your school, district, and/or education in general? Based on your findings, what do you recommend regarding future research and professional practices? Describe how this project has had direct implications for your personal professional growth.
Limitations	1-2 paragraphs	Describe the limitations of your project and findings (e.g., You are limited to your class/school/district, number of students, length of time for your study, etc.). Provide recommendations for overcoming these limitations in future iterations of the project

References

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

Appendices

Include all IRB approval, surveys, curricula, or any other document referenced within the thesis.

CAPSTONE PROJECT DOCUMENT STYLE AND FORMATTING

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

Font
The capstone project 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 surveys from each teacher.
✗ Unacceptable: The researcher collected surveys from each teacher.
✗ Unacceptable: Surveys were collected from each teacher.

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 document must be 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.

CAPSTONE PROJECT SUBMISSION

One completed copy of the Master's capstone project written document will be preserved in the Education Department's digital archives. Final projects will be submitted to the Director of Graduate Studies as a single PDF document.

DETAILED INFORMATION REGARDING THESIS COMPONENTS

It is equally 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
o 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.

Section Title	Approximate Length	Description
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 IRB approval, 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

A bound copy 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 Education Department will collect a digital copy and the university library will collect and bind a paper copy of the candidate's Master's thesis and make it publicly available to other students, faculty, and outside researchers. This document will become a visible and permanent measure of the quality of scholarship expected at Wittenberg University. A second copy may be submitted for binding if the candidate wants a personal bound copy.

The cost for binding and publication is $30 per copy. (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.

Alternatively, candidates may elect to have the Education Department print the thesis on appropriate paper for an additional fee of $30.

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.

Chapter Three

Methodology

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

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

Name	Age	Race	Gender
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
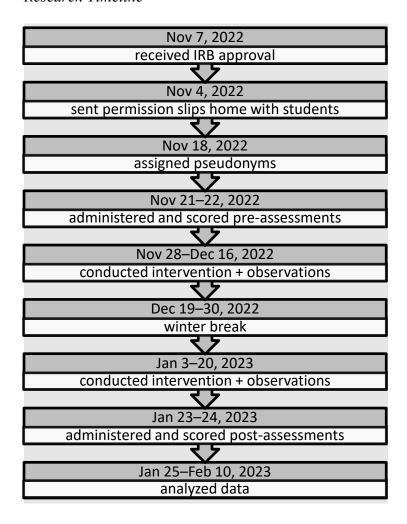
regarding their (inter)actions. Following the six-week intervention period, I administered the Observation Task for Letter Identification (Clay, 2019) and the First-Grade Alphabet Knowledge Assessment under the same conditions I had administered them before the intervention—i.e., one at a time during 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

| Nov 7, 2022 |
| received IRB approval |

| Nov 4, 2022 |
| sent permission slips home with students |

| Nov 18, 2022 |
| assigned pseudonyms |

| Nov 21–22, 2022 |
| administered and scored pre-assessments |

| Nov 28–Dec 16, 2022 |
| conducted intervention + observations |

| Dec 19–30, 2022 |
| winter break |

| Jan 3–20, 2023 |
| conducted intervention + observations |

| Jan 23–24, 2023 |
| administered and scored post-assessments |

| Jan 25–Feb 10, 2023 |
| analyzed data |

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.

CAPSTONE PROJECT RUBRICS

EDUC 590 RUBRIC: DRAFT OF WRITTEN CAPSTONE PROJECT SECTIONS 1–2

	Missing/Inadequate	Developing	Acceptable	Accomplished
Section 1: Introduction of Topic	**0 Points** Candidate writes an introduction that does not describe the educational problem or question to be addressed through the project	**7 Points** Candidate writes an introduction that is unclear and vaguely describes the educational problem or question to be addressed through the project	**11 Points** Candidate writes an introduction that clearly describes the educational problem or question to be addressed through the project	**15 Points** Candidate writes a clear, concise, and focused introduction that describes the educational problem or question to be addressed in the project and creates reader interest
Section 1: Rationale for the Project	**0 Points** Candidate does not articulate a rationale for undertaking the project	**10 Points** Candidate articulates a vague or confusing rationale for undertaking the project	**15 Points** Candidate articulates a rationale for undertaking the project	**20 Points** Candidate articulates a clear and compelling rationale for undertaking the project that draws on relevant research
Section 1: Importance for Personal Professional Growth	**0 Points** Candidate does not demonstrate the relationship to their professional growth	**7 Points** Candidate makes vague or unclear connections between the project and their professional growth	**11 Points** Candidate implies the importance of the project for their professional growth	**15 Points** Candidate clearly states the importance of the project for their professional growth
Section 2: Introduction	**0 Points** Candidate does not write an introduction	**5 Points** Candidate does not address the study's purpose or does not list topics/themes contained in the review	**8 Points** Candidate writes an introduction that states a broad purpose of the project and lists a topic/theme contained in the review	**10 Points** Candidate writes a clear and concise introduction that states the purpose of the project and lists the topics/themes contained in the review
Section 2: Summary and Analysis of Literature	**0 Points** Candidate summarizes fewer than six sources and/or does not explain how the sources relate to topics/themes	**13 Points** Candidate summarizes at least 6 sources; may explain how the sources relate to topics/themes	**19 Points** Candidate summarizes at least 9 sources; implies that the sources relate to topics/themes	**25 Points** Candidate accurately and concisely summarizes and analyzes at least 12 scholarly sources; clearly explains how the sources relate to the topics/themes included in the introduction
Section 2: Synthesis of Literature	**0 Points** Candidate synthesizes the information from fewer than three of the sources	**7 Points** Candidate synthesizes the information from at least three of the sources and may relate them to the project.	**11 Points** Candidate synthesizes the information from at least six of the sources and relates them to the project, but some connections may be inaccurate	**15 Points** Candidate accurately and concisely synthesizes the information from at least 10 of the sources and reiterates how they relate to the project

