

Final Marking Rubric EDUC 5180 Research Project | Dr. Alana Hoare

Learning Outcome	A+ (90–100)	A (85–89)	A- (80–84)	B+ (77–79)	Below Expectations (≤ 76)	Rating
Formulate and refine a research-informed question, line of inquiry, or problem of practice that addresses a meaningful issue in an applied educational setting, grounded in professional practice and community relevance.	Exceptionally clear, insightful, and well-contextualized question that demonstrates deep engagement with professional and community relevance. (9.0-10.0)	Clear and well-developed question with strong relevance to professional and community needs. (8.5-8.9)	Relevant question with some refinement needed; generally grounded in practice. (8.0-8.4)	Question is understandable but underdeveloped or loosely connected to the applied setting. (7.7-7.9)	Question is vague, unfocused, or lacks relevance to practice or community. (≤ 7.6)	/10
Survey, critically evaluate, and select appropriate research approaches—including methodologies, methods, and knowledge mobilization strategies—that align with the project's aims and output format.	Sophisticated integration of philosophical foundations, methodologies, and mobilization strategies clearly aligned with project goals. (9.0-10.0)	Well-justified choices of methodology and methods, with clear connection to research aims and knowledge sharing. (8.5-8.9)	Appropriate and mostly consistent methodological approach; some rationale provided. (8.0-8.4)	Basic or general understanding of research design with limited justification or alignment. (7.7-7.9)	Methodological approach is unclear, inappropriate, or unsupported by rationale. (≤ 7.6)	/10
Demonstrate critical reflection and scholarly engagement by synthesizing insights from academic literature, practitioner knowledge, and lived experience to inform both the project and a reflective scholarly paper.	Deep, critical, and original synthesis of diverse forms of knowledge. Insightful reflections are clearly linked to literature and lived experience. (9.0-10.0)	Strong integration of scholarly and personal /practitioner knowledge. Clear reflective insights. (8.5-8.9)	Competent reflection with some integration of theory and experience; depth may vary. (8.0-8.4)	Surface-level reflection or uneven integration of sources. Mostly descriptive. (7.7-7.9)	Reflection lacks scholarly grounding or meaningful synthesis. (≤ 7.6)	/10
Design, create, and disseminate a research-informed educational output (e.g., curriculum, OER, creative or community-based product), accompanied by a literature review and summative presentation that communicates key findings, challenges, and implications for professional practice.	Output is innovative, well-executed, and meaningfully disseminated. Demonstrates high impact and alignment with findings. (9.0-10.0)	Output is thoughtful, well-aligned, and presented effectively. Strong connection to project findings. (8.5-8.9)	Output is appropriate and presented clearly; minor gaps in coherence or dissemination. (8.0-8.4)	Output is adequate but lacks clarity, creativity, or effective communication. (7.7-7.9)	Output is incomplete, poorly aligned, or not meaningfully disseminated. (≤ 7.6)	/10
Total						40

Supervisor Comments:
