

STATE COLLEGE GRADUATE PROGRAMS
LEAD IN SCHOOL COUNSELING
PROPOSAL PART I RUBRIC

STUDENT

DATE

COMPLETED BY:

☐ KSC FACULTY: ☐ PEER ☐ OTHER

DIRECTIONS: EXAMINE EACH COMPONENT OF THE PROPOSAL AND THEN PROVIDE AN OVERALL RATING (1, 2, OR 3) FOR A TOTAL OF 12 POINTS.

PROPOSAL PART I: PROBLEM STATEMENT AND RESEARCH QUESTIONS

PROPOSAL COMPONENT	STANDARD	NEEDS IMPROVEMENT	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS
INTRODUCTION AND TITLE (1-2 PAGES)	SCHOOL COUNSELING STANDARD: SECTION III PROFESSIONAL PRACTICE SCHOOL COUNSELING FOUNDATIONS RESEARCH AND EVALUATION 1. KNOWLEDGE 1. UNDERSTANDS HOW TO CRITICALLY EVALUATE RESEARCH RELEVANT TO THE PRACTICE OF SCHOOL COUNSELING.	1 Title does not reflect topic of the proposal. Introduction provides limited background information from professional literature and fails to demonstrate ability to critically evaluate research relevant to the topic of the Capstone project. Introduction references some essential background information from professional literature. Professional situation is not described and lacks connection to topic.	2 Title reflects topic of proposal. Introduction contains relevant background information from professional literature and demonstrates ability to critically evaluate research relevant to the topic of the Capstone project. Introduction references essential background information from professional literature. Professional situation is described and connected to topic.	3 Title reflects topic of proposal. Introduction is clearly and succinctly written and demonstrates strong ability to critically evaluate research relevant to the topic of the Capstone project. Introduction effectively references essential background information from professional literature which catches the reader's attention to the topic. Professional situation is described and clearly connected to topic.
COMMENTS				

Very important topic. Nice job
explaining your professional
situation. Could provide more

of the background information on this

of critical evaluation of relevant research

PROPOSAL COMPONENT	STANDARD	NEEDS IMPROVEMENT	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS
STATEMENT OF THE PROBLEM (3-4 PAGES)	SECTION II PROFESSIONAL IDENTITY: FOUNDATION G. COMMON CORE CURRICULAR EXPERIENCES AND DEMONSTRATED KNOWLEDGE... 8. RESEARCH AND PROGRAM EVALUATION E. USE OF RESEARCH TO INFORM EVIDENCE-BASED PRACTICE	1 Purpose statement is not clearly described. The rationale and need for the action research study is not articulated and lacks the critical and thoughtful use of research to back it up the premise of the study. Multiple perspectives (local, regional, and national) are not integrated. There is no clear use of the literature to inform evidence based thinking in relation to the Capstone Project and the problem statement includes less than the minimum of 8 references.	2 Purpose statement is the first sentence of section and is stated and described. Rationale and need for proposed action research study is established through the use of research and reflections multiple perspectives (local, regional, and national). The literature is used to inform evidence based thinking in relation to the Capstone Project and includes a minimum of 8 references.	3 Purpose statement is the first sentence of section and is clearly stated and described. Rationale and need for proposed action research study is established through the critical and thoughtful use of research and blends multiple perspectives (local, regional, and national) in a logical and succinct manner. The literature is clearly used to inform evidence based thinking in relation to the Capstone Project and includes more than the minimum of 8 references.
		<p>COMMENTS</p> <p>Purpose statement is clear. Rationale & need for proposed study could be more detailed</p>		

PROPOSAL PART I: PROBLEM STATEMENT AND RESEARCH QUESTIONS - CONTINUED

PROPOSAL COMPONENT	STANDARD	NEEDS IMPROVEMENT	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS
RESEARCH QUESTIONS	SECTION II PROFESSIONAL IDENTITY KNOWLEDGE G. COMMON CORE CURRICULAR EXPERIENCES AND DEMONSTRATED KNOWLEDGE... 8. RESEARCH AND PROGRAM EVALUATION A. THE IMPORTANCE OF RESEARCH IN ADVANCING THE COUNSELING PROFESSION	1 Introductory transition paragraph from the problem statement is not evident. Research questions are not connected to the purpose statement. Questions lack a level of specificity thereby making it difficult to conduct an action research study. Questions are not understood by the reader. Technical aspects of research question are not evident. Key terms are not defined.	2 Introductory transition paragraph from the problem statement is evident. Research questions are connected to purpose statement. Questions are specific and make it possible to conduct an action research study. Questions are understood by the reader. Technical aspects of research question are evident. Majority of key terms are defined.	3 Introductory transition paragraph from the problem statement is evident. Research questions are connected to purpose statement using similar language. Questions are specific and make it possible to conduct an action research study that is realistic and feasible. Questions are clearly understood by the reader. Technical aspects of research question are evident. All key terms are defined.
		<p>COMMENTS</p> <p>Questions are clear and specific and are connected to the purpose.</p>		