Total = _____/100 points

EDUC 595 RUBRIC: DRAFT OF WRITTEN CAPSTONE PROJECT SECTIONS 1–3

	Missing/Inadequate	Developing	Acceptable	Accomplished
Section 1: Introduction of Topic	**0 Points** Candidate writes an introduction that does not describe the educational problem or question to be addressed through the project	**4 Points** Candidate writes an introduction that is unclear and vaguely describes the educational problem or question to be addressed through the project	**6 Points** Candidate writes an introduction that clearly describes the educational problem or question to be addressed through the project	**8 Points** Candidate writes a clear, concise, and focused introduction that describes the educational problem or question to be addressed in the project and creates reader interest
Section 1: Rationale for the Project	**0 Points** Candidate does not articulate a rationale for undertaking the project	**4 Points** Candidate articulates a vague or confusing rationale for undertaking the project	**6 Points** Candidate articulates an appropriate rationale for undertaking the project	**8 Points** Candidate articulates a clear and compelling rationale for undertaking the project that draws on relevant research
Section 1: Importance for Personal Professional Growth	**0 Points** Candidate does not demonstrate the relationship to their professional growth	**4 Points** Candidate makes vague or unclear connections between the project and their professional growth	**6 Points** Candidate implies the importance of the project for their professional growth	**8 Points** Candidate clearly states the importance of the project for their professional growth
Section 2: Introduction	**0 Points** Candidate does not write an introduction	**2 Points** Candidate does not address the study's purpose and/or does not list topics/themes contained in the review	**3 Points** Candidate writes an introduction that states a broad purpose of the project and lists some topics/themes contained in the review	**4 Points** Candidate writes a clear and concise introduction that states the purpose of the project and lists the topics/themes contained in the review
Section 2: Summary and Analysis of Literature	**0 Points** Candidate summarizes fewer than seven sources and/or does not explain how the sources relate to topics/themes	**6 Points** Candidate summarizes at least seven sources; may explain how the sources relate to topics/themes	**9 Points** Candidate summarizes at least 10 scholarly sources; briefly explains how the sources relate to topics/themes	**12 Points** Candidate accurately and concisely summarizes and analyzes at least 12 scholarly sources; clearly explains how the sources relate to the topics/themes included in the introduction
Section 2: Synthesis of Literature	**0 Points** Candidate synthesizes the information from fewer than two of the sources and/or does not relate them to the project.	**5 Points** Candidate synthesizes the information from at least four of the sources and may inaccurately relate them to the project.	**8 Points** Candidate synthesizes the information from at least seven of the sources and vaguely relates them to the project	**10 Points** Candidate accurately and concisely synthesizes the information from at least 10 of the sources and reiterates how they relate to the project

	Missing/Inadequate	Developing	Acceptable	Accomplished
Section 3: Description of Product/Deliverable Plan of Action	**0 Points** Candidate does not describe a plan for developing the product/deliverable	**8 Points** Candidate provides a vague or confusing plan for developing the product/deliverable which may be related to the topic or personal professional growth	**11 Points** Candidate provides a plan for developing the product/deliverable that relates to the topic or personal professional growth	**15 Points** Candidate provides a detailed plan for developing the product/deliverable; clearly demonstrates how the product/deliverable relates to the topic and personal professional growth
Section 3: Description of Setting	**0 points** Candidate does not identify participants (if applicable) and does not describe where and when the research took place	**5 points** Candidate identifies participants (if applicable); explanation of how or why these participants were chosen may be unclear OR candidate vaguely describes where and/or when the research took place	**8 points** Candidate identifies participants (if applicable) and explains how or why these participants were chosen. Candidate broadly describes where and when the research took place	**10 points** Candidate identifies participants (if applicable), 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 project took place
Section 3: Connection to Relevant Literature	**0 Points** Candidate does not include an explanation of how the information from the annotated bibliography was used in completing the product/deliverable	**5 Points** Candidate includes a vague explanation of how the information from the annotated bibliography was used in completing the product/deliverable but the explanation is confusing or inaccurate	**8 Points** Candidate includes a vague explanation of how the information from the annotated bibliography was used in developing or completing the product/deliverable	**10 Points** Candidate includes an appropriate and thorough explanation of how the information from the annotated bibliography was used in developing and completing the product/deliverable
Section 3: Procedures	**0 Points** Candidate does not describe steps for completing the product/deliverable or steps are vague. Replication is not possible.	**8 Points** Candidate describes a few steps for completing the product/deliverable, but some steps may be missing or out of order. Replication is unlikely.	**11 Points** Candidate describes most steps in chronological order for completing the product/deliverable. Replication may be possible.	**15 Points** Candidate thoroughly and concisely describes all steps in chronological order, including all dates, for completing the product/deliverable, allowing for easy replication.

