

Rubric for Project Prospectus EDT 693

Assignment Criteria	<i>Expert Level of Performance</i>	<i>Practitioner Level of Performance</i>	<i>Apprentice Level of Performance</i>	<i>Novice Level of Performance</i>	Grade Points Possible: 125
Introduction	Provide overview of project, including type of course, topics to be covered, background information about the context of the course. Give reader a clear, concise, and compelling understanding of report to follow. Exceptional scholarly tone and perspective.	Overview contains details of proposed project. And begins to explain the vision of the proposal. Average scholarly tone and perspective (some references and synthesis of body of knowledge).	Contains some detail and narrative. Needs to incorporate far more vision and scholarly aspects.	Provides brief information about course type, some topic detail and minimal background information. Serious lacks vision and scholarly aspects.	Grade Points Earned:
<i>Grade Point Level: Max:</i>	<i>Expert 25</i>	<i>Practitioner 20</i>	<i>Apprentice 15</i>	<i>Novice 10</i>	
Educational Requirement	Identified instructional need is stated in terms of a performance gap . Include any applicable state standards, degree qualifications, job-related training, etc.	Performance gap stated but not well-supported. Qualifications are identified, but not developed.	Performance gap not clearly stated. Related standards or qualifications are not completely identified.	Instructional need and related standards, degrees or job related training needs are missing.	
<i>Grade Point Level: Max:</i>	<i>Expert 25</i>	<i>Practitioner 20</i>	<i>Apprentice 15</i>	<i>Novice 10</i>	
Preliminary Extant Data Analysis	Identify and list other, similar products. Justify developing a new instructional product on this topic. Show research on	Identify and list other, similar products. Justify developing a new instructional product on this topic. Research offers weak	Identify and list other, similar products. Justification for new instructional product is not supported by research findings.	Other, similar products are not listed. Justification does not support continued development of the new product.	

	alternative solutions, and provide a scholarly perspective on the unique benefits of the researcher's (your) proposed solutions Includes a bulleted list comparing existing product features with your course's features. Clearly written clarification of differences between products is included.	support for benefits of the researcher's proposed solution. A number of differences between existing and proposed products are not clearly expressed.	Comparison of existing and proposed products does not support creation of new product.	Supporting research is missing. No comparison of existing product features compared to proposed product features. Proposed instructional product not unique.	
Grade Point Level: Max:	<i>Expert</i> 25	<i>Practitioner</i> 20	<i>Apprentice</i> 15	<i>Novice</i> 5	
Goal	Create a clear list and descriptive narrative of objectives for the proposed project and courseware solution. Objectives are founded on research and theoretical base.	Create a clear list and descriptive narrative of objectives for the proposed project and courseware solution. Research and theoretical support for objectives is weak.	Course objectives are ill-defined and lack a descriptive narrative. Objectives are not supported by reported research or theory.	Course objectives are missing. Research base is missing.	
Grade Point Level: Max:	<i>Expert</i> 15	<i>Practitioner</i> 10	<i>Apprentice</i> 5	<i>Novice</i> 2	
Audience	Demonstrate a clear scholarly rationale for audience identification. Briefly describe relevant characteristics of target audience.	Scholarly rationale is not clearly presented. Characteristics of audience are described in general terms and lack clear definition	Explanation of scholarly rationale shows a lack of understanding of its relationship to project design. Description of audience is general.	Scholarly rationale for audience identification is not provided. Characteristics of audience are not defined.	

<i>Grade Point Level: Max:</i>	<i>Expert 15</i>	<i>Practitioner 10</i>	<i>Apprentice 5</i>	<i>Novice 2</i>	
Schedule	Schedule of milestones are completed and detailed based on accurate expectations and deliverable dates.	Schedule contains some major milestones for project completion. Some specific deliverables are presented.	Some Milestones presented and attempts at reasonable planning deliverables.	Schedule of milestones are incomplete and missing critical data.	
<i>Grade Point Level: Max:</i>	<i>Expert 10</i>	<i>Practitioner 7</i>	<i>Apprentice 4</i>	<i>Novice 1</i>	
Research, theoretical base, APA format, and overall graduate-level scholarship	Include 5 or more scholarly articles (properly used in narrative, APA cited, and synthesis present). Accurately, synthesize and paraphrase authors' contributions (few to no quotations). Citations and formatting are highly consistent with APA. Proper scholarly perspective, tense, and professional quality was maintained.	Includes 4 or more scholarly articles (properly used in narrative, APA cited, and synthesis present). Synthesis, quotation, and paraphrase of contributing articles and text are expressed. Most citations and formatting are implemented. Perspective, tense, and quality are mostly in place.	Includes 3 or more scholarly articles (properly used in narrative, APA cited, and synthesis present). Articles are incorporated; however APA formatting is clearly incorrect. Author relies on more experience than research. Professional writing present, but lack scholarly components (perspective, tense, and peer reviewed articles).	Includes 2 or less scholarly articles. Lacks Scholarly or professional writing styles. Lacking proper perspective, quality, or tense. References are few and misused OR act as bibliography or not referenced.	
<i>Grade Point Level: Max:</i>	<i>Expert 10</i>	<i>Practitioner 7</i>	<i>Apprentice 4</i>	<i>Novice 1</i>	
				Total Grade Points Earned:	
NOTES and Comments:					