PROPOSAL COMPONENT	STANDARD	NEEDS IMPROVEMENT	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS
PROFESSIONAL AND TECHNICAL WRITING <input checked="" type="radio"/> N Paper is double-spaced, 12 point font <input checked="" type="radio"/> N Length is approximate for section of Capstone Project <input checked="" type="radio"/> N Pages are numbered <input checked="" type="radio"/> N Citations are consistent and reflect appropriate APA format (using the APA guidelines handed out in class) <input checked="" type="radio"/> Paper meets professional standards for writing including organization, punctuation and clarity of writing.		1 Headings and subheadings are not used in text. Transitions between sections and paragraphs are limited. Sentences are confusing and lack clarity and conciseness. Factual information is not supported by references and inaccurate. Several errors noted including typos, grammar, spelling, and organization. Several APA style errors in text.	2 Headings provided and use of subheadings is evident where appropriate. Transitions between sections and paragraphs provide in most cases. Sentences approach concise language and clearly written. Factual information is accurate and supported by references. Minor errors and typos noted in grammar, spelling, and organization. Minor APA errors in text that can be easily fixed.	3 Headings provided and subheadings used in a logical way. Transitions between sections and paragraphs evident. Sentences are concise and clearly written to convey information in an economical way. Information is accurate and supported by references. Almost no errors and typos noted in grammar, spelling, and organization. Almost no APA errors in text.
COMMENTS				

STUDENT

DATE

2008

THE COLLEGE GRADUATE PROGRAMS
ED IN SCHOOL COUNSELING
PROPOSAL PART 2 RUBRIC

COMPLETED BY:

☐ KSC FACULTY:

☐ PEER

☐ OTHER

DIRECTIONS: EXAMINE EACH COMPONENT OF THE PROPOSAL AND THEN PROVIDE AN OVERALL RATING (1, 2, OR 3) FOR A TOTAL OF 21 POINTS.

PROPOSAL PART II: METHODS

METHOD COMPONENT	STANDARD	NEEDS IMPROVEMENT	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS
INTRODUCTION (2 PARAGRAPHS)		1 Introduction does not provide a clear transition from the problem statement and research questions. Does not provide adequate foundational knowledge, based on research, and needed to understand proposed research methods. Although a framework is presented, it is not clearly described.	2 Introduction provides a transition from the problem statement and research questions, reminding the reader of the focus for the project. Provides adequate foundational knowledge, based on research, and needed to understand proposed research methods. The framework for the method is presented in a logical fashion.	3 Introduction provides a clear transition from the problem statement and research questions, reminding the reader of the focus for the project and making a strong connection for the reader. Provides comprehensive foundational knowledge, based on research and needed to understand proposed project. The framework for the method is easily understood and presented in a logical fashion.
		COMMENTS		
		This intro could be strengthened with more of a framework.		

METHOD COMPONENT	STANDARD	NEEDS IMPROVEMENT	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS
PROJECT PARTICIPANTS AND SETTING		<p>1 This section demonstrates a beginning understanding of the importance of research in the following ways: Demographics, participant characteristics and/or the targeted number of participants for the proposed research are described but need further work on important details. The setting, recruitment procedures and other important features are not adequately described.</p>	<p>2 This section demonstrates an understanding of the importance of research in the following ways: Demographics and participant characteristics are clearly stated with adequate detail. The targeted number of participants for the proposed research is clear. Recruitment procedures and the source of participants are described. Important features of the research setting are included and described.</p>	<p>3 Demographics and participant characteristics are described using a high level of detail. The targeted number of participants for the proposed research is clear. Recruitment procedures including incentives and the source of participants are described. Important features of the research setting are included and described so that findings can be easily connected to the setting for the investigation.</p>
INFORMED CONSENT (REFERENCE IN PARTICIPANTS SECTION AND INCLUDE IN APPENDIX)	SCHOOL COUNSELING STANDARD SECTION III PROFESSIONAL PRACTICE SCHOOL COUNSELING FOUNDATIONS A. KNOWLEDGE 2. UNDERSTANDS ETHICAL AND LEGAL CONSIDERATIONS SPECIFICALLY RELATED TO THE PRACTICE OF SCHOOL COUNSELING	<p>COMMENTS</p> <p><i>This section is clear & well described. Adequate detail included - should be expanded</i></p>		
Y N Informed consent referenced in the participants section		1 KSCIRB requirements are addressed in the informed consent letter(s). Letter follows ethical and legal standards for the School Counseling profession. Quality of writing in letter(s) meets minimum standards.	2 All KSCIRB requirements are clearly addressed in the informed consent letter(s). Letter follows ethical and legal standards for the School Counseling profession. Quality of writing in letter(s) is appropriate for intended audience.	3 All KSCIRB requirements are addressed in the informed consent letter(s). Letter is exemplary in following ethical and legal standards for the School Counseling profession. Text is easily understood for intended audience.
Y N Informed consent letter(s) attached (in Appendix)		COMMENTS		
SEE SCORING GUIDE FOR CHECKLIST FOR ELEMENTS IN THE IRB PROCS THAT ARTICULATE LEGAL AND ETHICAL ISSUES INCLUDING INFORMED CONSENT				