EDUC 600 RUBRIC: COMPLETED CAPSTONE PROJECT AND ORAL DEFENSE
Each committee member and outside expert evaluates the written capstone project report and oral defense using the rubric shown below. At a meeting of all committee members and outside experts, a final evaluation of the capstone project 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 1: Written Capstone Project

	Missing/Inadequate	**Developing**	**Acceptable**	**Accomplished**
Section 1: Introduction of Topic	**0 Points** Candidate writes an introduction that does not describe the educational problem or question to be addressed through the project	**1 Points** Candidate writes an introduction that is unclear and vaguely describes the educational problem or question to be addressed through the project	**2 Points** Candidate writes an introduction that clearly describes the educational problem or question to be addressed through the project	**3 Points** Candidate writes a clear, concise, and focused introduction that describes the educational problem or question to be addressed in the project and creates reader interest
Section 1: Rationale for the Project	**0 Points** Candidate does not articulate a rationale for undertaking the project or draws on irrelevant research	**1 Points** Candidate articulates a vague or confusing rationale for undertaking the project or draws on limited research	**2 Points** Candidate articulates an appropriate rationale for undertaking the project that draws on research	**3 Points** Candidate articulates a clear and compelling rationale for undertaking the project that draws on relevant research
Section 1: Importance for Personal Professional Growth	**0 Points** Candidate does not demonstrate the relationship to their professional growth	**1 Points** Candidate makes vague or unclear connections between the project and their professional growth	**2 Points** Candidate implies the importance of the project for their professional growth	**3 Points** Candidate clearly states the importance of the project for their professional growth
Section 2: Introduction	**0 Points** Candidate does not write an introduction	**1 Points** Candidate does not address the study's purpose and/or does not list topics/themes contained in the review	**2 Points** Candidate writes a clear introduction that states the purpose of the study and lists some topics/themes contained in the review	**3 Points** Candidate writes a clear and concise introduction that states the purpose of the project and lists the topics/themes contained in the review
Section 2: Summary and Analysis of Literature	**0 Points** Candidate summarizes fewer than seven sources and/or does not explain how the sources relate to the topics/themes included in the introduction	**2 Points** Candidate summarizes at least seven scholarly sources; may explain how the sources relate to the topics/themes included in the introduction.	**3 Points** Candidate accurately summarizes at least 10 scholarly sources; briefly explains how the sources relate to the topics/themes included in the introduction	**4 Points** Candidate accurately and concisely summarizes and analyzes at least 12 scholarly sources; clearly explains how the sources relate to the topics/themes included in the introduction

	Missing/Inadequate	Developing	Acceptable	Accomplished
Section 2: Synthesis of Literature	**0 Points** Candidate synthesizes the information from fewer than two of the sources and/or does not relate them to the project.	**1 Points** Candidate synthesizes the information from at least four of the sources and may relate them to the project.	**2 Points** Candidate accurately synthesizes the information from at least seven of the sources and relates them to the project	**3 Points** Candidate accurately and concisely synthesizes the information from at least 10 of the sources and reiterates how they relate to the project
Section 3: Description of Product/Deliverable Plan of Action	**0 Points** Candidate does not describe a plan for developing the product/deliverable	**1 Points** Candidate provides a vague or confusing plan for developing the product/deliverable which may be related to the topic and personal professional growth	**2 Points** Candidate provides a complete plan for developing the product/deliverable that relates to the topic and personal professional growth	**3 Points** Candidate provides a detailed plan for developing the product/deliverable; clearly demonstrates how the product/deliverable relates to the topic and personal professional growth
Section 3: Description of Setting	**0 points** Candidate does not identify participants (if applicable) or does not describe where and when the research took place	**1 point** Candidate identifies participants (if applicable) but demographic information may be missing. Explanation of how or why these participants were chosen may be unclear. Candidate vaguely describes where and/or when the research took place	**2 points** Candidate identifies participants (if applicable), including limited demographic information, and explains how and why these participants were chosen. Candidate describes where and when the research took place	**3 points** Candidate identifies participants (if applicable), 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 project took place
Section 3: Connection to Relevant Literature	**0 Points** Candidate does not include an explanation of how the information from the annotated bibliography was used in completing the product/deliverable or explanation is confusing or inaccurate	**1 Points** Candidate includes a vague explanation of how the information from the annotated bibliography was used in completing the product/deliverable. Explanation is understandable but missing extensive information	**2 Points** Candidate includes an adequate explanation of how the information from the annotated bibliography was used in developing and completing the product/deliverable	**3 Points** Candidate includes an appropriate and thorough explanation of how the information from the annotated bibliography was used in developing and completing the product/deliverable

