

**KEENE STATE COLLEGE GRADUATE PROGRAMS  
M.ED IN CURRICULUM AND INSTRUCTION**

**PROPOSAL PART II: METHOD  
EVALUATION  
(PILOTED FALL 2008)**

STUDENT'S NAME \_\_\_\_\_ CAPSTONE 1 \_\_\_\_\_ DATE \_\_\_\_\_ 12.10.08 **5.09** \_\_\_\_\_

COMPLETED BY:

☐ KSC FACULTY: \_\_\_\_\_ **DBLACK** \_\_\_\_\_ ☐ PEER \_\_\_\_\_ ☐ OTHER \_\_\_\_\_  
\_\_\_\_\_

DIRECTIONS: EXAMINE EACH ASPECT OF THE METHOD AND THEN PROVIDE AN OVERALL RATING (1, 2, OR 3) FOR A TOTAL OF 24 POINTS.

| METHOD COMPONENT   | NEEDS IMPROVEMENT   | MEETS EXPECTATIONS   | EXCEEDS EXPECTATIONS  |
|--|---|--|---|
| <p style="text-align: center;"><b>INTRODUCTION<br/>(2 PARAGRAPHS)</b></p> <p>SCORE: _____ 2.0 <b>3.0</b></p> | <p><b>1</b> Introduction does not provide a clear transition from the problem statement and research questions. Does not cover all topics needed to provide foundational knowledge for proposed research. Although a framework is presented, it is not described in a logical manner.</p> | <p><b>2</b> Introduction provides a transition from the problem statement and research questions reminding the reader of the focus for the project. Provides adequate foundational knowledge needed to understand proposed research methods. The framework for the method is presented in a logical fashion.</p> | <p><b>3</b> 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. Provides comprehensive foundational knowledge needed to understand proposed research. The framework for the method is easily understood and presented in a logical fashion.</p> |

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|  | <div>COMMENTS</div> <div>There are still edits that will need to be made to this section. See track edits on document</div> |
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METHOD - CONTINUED

| METHOD COMPONENT   | NEEDS IMPROVEMENT   | MEETS EXPECTATIONS  | EXCEEDS EXPECTATIONS  |
|--|---|---|---|
| <p><b>PROJECT PARTICIPANTS AND SETTING</b></p> <p>SCORE: <u>3</u> <b>3</b></p>                         | <p><b>1</b> Demographics and participant characteristics are unclear. The targeted number of participants for the proposed research is also unclear. The setting is not adequately described and does not provide enough detail to understand where the research takes place.</p> | <p><b>2</b> 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><b>3</b> 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> |
|  | <p><b>COMMENTS</b><br/>           You are clear about participants who will be in your study. More details will be added next semester</p>  |   |   |
| <p><b>INFORMED CONSENT</b><br/> <b>(REFERENCE IN PARTICIPANTS SECTION AND INCLUDE IN APPENDIX)</b></p> | <p><b>1</b> Informed consent letter (s) does not include a majority of elements identified in the KSC IRB requirements.</p>   | <p><b>2</b> All KSC IRB requirements are addressed in the informed consent letter(s).</p>   | <p><b>3</b> All KSC IRB requirements are addressed in the informed consent letter(s). Text is easily understood for intended audience.</p>  |

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| <p>Y N Informed consent referenced in the participants section</p> <p>Y N Informed consent letter(s) attached (in Appendix)</p> <p>SEE SCORING GUIDE FOR CHECKLIST FOR ELEMENTS IN THE IRB PROCESS INCLUDING INFORMED CONSENT</p> <p>SCORE: _____ 3 3</p> | <p>COMMENTS</p> <p>These were completed so you could conduct initial surveys. You will have to develop one for the interviews you will conduct in the spring. You will need to put all consent forms in your Appendices</p> |
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METHOD - CONTINUED