METHOD COMPONENT	STANDARD	NEEDS IMPROVEMENT	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS
DATA COLLECTION PROCEDURES Y N Drafts of data collection tools are attached Y N Resource book is referenced in this section Y N Each data collection tool is listed and described	SECTION II PROFESSIONAL IDENTITY KNOWLEDGE G. COMMON CORE CURRICULAR EXPERIENCES AND DEMONSTRATED KNOWLEDGE... 8 RESEARCH AND PROGRAM EVALUATION B. RESEARCH METHODS SUCH AS QUALITATIVE, QUANTITATIVE, SINGLE-CASE DESIGNS, ACTION RESEARCH, AND OUTCOME-BASED RESEARCH	1 Data collection tools, based on methodology such as qualitative design, action research and outcome based research are not clearly connected to research questions. Drafts of tools and descriptions of the tools do not provide enough detail to the reader. No reference from the literature to support the development of the tool was provided. Procedures for how to collect the data for each tool are limited.	2 Data collection tools, based on methodology such as qualitative design, action research and outcome based research, are explicitly connected to research questions. Drafts of tools are included and descriptions of the tools provide enough detail for the reader to understand the purpose of the tool. A resource from the literature is referenced in text to support how the tool was developed. Procedures for how to collect the data for each tool are described.	3 Data collection tools based on methodology such as qualitative design, action research and outcome based research, are explicitly connected to research questions and organized in a fashion that is easily understood. Detailed drafts of tools are included and descriptions of the tools provide excellent detail for the reader to understand the purpose of the tool. A resource from the literature is referenced in text to support how the tool was developed. Procedures for how to collect the data for each tool are described.
COMMENTS <i>Could use more detail & description.</i>				

METHOD COMPONENT	STANDARD	NEEDS IMPROVEMENT	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS
<p>DATA ANALYSIS</p> <p>Y N Section is organized by each data collection tool</p>	<p>SCHOOL COUNSELING STANDARD SECTION III PROFESSIONAL PRACTICE SCHOOL COUNSELING RESEARCH AND EVALUATION</p> <p>1. KNOWLEDGE</p> <p>4. KNOWS CURRENT METHODS OF USING DATA TO INFORM DECISION MAKING AND ACCOUNTABILITY (EG SCHOOL IMPROVEMENT PLAN, SCHOOL REPORT CARD).</p>	<p>1 For each data collection tool, a description of how the data will be analyzed, organized, and presented is included in a limited way and/or in a fashion unclear to the reader. Descriptions of the data analysis procedures are not evident for all tools. A statement about the triangulation of data is limited or missing. The knowledge of how to use data to inform professional practice, decision making and accountability is not clearly evident in this section.</p>	<p>2 For each data collection tool, a description of how the data will be analyzed, organized, and presented is described. The process described for analysis of the data is adequate. An attempt to describe the triangulation of data is evident. The knowledge of how to use data to inform, professional practice, decision making and accountability is evident in this section</p>	<p>3 For each data collection tool, a thorough description of how the data will be analyzed, organized, and presented is described including a description of how data will be coded and how themes will be identified. A description about the triangulation of data is evident. The knowledge of how to use data to inform professional practice, decision making and/or accountability is evident in this section</p>
		<p>COMMENTS</p> <p>This section could be expanded with a more thorough description of how data will be analyzed & organized & presented. Triangulation could be explained in more detail.</p>		

TIMELINE		1 The timeline for the investigation lacks appropriate detail to help with the organization of the project. Key milestones in the project are missing in the timeline.	2 The timeline for the investigation includes key milestones for the project and includes specific target dates for relevant events.	3 The timeline for the investigation includes key milestones for the project and includes specific target dates for relevant events. Additional, specific information is detailed in the timeline.
		COMMENTS		

METHOD - CONTINUED

METHOD COMPONENT	STANDARD	NEEDS IMPROVEMENT	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS
PROFESSIONAL AND TECHNICAL WRITING Y N Paper is double-spaced, 12 point font Y N Length is appropriate for the method (variable depending on project) Y N Pages are numbered Y N Citations are consistent and reflect appropriate APA format (using the APA guidelines handed out in class) Y N Overall summary provided at the end of method section		1 Headings and subheadings are not used in text. Transitions between sections and paragraphs are limited. Writing is confusing and lack clarity and conciseness. Errors noted in grammar, spelling, and organization and/or APA citations.	2 Headings provided and use of subheadings is evident where appropriate. Transitions between sections and paragraphs provided in most cases. Sentences approach concise language and are clearly written. Only minor errors noted in grammar, spelling, organization. Minor APA errors in text that can be easily fixed.	3 Headings provided and subheadings used in a logical way. Transitions between sections and paragraphs evident. Sentences are concise and clearly written to convey information in an economical way. Free of errors in grammar, spelling, organization and APA citations.
		COMMENTS		