	Missing/Inadequate	Developing	Acceptable	Accomplished
Section 3: Procedures	**0 Points** Candidate does not describe steps for completing the product/deliverable or steps are vague. Replication is not possible.	**1 Points** Candidate describes steps for completing the product/deliverable, but some steps may be missing or out of order. Replication is unlikely.	**2 Points** Candidate describes all steps in chronological order, including some dates, for completing the product/deliverable. Replication may be possible.	**3 Points** Candidate thoroughly and concisely describes all steps in chronological order, including all dates, for completing the product/deliverable, allowing for easy replication.
Section 4: Product/Deliverable and Findings	**0 Points** Candidate does not provide a description of the actual product/deliverable implementation or candidate did not follow the approved procedures or explain the deviations, or does not describe findings (if applicable)	**8 Points** Candidate provides a vague or somewhat confusing description of the actual product/deliverable implementation; candidate may have followed the approved procedures but does not explain deviations; OR vaguely describes findings (if applicable)	**13 Points** Candidate provides a description of the actual product/deliverable implementation; candidate generally followed the approved procedures and briefly explains any deviations; describes findings (if applicable)	**15 Points** Candidate provides a concise description of the actual product/deliverable implementation; candidate clearly followed the approved procedures and explains any deviations; clearly describes findings (if applicable)
Section 4: Product/Deliverable Evidence	**0 Points** Candidate does not include evidence or evidence is insufficient to show that product/deliverable was attempted	**10 Points** Candidate includes limited evidence (e.g., partial PowerPoint, low-quality image, clipped video) that shows the product/deliverable was attempted	**16 Points** Candidate includes some evidence (e.g., PowerPoint, hyperlinked image or video) that generally shows completed product/deliverable	**20 Points** Candidate includes explicit evidence (e.g., complete PowerPoint; hyperlinked images or videos) that clearly shows completed product/deliverable
Section 4: Tables and Figures	**0 Points** Tables and/or figures include more than 5 errors in data accuracy and completeness	**2 Points** Tables and/or figures include 4–5 errors in data accuracy and completeness; may not enhance reader understanding of the project	**4 Points** Tables and/or figures include 2–3 errors in data accuracy and completeness; most tables/figures enhance reader understanding of the project	**5 Points** Tables and/or figures include no more than 1 error in accuracy and completeness; all tables/figures enhance reader understanding the project
Section 4: Quality	**0 Points** The information in the product/deliverable is mostly vague and/or inaccurate. Significant pieces of important information are unclear and/or omitted.	**2 Points** The information in the product/deliverable is general and may be inaccurate. Several pieces of important information may be vague and/or omitted	**4 Points** The information in the product/deliverable is mostly thorough and accurate. A few minor pieces of important information may be vague and/or omitted	**5 Points** The information in the product/deliverable is thorough, accurate, and engaging

	Missing/Inadequate	Developing	Acceptable	Accomplished
Section 5: Connections	**0 Points** Candidate does not summarize the main takeaways from the thesis or does not relate takeaways to existing literature or their own professional growth; does not note their perceptions throughout the project, exhibiting little to no reflection	**8 Points** Candidate vaguely summarizes some of the main takeaways from the project and vaguely relate takeaways to limited existing literature and/or their own professional growth; vaguely notes their perceptions throughout the project, exhibiting limited reflection	**13 Points** Candidate summarizes the main takeaways from the capstone project and relates some takeaways to the existing literature and/or their own professional growth, briefly noting their changing perceptions throughout the project and exhibiting adequate reflection	**15 Points** Candidate concisely summarizes the main takeaways from the capstone project and thoughtfully relates these takeaways to the existing literature and their own professional growth, emphasizing their changing perceptions throughout the project and exhibiting deep reflection
Section 5: Implications	**0 Points** Candidate does not describe implications for future research or professional practices, or all are unwarranted; does not make connections to their own personal goals	**6 Points** Candidate describes implications for future research and/or professional practices, although some may be unwarranted; makes unclear connections to their own professional goals	**9 Points** Candidate briefly describes implications for future research and professional practices, making at least one connection to their professional goals	**10 Points** Candidate describes multiple implications for future research and professional practices, making multiple connections to their professional goals
Section 5: Limitations	**0 Points** Candidate does not address limitations of the project or make recommendations for future implementation changes	**6 Points** Candidate addresses limitations of the project but does not mention some apparent limitations; may make vague recommendations for future implementation changes	**9 Points** Candidate addresses multiple limitations of the project and makes at least one recommendation for a future implementation change	**10 Points** Candidate addresses multiple limitations of the project and makes multiple recommendations for future implementation changes
Writing Style	**0 Points** Extensive errors in spelling, grammar, capitalization, and/or punctuation are prevalent throughout; writing is often incomprehensible.	**4 Points** Several errors in spelling, grammar, capitalization, and/or punctuation are present throughout; writing is mostly comprehensible	**7 Points** Minor errors in spelling, grammar, capitalization, and punctuation are present throughout; writing is easy to read and comprehend	**8 Points** Spelling, grammar, capitalization, and punctuation are accurate throughout; writing is easy to read and comprehend
References (Failure to include all references constitutes plagiarism and will result in failure of the Capstone project)	**0 Points** Includes full reference list and in-text citations for all sources. References and citations are incorrect.	**4 Points** Includes full reference list and in-text citations for all sources. References and citations have several inaccuracies.	**7 Points** Includes full reference list and in-text citations for all sources. References and citations are mostly complete and correct.	**8 Points** Includes full reference list and in-text citations for all sources. References and citations are complete and correct.