| METHOD COMPONENT  | NEEDS IMPROVEMENT  | MEETS EXPECTATIONS  | EXCEEDS EXPECTATIONS   |
|---|--|---|--|
| <p><b>DATA COLLECTION PROCEDURES</b></p> <p>SCORE: <u>2</u> <b>3</b></p> <p><b>Y</b> N Data collection tools are attached</p> <p><b>Y</b> N Resource book is referenced in this section</p> <p><b>Y</b> N Each data collection tool is listed and described</p> <p><b>Y</b> N Included Reflective Journal as one of the tools</p> | <p><b>1</b> Data collection tools are not explicitly connected to research questions. Drafts of tools are not included 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 sketchy. No statements regarding validity or reliability are included in text.</p> | <p><b>2</b> Data collection tools 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. The terms validity and reliability are used in text.</p> | <p><b>3</b> Data collection tools 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. Statements of validity and reliability are integrated into this section.</p> |
|   | <p><b>COMMENTS</b> This section will need some revisions. For each tool the name it, quote it and describe in detail the tool and how you will use it. I think what was posted on BB on 12/8 as well as resources handed out in seminar will be helpful. See edits on report itself. I know you were ill after class and had little time to update your draft</p>  |   |  |
| <p><b>MATERIALS</b></p>   | <p><b>1</b> Materials and resources (e.g., booklets, training manuals, tape recorders, computer programs, guide sheets, curriculum) are not listed or described.</p>   | <p><b>2</b> Some materials and resources (e.g., booklets, training manuals, tape recorders, computer programs, guide sheets, curriculum) are listed and described.</p>  | <p><b>3</b> All materials and resources (e.g., booklets, training manuals, tape recorders, computer programs, guide sheets, curriculum) are listed and described.</p>  |

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| SCORE: 3 3 | COMMENTS |
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METHOD – CONTINUED

| METHOD COMPONENT   | NEEDS IMPROVEMENT   | MEETS EXPECTATIONS  | EXCEEDS EXPECTATIONS   |
|--|---|---|--|
| <p><b>DATA ANALYSIS</b></p> <p>Y N Section is organized by each data collection tool</p> <p>SCORE: <u>2</u> <b>3</b></p> | <p><b>1</b> For each data collection tool, a description of how the data will be analyzed, organized, and presented is unclear to the reader. Descriptions of the data analysis procedures are not evident for all tools. A statement about the triangulation of data is missing. References to validity and reliability are missing.</p> | <p><b>2</b> 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. Validity and reliability statements are found in text.</p> | <p><b>3</b> 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 comprehensive description about the triangulation of data is evident. Statements about validity and reliability are integrated into this section.</p> |
|  | <p><b>COMMENTS</b><br/>           This is the section that will need the most work. I think you have a lot that you can incorporate from the last KSC seminar on 12/8. Again, name it, quote it and explain in detail. See edits on your report</p>   |   |  |
| <p><b>TIMELINE</b></p> <p>SCORE: <u>3</u> <b>3</b></p>   | <p><b>1</b> 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.</p>  | <p><b>2</b> The timeline for the investigation includes key milestones for the project and includes specific target dates for relevant events.</p>  | <p><b>3</b> The timeline for the investigation includes key milestones for the project and includes specific target dates for relevant events. Additional, specific information are detailed in the timeline.</p>  |
|  | <p><b>COMMENTS</b><br/>           This of course is subject to change. Fine for now</p>   |   |  |

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METHOD - CONTINUED

| METHOD COMPONENT  | NEEDS IMPROVEMENT  | MEETS EXPECTATIONS  | EXCEEDS EXPECTATIONS   |
|---|--|---|--|
| <p><b>PROFESSIONAL AND TECHNICAL WRITING</b></p> <p><b>SCORE:</b> <u>2.5</u> <b>3.0</b></p> <p><input checked="" type="checkbox"/> N Paper is double-spaced, 12 point font</p> <p><input checked="" type="checkbox"/> N Length is appropriate for the method (variable depending on project)</p> <p><input checked="" type="checkbox"/> N Pages are numbered</p> <p><input checked="" type="checkbox"/> N Citations are consistent and reflect appropriate APA format (using the APA guidelines handed out in class)</p> <p><input checked="" type="checkbox"/> N Overall summary provided at the end of method section</p> | <p><b>1</b> Headings and subheadings are not used in text. Transitions between sections and paragraphs are limited. Several sentences are confusing and lack clarity and conciseness. Several errors noted including typos, grammar, spelling, and organization. Several APA style errors in text.</p> | <p><b>2</b> 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. Minor errors and typos noted in grammar, spelling, and organization. Minor APA errors in text that can be easily fixed.</p> | <p><b>3</b> 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. Almost no APA errors in text.</p> |
| <p><b>COMMENTS</b><br/> Once you are clear about your data analysis you can go back to your summary and rewrite. This is where you give an overview of what you are doing to do as a researcher. See edits on your paper.</p>   |  |   |  |

**Overall Score:** 20.5/A **24/A**

|                   | C        | B/C   | B     | A/B   | A     |
|-------------------|----------|-------|-------|-------|-------|
| Fall Method score | Below 9  | 10-12 | 13-16 | 17-20 | 21-24 |
| Final score       | Below 13 | 13-15 | 16-18 | 19-21 | 22-24 |

*Revised 10/08, SB*