KEENE STATE COLLEGE GRADUATE PROGRAMS
M.ED IN SCHOOL COUNSELING
LITERATURE REVIEW RUBRIC

STUDENT'S NAME _____

DATE _____

COMPLETED BY: _____

☐ KSC FACULTY: _____

☐ PEER _____

☐ OTHER _____

DIRECTIONS: EXAMINE EACH COMPONENT OF THE PROPOSAL AND THEN PROVIDE AN OVERALL RATING (1, 2, OR 3) FOR A TOTAL OF 18 POINTS.

LITERATURE REVIEW

LITERATURE REVIEW COMPONENT	STANDARD	NEEDS IMPROVEMENT	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS
LITERATURE REVIEW FRAMEWORK	SECTION II PROFESSIONAL IDENTITY KNOWLEDGE G. COMMON CORE CURRICULAR EXPERIENCES AND DEMONSTRATED KNOWLEDGE... 8. RESEARCH AND PROGRAM EVALUATION A. THE IMPORTANCE OF RESEARCH IN ADVANCING THE COUNSELING PROFESSION	1 The framework for the literature demonstrates a minimal understanding of the importance of research to the profession. It is not well thought out nor it is clearly connected to the purpose of the Capstone Project. Significant revisions to the framework are necessary in order to accurately represent the universe of content related to the topic.	2 The framework for the literature review demonstrates an understanding of the importance of research to the profession. It is well thought out and is clearly connected to the purpose of the Capstone Project. Minor adjustments to the framework are necessary in order to accurately represent the universe of content related to the topic.	3 The framework for the literature review demonstrates a strong understanding of the importance of research to the profession. It is well thought out and is clearly connected to the purpose of the Capstone Project. No adjustments to the framework are necessary as the framework accurately represents the universe of content related to the topic.

LITERATURE REVIEW - CONTINUED

LITERATURE REVIEW COMPONENT	STANDARD	NEEDS IMPROVEMENT	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS
INTRODUCTION (1-2 PARAGRAPHS)		<p>1 Introduction does not provide a clear transition from the problem statement and research questions. Although a framework is presented it is unclear and does not match the organization of the literature review.</p>	<p>2 Introduction provides a transition from the problem statement and research questions reminding the reader of the focus for the project. The framework for the literature review is presented in a logical fashion that matches the organization of the literature review.</p>	<p>3 Introduction provides a transition from the problem statement and research questions reminding the reader of the focus for the project making a strong connection for the reader. The framework for the literature review is easily understood and presented in a logical fashion that matches the organization of the literature review.</p>
<p>COMMENTS</p> <p>Nice job with your literature review. You cover many of the important barriers supports</p>				

LITERATURE REVIEW COMPONENT	STANDARD	NEEDS IMPROVEMENT	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS
USE OF MULTIPLE PERSPECTIVES	SCHOOL COUNSEL STANDARD: DIVERSITY AND ADVOCACY E. KNOWLEDGE 2. IDENTIFIES COMMUNITY, ENVIRONMENTAL AND INSTITUTIONAL OPPORTUNITIES THAT ENHANCE, AS WELL AS BARRIERS THAT IMPEDE THE ACADEMIC, CAREER AND PERSONAL/SOCIAL DEVELOPMENT OF ALL K-12 STUDENTS. 4. UNDERSTANDS MULTICULTURAL COUNSELING ISSUES, AS WELL AS THE EFFECTS OF ABILITY LEVELS, STEREOTYPING, FAMILY, SOCIOECONOMIC STATUS, GENDER AND SEXUAL IDENTITY AND THEIR EFFECTS ON STUDENT ACHIEVEMENT.	1 Evidence of multiple perspectives related to community, environmental, and institutional opportunities that enhance, as well as impede the academic, career and personal/social development of all k-12 students is minimally included in the literature review. A beginning understanding of multicultural counseling issues and the effects of race, class, ability, gender and other areas of oppression is evident. The author provides an overview viewpoints, however it is not comprehensive.	2 Evidence of multiple perspectives related to community, environmental, and institutional opportunities that enhance, as well as impede the academic, career and personal/social development of all k-12 students is integrated into the literature review. An understanding of multicultural counseling issues and the effects of race, class, ability, gender and other areas of oppression is evident. The author adequately synthesizes perspectives for the reader providing an overview of various viewpoints.	3 Evidence of multiple perspectives related to community, environmental, and institutional opportunities that enhance, as well as impede the academic, career and personal/social development of all k-12 students is fully integrated into the literature review. A developed understanding of multicultural counseling issues and the effects of race, class, ability, gender and other areas of oppression is evident. The author thoughtfully synthesizes perspectives for the reader providing a comprehensive overview of various viewpoints.
		COMMENTS		

You focus on multiple issues regarding opportunities that enhance and impede the process of accessing higher education for secondary students.