	Missing/Inadequate	Developing	Acceptable	Accomplished
Written Capstone Project score: /130 **Candidate must earn at least 104 points with no score in the missing/inadequate level**				

Part II: Oral Defense

	Missing/Inadequate	**Developing**	**Acceptable**	**Accomplished**
Organization	**0 points** Progression appears disjointed; problem/question is not stated; connections to personal professional growth or the relevant literature are unclear; language not appropriate for audience	**2 points** Progression appears disjointed; problem/question is vague with unclear connections to personal professional growth or the relevant literature; limited use of academic language, may not be appropriate for audience	**3 points** Logical progression; problem/question stated and related to candidate's personal professional growth; somewhat situated within the relevant literature; uses some academic language appropriate for audience	**4 points** Well thought out with logical progression; problem/question clearly stated and related to the candidate's personal professional growth; situated within the relevant literature; uses appropriate academic language with content appropriate for audience
Style/Delivery	**0 points** Unable to present materials in allotted time or uses filler words to fill time; little enthusiasm and eye contact; directly reads notes or presentation	**2 points** Inconsistent use of time with too much/little emphasis on 1-2 areas; inconsistent pacing, enthusiasm, and eye contact; heavy reliance on notes or presentation	**3 points** Mostly uses time wisely with some brief moments of hesitation or rushing; enthusiasm and eye contact; delivers information with some support from notes or presentation	**4 points** Uses time wisely, speaking with good pacing; consistent enthusiasm, and eye contact; confidently delivers information with little reliance on notes or presentation; leaves moments for audience questions/engagement as appropriate
Educational Problem/Question	**0 points** Unfamiliar with the major sources and issues related to the educational problem/question	**2 points** Unfamiliar with multiple sources and/or major issues related to the educational problem/question	**4 points** Familiar with most major sources and major issues related to the educational problem/question	**5 points** Has a deep, connected understanding of all sources and issues related to the educational problem/question
Product/ Deliverable Implementation	**0 points** Does not explain the product/deliverable implementation or another approach to study the educational problem/question further	**3 points** Vaguely explains the product/deliverable implementation; discusses another approach that does not align with the educational problem/question further	**5 points** Explains the product/deliverable implementation and how it relates to their personal professional growth; may discuss another approach that could be used to study the educational problem/question further	**6 points** Clearly explains the product/deliverable implementation and how it enhances their personal professional growth; meaningfully discusses another approach that could be used to study the educational problem/question further

	Missing/Inadequate	**Developing**	**Acceptable**	**Accomplished**
Conclusions	**0 points** Does not discuss how the product/deliverable can enhance others' professional growth; inaccurate or missing connections to the literature, limitations, or areas for further exploration	**2 points** Vaguely discusses how the product/deliverable can enhance others' professional growth; unclear or inaccurate connections to the literature; may include a limitation or area for further exploration	**4 points** Discusses one way the product/deliverable can enhance others' professional growth; makes connections to the literature; includes a limitation of the overall project or an area for further exploration	**5 points** Discusses multiple ways in which the product/deliverable can enhance others' professional growth; makes multiple connections to the literature; includes limitations of the overall project and areas for further exploration
Quality of Responses to Questions	**0 points** Makes no effort to respond to questions OR Provides incorrect responses	**3 points** Misunderstands audience questions or provides vague or confusing responses; may integrate own practical knowledge or existing literature into responses	**5 points** Understands audience questions and provides adequate responses; able to integrate own practical knowledge and/or existing literature into responses	**6 points** Understands audience questions and provides clear, appropriate, and insightful responses; can integrate own practical knowledge and existing literature into responses
Oral Defense score: /30 **Candidate must earn at least 24 points with no score in the missing/inadequate level**				

Total Points Possible (Written and Oral) = 160
Minimum Pass Score = 128
Pass with Distinction = 144 points or higher
Every rubric score must meet the minimum pass requirement to successfully defend your capstone project and earn a pass for the course.

EDUC 590 RUBRIC: DRAFT OF THESIS CHAPTERS 1–2

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

Element of Paper	Missing/Inadequate	Developing	Acceptable	Accomplished
Chapter 2: Selection and Organization of Literature Review **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	**0 points** 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	**6 points** 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	**8 points** 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	**10 points** 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
Chapter 2: Content of Literature Review **synthesizes and analyzes 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	**0 points** 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	**8 points** 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	**12 points** 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	**15 points** Candidate consistently synthesizes and analyzes the research throughout the review and relates the themes and research to the research project; provides an overall synthesis in their conclusion of the literature
Formatting (Correct APA style in citations & references; margins and fonts are correct) **13 or more pages for entire paper, not including references	**0 points** Candidate's paper contains more than 5 types of errors in APA style, margins, headings, or fonts OR paper is below 12 pages	**6 points** Candidate's paper contains 4–5 types of errors in APA style, margins, headings, or fonts AND paper is at least 12 pages	**8 points** Candidate's paper contains 2–3 types of errors in APA style, margins, headings, or fonts AND paper is at least 13 pages	**10 points** Candidate's paper contains 0–1 types of error in APA format, margins, headings, or fonts AND paper is at least 15 pages
Writing Style (Correct spelling, grammar, capitalization, punctuation, transitions are used between topics and paragraphs, clear and concise, objective)	**0 points** Candidate's paper contains more than 7 errors in spelling, grammar, capitalization, or punctuation; more than 7 problems with transitions, clarity, and objectivity	**6 points** Candidate's paper contains 6–7 errors in spelling, grammar, capitalization, or punctuation; 6–7 problems with transitions, clarity, and objectivity	**8 points** Candidate's paper contains 4–5 errors in spelling, grammar, capitalization, or punctuation; 4–5 problems with transitions, clarity, and/or objectivity	**10 points** 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

