

**Attachment 5: Research Proposal Evaluation Rubric (GRED 601)**



**COLLEGE OF EDUCATION**  
 2250 BOULEVARD LUIS A. FERRÉ AGUAYO, SUITE 550  
 PONCE, PUERTO RICO 00717-9997  
**GRADUATE SCHOOL**



GRED 601: Educational Research

Dr. Carlos J. Cintrón Valpaís

Course syllabus objective: Develop skills and competencies in the use of appropriate tools for the development of a research proposal in their area of specialty

**Research Proposal Evaluation Rubric**

Criteria	5 - Excellent	4 - Good	3- Satisfactory	2 - Deficient	1 – Poor	Score
<b>1. Statement of the problem</b> CAEP Std. 1 InTasc 9	The student shows total mastery of the statement of the research problem	The student shows some mastery of the statement of the research problem	The student shows satisfactory mastery of the statement of the research problem	The student shows minimum mastery of the statement of the research problem	The student does not show mastery of the statement of the research problem	
<b>2. Research questions</b> CAEP Standard 1 InTasc Std. 9	The student shows total mastery of writing research questions	The student shows some mastery of writing research questions	The student shows satisfactory mastery of writing research questions	The student shows minimum mastery of writing research questions.	The student does not show mastery of writing research questions	
<b>3. Review of related literature</b>	The student presents ample and pertinent	The student presents some review of pertinent	The student presents satisfactory review of	The student presents poor review of literature	The student does not present review of	

<b>CAEP Standard 1</b> <b>InTasc 4</b>	review of literature about the topic, in addition to the one discussed in class.	literature about the topic, in addition to the one discussed in class.	literature about the topic, in addition to the one discussed in class.	about the topic, in addition to the one discussed in class.	literature about the topic, in addition to the one discussed in class.	
<b>4. Methodology</b> <b>CAEP Std. 1</b> <b>InTasc 8</b>	The student shows total mastery of research methodology and language textbook analysis procedures	The student shows some mastery of research methodology and language textbook analysis procedures	The student shows satisfactory mastery of research methodology and language textbook analysis procedures	The student shows minimum mastery of research methodology and language textbook analysis procedures	The student does not show mastery of research methodology and language textbook analysis procedures	
<b>5. Statistical analysis</b> <b>CAEP Std. 1</b> <b>InTasc 4, 5</b>	The student shows total mastery of statistical analysis of data	The student shows some mastery of statistical analysis of data	The student shows satisfactory mastery of statistical analysis of data	The student shows minimum mastery of statistical analysis of data	The student does not show mastery of statistical analysis of data	
<b>TOTAL</b>						

Observations:

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**Trimester: Winter 2023-30**

GREd 601: Research and educational development

Dr. J. Ortiz-Vega

Course syllabus objective: Develop skills and competencies in the use of appropriate tools for the development of a research proposal in the area of specialty and the oral presentation of such proposal.

Student's name	Criterion 1	Criterion 2	Criterion 3	Criterion 4	Criterion 5	Total	%
1. Almodóvar Ramos, Lourdes del Rosario	5	4	5	4	4	22	88
2. Berríos Narváez, Keyshlie A.	-----	-----	-----	-----	-----	-----	W (Drop the course)
3. Colón Gutiérrez, Yahaira L.	5	5	4	5	5	24	96
4. Cruz García, Adriana P.	5	4	4	4	5	22	88
5. Linares Pérez, Yohadi	4	4	4	4	4	20	80
6. Martínez Martínez, Mireilly	5	5	4	4	4	22	88
7. Pacheco Rodríguez, Rubymar	5	5	5	4	4	23	92
8. Rivera García, Daniel	5	5	4	5	5	21	92
9. Rodríguez Hernández, Miosotys I.	5	5	5	5	4	24	96
10. Vélez Rivas, John	-----	-----	-----	-----	-----	-----	W (Drop the course)

## Statistics

finalgrades

N	Valid	8
	Missing	0
Mean		90.0000
Median		90.0000
Mode		88.00
Std. Deviation		5.23723
Variance		27.429

## Finalgrades

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	80.00	1	12.5	12.5	12.5
	88.00	3	37.5	37.5	50.0
	92.00	2	25.0	25.0	75.0
	96.00	2	25.0	25.0	100.0
	Total	8	100.0	100.0	

### Ponce Campus> narrative

The course GRED 601, research and educational development, includes the basic structure of a research in the following facets: historical, descriptive, and experimental, and its application to educational development. Research designs on those different facts are discussed. Also, research instruments are discussed with emphasis on methodology, statistical analysis, and systematic search. Each student in the course, as one of the main criteria of assessment, should present written and orally, a research proposal related with their specialization at the graduate level.

The assessment rubric for this task includes, among other components, background of the problem, statement of the problem, rationale of the study, research questions, and hypothesis, definition of main concepts, review of related literature, methodology, and statistical analysis of data collected.

**Analysis of data findings:** The assessment method is based on the performance on the oral presentation of the research proposal. Data shows that for the 2023-30 trimester (Winter 2023), a total of 10 students were enrolled in the GRED 601 course, Research and development in education. Results show that two students drop the course: one because of absences and the other because of conflict between class schedule and employment. Results show that four students (50% of those that did the oral report) obtained scores between 92 and 96. The score of three 3 students (37.5%) was 88 % and the scores of one student was 80. This last score can be considered in statistical terms and outlier that contributes to a standard deviation of 5.23... and a range of 16. The mean and the median of the scores was 90.