How School Counselors can work to help their students break through their barriers

SYNTHESIS OF INFORMATION	SCHOOL COUNSELING STANDARD: RESEARCH AND EVALUATION 1. KNOWLEDGE 1. UNDERSTANDS HOW TO CRITICALLY EVALUATE RESEARCH RELEVANT TO THE PRACTICE OF SCHOOL COUNSELING.	1 Author demonstrates a beginning understanding of how to critically evaluate research relevant to the school counselor. Author demonstrates beginning understanding of current methods of using data to inform decision making and accountability. Minimal integration and synthesis of information is evident across all sections of the literature review. Information was not adequately summarized and no attempt was made to compare and contrast research findings and other information from the literature.	2 Author demonstrates an understanding of how to critically evaluate research including outcome research and research on best practices as relevant to the school counselor. Information from the literature was synthesized and included summaries and comparisons among research findings and other information. Themes were identified with multiple reference support.	3 Author demonstrates a strong understanding of how to critically evaluate research including outcome research and research on best practices as relevant to the school counselor. Information from the literature was well synthesized and included clear summaries and comparisons among research findings and other information. This was consistent across all sections of the literature review. Themes were clearly identified with multiple reference support.
<p> You pull out major findings on your topic. A goal for improvement is to do more synthesis of findings & more comparisons particularly where there are differences in the literature. </p>				

LITERATURE REVIEW - CONTINUED

LITERATURE REVIEW COMPONENT	STANDARD	NEEDS IMPROVEMENT	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS
QUALITY OF REFERENCING	SCHOOL COUNSELING STANDARD: RESEARCH AND EVALUATION I. KNOWLEDGE 1. UNDERSTANDS HOW TO CRITICALLY EVALUATE RESEARCH RELEVANT TO THE PRACTICE OF SCHOOL COUNSELING.	1 Statements in the literature review are not consistently supported by references and need improvement in demonstrating knowledge of how to critically evaluate research relevant to the practice of school counseling. Use of references to reflect key points and research findings needs improvement. References need more connection to the topic of the literature review section. Needs more references from journal articles and key scholars in the field of study.	2 Statements in the literature review are supported by references and demonstrate knowledge of how to critically evaluate research relevant to the practice of school counseling. Effective use of references to reflect key points and research findings. References show connection to the topic of the literature review section. The majority of references are from journal articles and reflect key scholars in the field of study.	3 All statements in the literature review are strongly supported by references and demonstrate a strong knowledge of how to critically evaluate research relevant to the practice of school counseling. Overall excellent use of references to reflect key points and research findings. References show clear connection to the topic of the literature review section. The majority of references are from journal articles and reflect key scholars in the field of study.
		COMMENTS <i>Comments in blue</i>		

LITERATURE REVIEW - CONTINUED

LITERATURE REVIEW COMPONENT	STANDARD	NEEDS IMPROVEMENT	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS
<p>PROFESSIONAL AND TECHNICAL WRITING</p> <p><input checked="" type="radio"/> N Paper is double-spaced, 12 point font</p> <p><input checked="" type="radio"/> N Length is appropriate for the literature review (each section may vary)</p> <p><input checked="" type="radio"/> N Pages are numbered</p> <p><input checked="" type="radio"/> N Citations and reference pages are consistent and reflect APA format</p> <p><input checked="" type="radio"/> N Overall summary provided at the end of literature review</p>		<p>1 Limited use of headings and subheadings in text. Transitions between sections and paragraphs are weak. Writing lacks clarity and conciseness. Summaries provided at the end of each section are minimal. Errors noted include errors in grammar, spelling, organization and APA citations in text.</p>	<p>2 Headings provided and use of subheadings evident where appropriate. Transitions between sections and paragraphs evident. Sentences approach concise language and are clearly written. Summaries provided at the end of each section. Minor errors and typos noted in grammar, spelling, and organization. Minor APA errors in text that can be easily fixed.</p>	<p>3 Headings provided and subheadings evident where appropriate. Transitions between sections and paragraphs evident and effective. Sentences are concise and clearly written to convey information in an economical way. Summaries at the end of each section address all key points in section. No errors noted in grammar, spelling, organization or APA citations.</p>
		COMMENTS		

**KEENE STATE COLLEGE GRADUATE PROGRAMS
M.ED IN SCHOOL COUNSELING
RESULTS AND DATA ANALYSIS RUBRIC**

STUDENT'S NAME _____

DATE 2/20/17

COMPLETED BY: _____

☐ KSC FACULTY: Sharon Holt

☐ OTHER _____

DIRECTIONS: EXAMINE EACH COMPONENT OF THE ANALYSIS AND PROVIDE AN OVERALL RATING (1, 2, OR 3) FOR A TOTAL OF 15 POINTS.