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

	Missing/Inadequate	Developing	Acceptable	Accomplished
Chapter 2: Selection and Organization of Literature Review	**0 points** Candidate selects fewer 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	**2 points** 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	**4 points** Candidate selects at least 11 empirical studies 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	**5 points** Candidate selects at least 15 empirical studies 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
Chapter 2: Content of Literature Review	**0 points** 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	**3 points** 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	**5 points** 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	**6 points** Candidate consistently synthesizes and analyzes the research throughout the review and relates the themes and research to the research project; provides an overall synthesis in their conclusion of the literature
Chapter 3: Methodology Introduction	**0 points** Candidate does not restate the subject of the paper or does not identify the research design selected for the study	**3 points** Candidate restates the subject of the paper and identifies the research design selected but does not explain why this design was selected	**6 points** 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	**8 points** 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

	Missing/Inadequate	Developing	Acceptable	Accomplished
Chapter 3: Participants and Setting	**0 points** Candidate does not identify research participants or does not describe where and when the research will take place	**4 points** 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	**9 points** 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	**12 points** 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
Chapter 3: Data Collection	**0 points** 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)	**4 points** 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) 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	**9 points** 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) All instruments are appropriate for answering the research question(s). An Appendix for samples of all checklists, surveys, worksheets, etc. is included	**12 points** Candidate introduces the data collection instruments and then describes each one including all of 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) All instruments are appropriate for answering the research question(s). An Appendix for samples of all checklists, surveys, worksheets, etc. is included

	Missing/Inadequate	Developing	Acceptable	Accomplished
Chapter 3: Data Analysis	**0 points** Candidate describes how the collected data will be 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	**4 points** Candidate describes how the collected data will be 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	**9 points** Candidate accurately describes how the collected data will be 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	**12 points** Candidate accurately describes how the collected data will be 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
Chapter 3: Procedures	**0 points** 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	**4 points** 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	**9 points** 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	**12 points** 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
Formatting	**0 points** Candidate's paper contains more than 5 types of errors in APA style, margins, headings, or fonts	**3 points** Candidate's paper contains 4–5 types of errors in APA style, margins, headings, or fonts	**5 points** Candidate's paper contains 2–3 types of errors in APA style, margins, headings, or fonts	**6 points** Candidate's paper contains 0–1 types of errors in APA format, margins, headings, or fonts
Writing Style	**0 points** Candidate's paper contains more than 7 errors in spelling, grammar, capitalization, or punctuation; more than 5 problems with transitions, clarity, and objectivity	**3 points** Candidate's paper contains 6–7 errors in spelling, grammar, capitalization, or punctuation; 6–7 problems with transitions, clarity, and objectivity	**5 points** Candidate's paper contains 4–5 errors in spelling, grammar, capitalization, or punctuation; 4–5 problems with transitions, clarity, and/or objectivity	**6 points** 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 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 sis 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

	Missing/Inadequate	Developing	Acceptable	Accomplished
Chapter 1: Introduction **introduces the project; creates reader interest	**0 points** Candidate writes an introduction that does not describe the research project	**1 point** Candidate writes an introduction that describes the research project	**2 points** Candidate writes a clear, concise and focused introduction that describes the research project	**3 points** Candidate writes a clear, concise and focused introduction that describes the research project and creates reader interest
Chapter 1: Background **briefly describes location of study, demographics, performance measures for population, researcher(s), and research design	**0 points** Candidate provides a description but omits 3-4 of the following: location, demographics, performance measures, researcher(s), and research design	**1 point** Candidate provides a description but omits 1-2 of the following: location, demographics, performance measures, researcher(s), and research design	**2 points** Candidate provides a description of location, demographics, performance measures, researcher(s) and research design	**3 points** Candidate provides description of location, demographics, performance measures, researcher(s), and research design; explains why each of these was selected
Chapter 1: Importance of the Study **provides reasons for conducting the research **states its significance for the candidate / others **states purpose of the study	**0 points** Candidate does not present a rationale for conducting the study; statements about the study's significance, their expectations, and/or the purpose of the study are unclear	**1 point** Candidate presents a rationale for conducting the study that is vague or unclear; may provide a statement about the study's significance, their expectations, and/or the purpose of the study	**2 points** Candidate presents a rationale for conducting the study; provides statements about the study's significance, their expectations, and purpose of the study which mostly align with the rationale	**3 points** Candidate presents more than one clear rationale for conducting the study; identifies the study's significance, their expectations, and purpose of the study which aligns with the rationale
Chapter 1: Research Question(s) **lists 1-2 questions **describe the purpose of the question(s) being posed	**0 points** Candidate constructs questions that are unrelated to the research topic.	**1 point** Candidate constructs one or more questions that are vaguely related to the research topic	**2 points** Candidate constructs one or more focused question(s) that relate to the research topic, and may describe the purpose of the question(s) being posed	**3 points** Candidate includes an introductory sentence, constructs one or more focused question(s) related to the research topic, and describes the purpose of the question(s) being posed

