

Chapter	Not Acceptable	Target	Advanced
<b>1. BACKGROUND/ INTRODUCTION</b>	<p>The <b>introductory</b> section provides insufficient information to discern preliminary nature of study. Key ideas/concepts are lacking or not fully explained. It does little to inform the reader the nature or topic of the study. The <b>problem statement</b> is not fully articulated and The <b>purpose of the study</b> is unclear.</p>	<p>The <b>introductory</b> section specifies the topic or issue under investigation. Some key ideas and concepts are highlighted and, as such provides information that may assist the reader in determining the focus of the future investigation. The <b>problem statement</b> provides information regarding the issue but lacks specificity. The <b>purpose of study</b> is clearly focused and establishes the need or significance of the study.</p>	<p>The <b>introductory</b> section provides a well-articulated summary regarding the nature of the proposed study using applicable research that will be further advanced in chapter two. Relevant concepts/ideas are explained fully and thus assist the reader in determining the scope of the investigation. The <b>problem statement</b> succinctly and completely outlines a relevant and timely issue to be studied. The <b>purpose of the study</b> is presented in a straightforward manner that allows the reader to understand the need for, and significance of, the study being undertaken.</p>
<b>2. LITERATURE REVIEW</b>	<p>Organization of existing literature is ambiguous and not clearly differentiated into meaningful categories or major concepts. The <b>body</b> of the literature review presented under each subsection reflects a series of abstracts or annotations, no attempt is made to synthesis the information for the reader. Literature review is presented as merely a summary of all the things that have been read. Authors do not provide adequate information to assist the reader in determining the relevancy of the study cited in relation to the topic under investigation.</p>	<p>Research studies and other types of literature are <b>organized</b> according to common denominators, themes, concepts. The <b>body</b> of the literature review presented under each subsection summarizes the existing studies and makes an attempt to synthesize similar studies. Sufficient information is provided that enables the reader to determine the scope of each study cited in terms of methodology, hypothesis, variables, procedure and conclusions.</p>	<p>Research studies and other types of literature are <b>organized</b> according to common denominators, themes, patterns. Appropriate headers guide the reader and show the structure of your argument. The <b>body</b> of the literature review is an integrated critical essay on the most relevant, current, and empirically published knowledge on the topic. It concisely summarizes the current research in relation to the topic, and helps the unknowing reader to understand the investigation. It compares/contrasts different points of view or different research outcomes and/or synthesizes studies with similar findings, methodologies, conclusions, etc. Detailed information is concisely presented so as to assist the reader in determining the nature of the cited study in terms of its methodology, hypothesis, variables, procedures, conclusions, and significance to the proposed investigation. A discussion of some of the studies limitations are noted (i.e., methodological issues).</p>

<p><b>3. METHODOLOGY</b></p>	<p>The <b>research design</b> of the study may be inaccurately or poorly identified and lacks rationale for why it was chosen. Detail about <b>participants</b> and <b>setting</b> is limited or global in nature, making replication difficult. A description of participants involved in the study is provided but may be lacking key demographic information. Researchers do not specify how or what criteria was used to identify participants for the study. <b>Setting</b> is minimally described. Lists , but does not adequately describe , all <b>materials</b> used to implement study. Measures and procedures are described using limited detail. Where applicable, very little or no information is provided regarding the nature of the independent and dependent variable. <b>Procedures</b> are incomplete, not sequential or confusing and unclear. The <b>data analysis plan</b> does not fully describe how the data will analyzed relative to the research question(s) or hypothesis..</p>	<p>The <b>research design</b> of the study is identified and a rationale as to why this design was chosen is presented. Detail about <b>participants</b> and <b>setting</b> is provided in sufficient detail to make replication possible. An adequate description of participants which lists pertinent demographic information is presented. Selection criteria (how students were chosen for involvement in study) is provided. <b>Setting</b> is adequately described. Lists and describes all <b>materials</b> that will be used to implement study. Measures are described in sufficient detail but procedures are not spelled out in sufficient detail to permit replication. Where applicable, Some information is provided regarding the independent and dependent variables. <b>Procedures</b> are laid out in sequential fashion and are easy to follow. The <b>data analysis plan</b> is clearly laid out and will answer research question(s) or confirm or refute the hypothesis.