RESULTS AND DATA ANALYSIS

RESULTS AND DATA ANALYSIS COMPONENT	STANDARD	NEEDS IMPROVEMENT	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS
INTRODUCTION (2 PARAGRAPHS) Y N Subheading and "Introduction", provided for this section		1 Introduction does not provide a clear transition from the literature review. Although a framework for this section is presented, it is not described in a clear logical manner.	2 Introduction provides a transition from the literature review and purpose and research questions remind the reader of the focus for the project. The framework for the results section is presented in a logical fashion.	3 Introduction provides an effective transition from the literature review and purpose and research questions succinctly remind the reader of the focus for the project, making a strong connection for the reader. The framework for this section is easily understood and presented in a logical fashion.
COMMENTS <u>Could be expanded</u>				

RESULTS AND DATA ANALYSIS COMPONENT	STANDARD	NEEDS IMPROVEMENT	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS
PROJECT PARTICIPANTS AND TOOLS Y N Subheading, "Project Participants and Tools" provided for this section		1 The sample of participants for the study and their connection to the tools is not explicitly described. Description of the tools is not consistent with what was stated in the method section and/or any adjustments made to the procedures or design are not well described. Tools are referenced in the appendix	2 The sample of participants for the study and their connection to the tools is evident. Description of the tools is consistent with what was stated in the method section and/or any adjustments made to the procedures or design are described. Tools are referenced in the appendix.	3 The sample of participants for the study and their connection to the tools is clearly stated and evident. Description of the tools is consistent with what was stated in the method section and/or any adjustments made to the procedures or design are carefully described and explained. Tools are referenced in the appendix.
COMMENTS <i>could add more detail to description of tools used</i>				

<p>RESULTS:</p> <p>ORGANIZATION AND DATA ANALYSIS</p> <p>Y N Subheading, "Results" provided for this section</p> <p>Y N Under the subheading of "Results", organized by each tool used or in other logical manner (for example, next level of subheading)</p>		<p>SECTION II</p> <p>PROFESSIONAL IDENTITY: 8.</p> <p>RESEARCH AND PROGRAM EVALUATION F. ETHICAL AND CULTURALLY RELEVANT STRATEGIES FOR INTERPRETING AND REPORTING THE RESULTS OF RESEARCH AND/OR PROGRAM EVALUATION STUDIES.</p>		
		<p>1 Author does not demonstrate the use of ethically and culturally relevant strategies for interpreting and reporting results. The description of the results is not organized in an easily understood way. A review of how the data was analyzed is nonexistent or does not connect to what is stated in the method section.</p>	<p>2 Author uses ethically and culturally relevant strategies for interpreting and reporting results. The description of the results is organized in a logical manner. A review of how the data was analyzed exists and connects to what was stated in the method section with reference to validity and reliability.</p>	<p>3 Author uses ethically and culturally relevant strategies for interpreting and reporting results. The description of the results is organized in a logical manner. A review of how the data was analyzed exists and connects to what was stated in the method section.</p>
		<p>COMMENTS</p> <p><i>I know how hard you worked on this section to organizing your data to identify themes & this organization.</i></p>		

RESULTS AND DATA ANALYSIS COMPONENT	STANDARD	NEEDS IMPROVEMENT	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS
RESULTS: NARRATIVE AND VISUALS (IF APPROPRIATE) Y N If applicable, graphs or charts of data provided	SCHOOL COUNSELING STANDARD: RESEARCH AND EVALUATION J. DEMONSTRATES THE ABILITY TO ANALYZE AND USE DATA (E.G. SURVEYS, INTERVIEWS, FOCUS GROUPS, AND NEEDS ASSESSMENTS) TO INCREASE THE EFFECTIVENESS OF SCHOOL COUNSELING PROGRAMS.	1 Narrative descriptions of the findings related to each tool are lacking richness and do not reveal themes and/or data not effectively synthesized. The author demonstrates limited ability to analyze and use data and to apply it to the focus of the study. Visuals are incomplete/ unclear Findings are not described in an objective manner. References to appendices incomplete (e.g., transcripts, tools, etc.).	2 Narrative descriptions of the findings related to each tool are adequate, highlighting major themes and showing synthesis of the data. The author demonstrates the ability to analyze and use data and to apply it to the focus of the study. All visuals are adequately referenced in the narrative (if appropriate, charts, graphs, etc.). Findings are stated in an objective manner and references to appendices are evident (e.g., transcripts, tools, etc.).	3 Narrative descriptions of the findings related to each tool are rich, highlighting major themes and showing a strong ability to synthesize the data. The author demonstrates the ability to skillfully analyze and use data and to apply it to the focus of the study. All visuals are expertly crafted and fully referenced in the narrative (if appropriate, charts, graphs, etc are included). Findings are stated in an objective and manner. References to the appendix are evident in all cases (e.g., transcripts, tools, etc.).
COMMENTS Narrative section could be richer with more synthesis. Again, I know how much effort you put into this section. Continue to build on your skills in this area				