	Missing/Inadequate	Developing	Acceptable	Accomplished
Chapter 2: Review of Literature Introduction **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	**0 points** Candidate does not write an introduction	**1 point** Candidate does not address the study's purpose or topics/themes contained in the review	**2 points** Candidate writes a clear introduction that states the purpose of the study and may list the topics/themes contained in the review	**3 points** Candidate writes a clear and concise introduction that states the purpose of the study and lists the topics/themes contained in the review
Chapter 2: Selection and Organization of Literature Review **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	**0 points** 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	**1 point** Candidate selects 8–10 empirical studies that represent multiple viewpoints, lacks a balanced examination of the topics/themes, and/or organizes literature review based on all but 1 of the themes identified in the introduction to the review of literature	**2 points** Candidate selects at least 11 empirical studies 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	**3 points** Candidate selects at least 15 empirical studies 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
Chapter 2: Content of Literature Review **<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	**0 points** 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	**1 point** 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	**2 points** 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	**3 points** 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; provides an overall synthesis in their conclusion of the literature

	Missing/Inadequate	Developing	Acceptable	Accomplished
Chapter 3: Methodology Introduction **restates the subject of the paper **identifies the research design selected for the study and explains why this design was selected	**0 points** Candidate does not restate the subject of the paper or does not identify the research design selected for the study	**1 point** 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	**2 points** 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	**3 points** 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
Chapter 3: Participants and Setting **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	**0 points** Candidate does not identify research participants or does not describe where and when the research took place	**1 point** 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	**2 points** 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	**3 points** 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

	Missing/Inadequate	Developing	Acceptable	Accomplished
Chapter 3: **Data Collection** ******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.	**0 points** Candidate does not introduce the data collection instruments, or does not describe each one, does not include an Appendix for samples of checklists, surveys, worksheets, etc., AND/OR less than two of the instruments are appropriate for answering the research question(s)	**1 point** 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), AND/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	**2 points** 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	**3 points** Candidate introduces the data collection instruments and then describes each one including all of 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
Chapter 3: **Data Analysis** ******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	**0 points** 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	**1 point** 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	**2 points** 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.	**3 points** 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.

	Missing/Inadequate	Developing	Acceptable	Accomplished
Chapter 3: Procedures ****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**	**0 points** 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	**1 point** 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	**2 points** 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	**3 points** 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
Chapter 4: Presentation of Findings ****introduces the chapter** ****presents data in text and tables/figures** ****provides a summary of findings**	**0 points** Tables or figures are not included; data from tables and figures are not discussed, AND/OR a summary of the findings is not included	**5 points** Data are presented using text as well as tables and figures; data from some tables and figures are discussed; a summary of the findings concludes the chapter	**8 points** Candidate begins the chapter by restating the subject of the paper and outlining the contents of the chapter; data are presented using text as well as tables and figures; data from each table and figure are discussed; a summary of the findings concludes the chapter	**10 points** Candidate begins the chapter by restating the subject of the paper and outlining the contents of the chapter; data are presented using text as well as tables and figures; a short introductory paragraph appears above each table or figure; data are described in the paragraph following each table or figure; summary of the findings concludes the chapter
Chapter 4: Clarity and Comprehensiveness of Findings ****provides a clear and comprehensive description of findings** **** links findings to research questions**	**0 points** There are more than 6 issues regarding clarity/ comprehensiveness, text, tables, and figures do not work together to describe data AND/OR findings do not address the research question(s)	**10 points** Text, tables, and figures work together to describe data. There may be 5–6 issues regarding clarity/comprehensive ness OR findings address the research question(s) but not explicitly	**15 points** Text, tables, and figures work together to describe data. There may be 3–4 issues regarding clarity/ comprehensiveness; findings clearly and explicitly address the research question(s)	**20 points** Text, tables, and figures work together to describe data. There may be up to 2 issues regarding clarity/ comprehensiveness; findings clearly and explicitly address the research question(s)
Chapter 4: Tables and Figures ****includes tables and figures that are accurate and complete**	**0 points** Tables and/or figures include more than 5 errors in regard to data accuracy and completeness.	**8 points** Tables and/or figures include 4–5 errors in regard to data accuracy and completeness.	**12 points** Tables and/or figures include 2–3 errors in regard to data accuracy and completeness.	**15 points** Tables and/or figures include 0–1 error in regard to data accuracy and completeness.

	Missing/Inadequate	Developing	Acceptable	Accomplished
Chapter 5: Discussion of Findings **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	**0 points** Lacks a coherent discussion of findings, does not address each research question AND/OR does not connect findings to Literature Review	**8 points** 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	**12 points** 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; connects findings to at least 3 studies from the Literature Review	**15 points** 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; connects findings to at least 4 studies from the Literature Review; addresses how the candidate's role may have impacted the findings and/or interpretations
Chapter 5: Reflection/ Limitations **discusses research success, what the candidate would do differently, implications for research and practice, what the candidate learned, and limitations of the study	**0 points** Discusses one or two of the following: • How successful the research was (and what makes the candidate think this) • What the implications are to the research site OR what follow-up research is recommended • Limitations (Limitations may not clearly relate to the items listed above) OR Limitations are not discussed	**8 points** Discusses all of the following: • How successful the research was (and what makes the candidate think this) • What the implications are to the research site OR what follow-up research is recommended • Limitations (Limitations may not clearly relate to the items listed above)	**12 points** Discusses all of the following: • How successful the research was (and what makes the candidate think this) • What the candidate would do differently • What the implications are to the research site AND what follow-up research is recommended and why • Limitations and how these relate to the items listed above	**15 points** Discusses all of the following: • How successful the research was (and what makes the candidate think this) • What the candidate would do differently • What the implications are to the research site AND what follow-up research is recommended and why • What the candidate has learned through the research process • Limitations and how these relate to the items listed above