</p>	<p>The <b>research design</b> of the study is identified and justified using citations from creditable sources. Explicit detail about <b>participants</b> and <b>setting</b> is provided; making the study easy to replicate. A thorough description of participants includes relevant demographic information. A thorough explanation of how participants were chosen for study is given. Critical features of <b>setting</b> are described with sufficient detail. Another researcher would be able to use the description of participants and setting to recruit similar participants in similar settings. Lists and describes all <b>materials</b>, in concise detail, that will be used to implement study. Measures and procedures are described in sufficient detail to permit replication. Where applicable, The independent and dependent variables are described in sufficient detail to allow for replication. <b>Procedures</b> are explicitly described in chronological order and with sufficient detail to allow replication of study by another researcher. The <b>data analysis plan</b> is explicitly described. Data analysis directly answers research question(s) or helps to determine status of hypothesis.</p>
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<b>4. RESULTS</b>	Data may be randomly <b>organized</b> and presented with no or limited relationship to proposed research questions(s) or hypothesis. <b>Tables</b> and/or <b>graphs</b> are hard to follow, incomplete or mislabeled. Reader may have to consult the text to interpret tables or figures. The study's results are <b>interpreted</b> with limited accuracy. Researcher may introduce an element of researcher bias by interpreting findings that are not substantiated from collected data.	Data are presented and <b>organized</b> according to the research question(s) or hypothesis of interest. <b>Data tables and graphs</b> are clearly labeled and in proper format. (APA) The study's results are <b>interpreted</b> with accuracy and data serve to confirm researchers' interpretation. Results are presented in a factual manner.	Data are well- <b>organized</b> and logically presented relative to the study's research question(s) or hypothesis. The flow of information is easy to follow because of its organization. <b>Data tables and graphs</b> are well-constructed in proper format (APA); they stand alone– the reader is able to interpret them without referring to text. The study's results are <b>interpreted</b> with accuracy and the researcher makes explicit use of data, tables and graph to explain key findings.
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<p><b>5. Discussion and Implications</b></p>	<p>Discussion addresses some or most of the research questions; makes little or no mention of professional literature on topic; has over-reliance on one study. Implications are expressed in general terms without discussion as to how the findings relate to the field, teachers, individuals, communities, cultures, or societies. Makes no mention of limitations of the study. Does not provide a concluding statement or recommendation for future studies.</p>	<p>Discussion addresses all the research questions; mentions professional literature but does not make a clear link to the larger body of literature on the topic, or has over-reliance on limited studies. Implications are expressed in general terms. Some discussion is offered as to how the findings relate to the field, teachers, individuals, communities, cultures, or societies, however, no specific tangible implications are presented. Presents one or two limitations of the study. Provides recommendations for future studies pointing to topics that need closer examination and may generate a new round of questions.</p>	<p>Discussion addresses all of the research questions; contains accurate references to results section; makes a clear link of findings to a larger body of literature on the topic, including studies incorporated in review of literature. Implications are expressed in terms of specific tangible improvements to the field, teachers, individuals, communities, cultures, or societies. Presents at least three limitations of the study. Provides recommendations for future studies pointing to topics that need closer examination and may generate a new round of questions. Concludes with a strong statement making the salient message clear to the reader.</p>
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<b>MECHANICS</b>			
	<b>Not Acceptable</b>	<b>Target</b>	<b>Advanced</b>
<b>SPELLING/ GRAMMAR</b>	Significant errors in spelling and or grammar (more than 5) impact organization and coherence of chapter.	Several errors in spelling and/or grammar (less than 3) are noted.	Error-free in terms of spelling and grammar.
<b>WRITING STYLE</b>	No use or limited use of transition words or phrases. Structures for many or most paragraphs are not well-written.	Effectively uses some transition words or phrases. Some sudden or choppy content changes are present. Structures for the majority of paragraphs are well-written.	Effectively uses transition words or phrases throughout chapter. Correct structure is applied to nearly all paragraphs.
<b>APA FORMAT</b>	Submitted chapter does not confirm to APA guidelines in terms of appropriate use of font, heading, margin, stylistic conventions.	Submitted chapter conforms to APA format by adhering to heading, font, margin and stylistic conventions with the exception of 1 or 2 detractors.	Submitted chapter conforms to APA format by consistently and explicitly adhering to appropriate headings, fonts, margins, and stylistic conventions.