RESULTS AND DATA ANALYSIS COMPONENT	STANDARD	NEEDS IMPROVEMENT	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS
PROFESSIONAL AND TECHNICAL WRITING Y N Paper is double-spaced, 12 point font Y N Length is appropriate for this section (variable depending on project) Y N Pages are numbered Y N Citations are consistent and reflect appropriate APA format (using the APA guidelines handed out in class) Y N Overall summary provided at the end of results section		1 Headings and subheadings not consistently used in text. Transitions between sections and paragraphs are weak. Sentence structure weak, sentences lack clarity and conciseness. Errors noted including in grammar, spelling, and organization. APA style errors in text. Only limited summary provided.	2 Headings provided and use of subheadings is evident where appropriate. Transitions between sections and paragraphs provided in most cases. Sentences are clearly written. Only minor errors noted in grammar, spelling, and organization. Almost no APA errors in text. Summary highlights major results.	3 Headings provided and subheadings used in a logical way. Transitions between sections and paragraphs evident. Sentences are concise and clearly written to convey information in an economical way. Almost no errors and typos noted in grammar, spelling, and organization. No APA errors in text. Summary highlights major results in a succinct manner.
COMMENTS <i>At a graduate job</i>				

**KEENE STATE COLLEGE GRADUATE PROGRAMS
M.ED IN SCHOOL COUNSELING
SUMMARY AND CONCLUSION RUBRIC**

STUDENT'S NAME _____

DATE 2/20/11

COMPLETED BY:

☐ KSC FACULTY: Carol Pelkey

☐ PEER _____

☐ OTHER _____

DIRECTIONS: EXAMINE EACH COMPONENT OF THE PROPOSAL AND THEN PROVIDE AN OVERALL RATING (1, 2, OR 3) FOR A TOTAL OF 21 POINTS.

SUMMARY AND CONCLUSION

SUMMARY AND CONCLUSION COMPONENT	STANDARD	NEEDS IMPROVEMENT	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS
<p>INTRODUCTION (2 PARAGRAPHS)</p> <p>SCORE: _____</p> <p>Y N Subheading, "Introduction", provided for this section</p>		<p>1 Introduction does not provide a clear transition from the results section. The purpose and overview of problem statement are not stated or are consistent with what is stated in other sections. Although a framework for this section is presented, it is not described in a logical manner.</p>	<p>2 Introduction provides a transition from the results section and purpose and overview of problem statement remind the reader of the focus and the rationale for the project. The framework for this section is presented in a logical fashion.</p>	<p>3 Introduction provides a transition from the results section and purpose and overview of problem statement remind the reader of the focus and the rationale for the project making a strong connection for the reader. The framework for this section is easily understood and presented in a logical fashion.</p>
<p>COMMENTS</p> <p style="text-align: center;"><i>could be expanded</i></p>				

SUMMARY AND CONCLUSION COMPONENT	STANDARD	NEEDS IMPROVEMENT	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS
<p>DISCUSSION OF RESULTS</p> <p>Y N Subheading, "Discussion of Results" provided for this section</p> <p>Y N Under the subheading of "Discussion of Results", results are organized by each research question (next level of subheading, APA) or another logical fashion.</p>	<p>SCHOOL COUNSELING STANDARD:</p> <p>RESEARCH AND EVALUATION I. KNOWLEDGE 4. KNOWS CURRENT METHODS OF USING DATA TO INFORM DECISION MAKING AND ACCOUNTABILITY.</p> <p>SCHOOL COUNSELING STANDARD SECTION III PROFESSIONAL PRACTICE SCHOOL COUNSELING DIVERSITY AND ADVOCACY E. KNOWLEDGE 3. UNDERSTANDS THE WAYS IN WHICH EDUCATIONAL POLICIES, PROGRAMS AND PRACTICES CAN BE DEVELOPED, ADAPTED AND MODIFIED TO BE CULTURALLY CONGRUENT WITH NEEDS OF STUDENTS</p>	<p>1 This section is not organized by research questions/in a logical fashion. Conclusions drawn from the data reflect a minimal level of analysis of the results. Author demonstrates a beginning understanding of ways to adapt educational policies, programs and/or practices in order to be culturally congruent with the needs of students and their families. Patterns, trends, or themes need further analysis/articulation.</p>	<p>2 This section is organized by research questions or in another logical fashion. Conclusions drawn reflect a critical analysis of the results and demonstrate that the author knows how to use data to inform decision making. Author demonstrates some understanding of ways to adapt educational policies, programs and/or practices in order to be culturally congruent with the needs of students and their families. The patterns, trends, or themes are stated and supported by results.</p>	<p>3 This section is organized by research questions or in another logical fashion. Conclusions drawn from the data reflect an in depth and critical analysis of the results and demonstrate that the author is skillful in the use of data to inform decision making. Author demonstrates an understanding of ways to adapt educational policies, programs and/or practices in order to be culturally congruent with the needs of students and their families. The patterns, trends, or themes are comprehensively stated and clearly supported by results.</p>
<p>COMMENTS</p> <p>Organized in a logical fashion.</p> <p>Could be analyzed in more depth</p>				