	Missing/Inadequate	Developing	Acceptable	Accomplished
Chapter 5: Conclusion **reiterates problem **restates research question(s) **reiterates methodology **summarizes findings and implications for research and practice	**0 points** Does not summarize findings OR does not restate either research question(s) or methodology	**3 points** Briefly summarizes findings and restates either research question(s) or methodology	**4 points** Restates research question(s); reiterates methodology (participants, setting, research design, data collection, analysis); briefly summarizes findings and their implications for research and practice	**5 points** Reiterates the problem that inspired the research project; restates research question(s); reiterates methodology (participants, setting, research design, data collection, analysis); briefly summarizes findings and their implications for research and practice
Formatting **uses correct APA style	**0 points** Thesis contains a combined total of more than 5 types of errors in APA style	**4 points** Thesis contains a combined total of 4–5 types of errors in APA style	**6 points** Thesis contains a combined total of 2–3 types of errors in APA style	**8 points** Thesis contains a combined total of 0–1 type of error in APA style
Writing Style **uses correct spelling, grammar, capitalization, punctuation **includes transitions between topics and paragraphs **is clear, concise, and objective	**0 points** 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	**4 points** Thesis contains a combined total of 6–7 errors in spelling, grammar, capitalization, or punctuation; 6–7 problems with transitions, clarity, and objectivity	**6 points** Thesis contains a combined total of 4–5 errors in spelling, grammar, capitalization, or punctuation; 4–5 problems with transitions, clarity, and/or objectivity	**8 points** Thesis contains a combined total of 0–3 errors in spelling, grammar, capitalization, or punctuation; 0–3 problems with transitions, clarity, or objectivity

Written Thesis score: /132
Candidate must earn at least 105 points with no score in the missing/inadequate level

Part II: Oral Defense

	Missing/Inadequate	Developing	Acceptable	Accomplished
Organization	**0 points** Progression appears disjointed, providing research information Before revealing Research question(s). AND One or more of the sections is not addressed • Methodology • Significance • Related Literature • Data	**2 points** Progression appears disjointed, providing research information Before revealing Research question(s). OR One of the sections is not addressed • Methodology • Significance • Related Literature • Data	**3 points** Well thought out with logical progression; research question(s) clearly stated; uses academic language; significance clearly stated; content level appropriate for audience	**4 points** Well thought out with logical progression; research question(s) clearly stated; uses academic language; significance clearly stated; content level appropriate for audience; strong connections to literature
Style/Delivery	**0 points** Unable to present materials in allotted time or uses filler words to fill time OR relies on notes/presentation to deliver information	**2 points** Uses time wisely; delivers information without relying on notes/presentation	**3 points** Uses time wisely; speaks with good pacing and enthusiasm; makes eye contact; delivers information without relying on notes/presentation	**4 points** Uses time wisely; speaks with good pacing and enthusiasm; makes eye contact; delivers information without relying on notes/presentation; leaves brief moments throughout for audience questions and/or engagement
Clarity	**0 points** Responses to questions are unclear and indicate lack of familiarity with the research project; no supporting details are included when responding	**3 points** Responses to 2 or more questions are unclear or inappropriate; indicates a knowledge of the research project by proving 1 supporting detail when responding	**5 points** Responses to all questions are clear and appropriate; indicates knowledge of the research project by providing 2 supporting details when responding.	**6 points** Responses to all questions are clear, appropriate, and insightful; indicates a thorough knowledge of the research project by providing 3 supporting details when responding.
Quality of Responses to Questions	**0 points** Makes no effort to respond to questions OR Provides incorrect responses	**3 points** Misunderstanding of questions OR does not always give a full response or may answer a different question	**5 points** Understands audience questions; can integrate knowledge to answer questions; thoroughly responds to questions	**6 points** Understands audience questions; can integrate knowledge to answer questions; thoroughly responds to questions; integrates existing research into response
Research Question(s)	**0 points** Unfamiliar with the major sources and major issues related to the research question(s)	**2 points** Unfamiliar with 2 or more sources and/or major issues related to the research question(s)	**4 points** Familiar with most major sources and major issues related to the research question(s)	**5 points** Has a deep, connected understanding of all sources and issues related to the research question(s)

	Missing/Inadequate	Developing	Acceptable	Accomplished
Research Design and Implementation	**0 points** Does not explain the research design and does not discuss other approaches that could be used to study the research question(s) further.	**2 points** 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	**4 points** Explains the research design used and meaningfully discusses 1 other approach that could be used to study the research question(s) further	**5 points** Explains the research design used and meaningfully discusses 2 or more other approaches that could be used to study the research question(s) further
Conclusions	**0 points** Discusses 2 or fewer points related to the validity, significance, and limitations of the research with no connections to the literature	**2 points** Discusses at least 3 points related to the validity, significance, and limitations of the research with 1 connection to the literature	**4 points** Discusses at least 5 points related to the validity, significance, and limitations of the research with 2 connections to the literature	**5 points** Discusses at least 6 points related to the validity, significance, and limitations of the research with 3 or more strong connections to the literature
Oral Defense score: /35 **Candidate must earn at least 28 points with no score in the missing/inadequate level**				

Total Points Possible (Written and Oral) = 167
Minimum Pass Score = 133
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.