	AND THEIR FAMILIES.	
DISCUSSION OF RESULTS: LITERATURE SUPPORT	SCHOOL COUNSELING STANDARD: RESEARCH AND EVALUATION I. KNOWLEDGE 1. UNDERSTANDS HOW TO CRITICALLY EVALUATE RESEARCH RELEVANT TO THE PRACTICE OF SCHOOL COUNSELING.	<p>1 Use of the professional literature demonstrates author's beginning knowledge of how to critically evaluate research. Author is able to minimally clarify and interpret the results providing some context for the discussion of the results.</p> <p>2 Use of the professional literature demonstrates author's knowledge of how to critically evaluate research. Author is able to clarify and interpret the results providing a context for the discussion of the results.</p> <p>3 Use of the professional literature demonstrates author's knowledge of how to critically evaluate research. Author is able to clarify and interpret the results providing a rich context for the discussion of the results.</p>

literature Support to go on

SUMMARY AND CONCLUSION COMPONENT	STANDARD	NEEDS IMPROVEMENT	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS
CONSIDERATIONS FOR STRENGTHENING THE STUDY Y N Subheading, "Considerations for Strengthening the Study" provided for this section		<p>1 Barriers and limitations are partially accounted for in this section. Identification of what might be done differently is described, identifying some ways to adjust the study.</p> <p>2 Barriers and limitations are accounted for in this section. Identification of what might be done differently is described, identifying key ways to adjust the study.</p> <p>3 A comprehensive discussion of barriers and limitations is presented in this section. A comprehensive identification of what might be done differently is described.</p>		

Strong ideas for Strengthening Study

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SUMMARY AND CONCLUSION – CONTINUED

SUMMARY AND CONCLUSION COMPONENT	STANDARD	NEEDS IMPROVEMENT	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS
RECOMMENDATIONS FOR FUTURE RESEARCH AND NEXT STEPS Y N Subheading, “Recommendations for Future Research and Next Steps” is provided for this section		1 Recommendations for future research related to the topic of investigation are minimally described. An incomplete discussion of next steps is presented.	2 Recommendations for future research related to the topic of investigation are described. A discussion of next steps is presented which identifies a minimum of two action steps with a timeline.	3 Recommendations for future research related to the topic of investigation are described. A complete discussion of next steps is presented which identifies more than two action steps with a timeline.
FINAL SUMMARY AND CONCLUSIONS	SCHOOL COUNSELING STANDARD III PROFESSIONAL PRACTICE SCHOOL COUNSELING DIVERSITY AND ADVOCACY F. SKILLS/PRACTICES I. DEMONSTRATES MULTICULTURAL COMPETENCIES IN RESPONSE TO ISSUES SURROUNDING	1 The final summary and conclusions were incomplete. Key findings and conclusions were not fully identified in the context of the purpose for the investigation.	2 The final summary and conclusions highlighted the purpose, major findings, and conclusions for the investigation. Key findings and conclusions were identified in the context of the purpose for the investigation.	3 The final summary and conclusions highlighted the purpose, major findings, and conclusions for the investigation. Opportunities and barriers articulated. Key findings and conclusions were fully identified in the context of the purpose for the investigation.

I am looking forward to seeing your booklet!

	DIVERSITY, EQUITY, AND EXCELLENCE IN TERMS OF STUDENT LEARNING AND DEVELOPMENT.	
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You do receive job
 in terms of issues of advantage/disadvantage
 and the need for school
 interventions to advocate for
 ensure that students in less
 privilege have access to
 college / post secondary
 education

SUMMARY AND CONCLUSION COMPONENT	STANDARD	NEEDS IMPROVEMENT	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS
PROFESSIONAL AND TECHNICAL WRITING Y N Paper is double-spaced, 12 point font Y N Length is appropriate for this section (variable depending on project) Y N Pages are numbered Y N Citations are consistent and reflect APA format.		1 Headings and subheadings are not consistently used in text. Transitions between sections and paragraphs are limited. Sentence structure is confusing; sentences lack clarity and conciseness. Errors noted in grammar, spelling, and organization. APA style errors in text.	2 Headings provided and use of subheadings is evident where appropriate. Transitions between sections and paragraphs provided in most cases. Sentences are clearly written. Minor errors noted in grammar, spelling, and organization. Minor APA errors in text that can be easily fixed.	3 Headings provided and subheadings used in a logical way. Transitions between sections and paragraphs evident. Sentences are concise and clearly written to convey information in an economical way. Free of errors in grammar, spelling, and organization. Almost no APA errors in text.
COMMENTS				