James I. Perkins College of Education  
Department of Human Services  
SPSY 6334: Psychometrics and Clinical Research  

Spring 2024

Instructor: Dr. Luis Aguerrevere, Ph.D.  
Office: HSTC 105  
Office Phone: 936-468-1153  
Email: aguerrevle@sfasu.edu  

Course Time & Location: M 1:00 – 3:30 pm; HSTC 320  
Office Hours: Monday noon-1PM F2F, Thursdays: 10:30-1:30pm and 2:30pm-4:30pm Zoom  
Link to office Hours (Dr. A): https://sfasu.zoom.us/j/9145438559  

Credits: 3

Prerequisites:

I. Course Description:

This advanced course exposes doctoral-level school psychology students to methods by which psychologists strive to conceptualize human behavior and individual differences in terms such as skills, aptitudes, attitudes, values, personality, and intelligence. The course covers epistemological questions considering theories which will help us to understand the underpinnings of psychological measurement and psychological therapies. The course will examine the concepts of reliability and validity, effectiveness and feasibility with an eye towards the implications of these constructs to understanding principles of scale development and applications of assessment and therapies in clinical and research contexts. Moreover, this course is specifically designed to enable students by actively involving them in the intricate process of scientific writing. By delving into the intricacies of scientific communication, participants will gain a comprehensive understanding of the art and science behind conveying complex ideas in a clear and concise manner.

Course Credit Hour Justification:
Each week of a 15-week semester, doctoral students will engage in 3 hours of instructor-directed activities, including but not limited to lectures and discussions of readings, case studies, and selected research projects. Additionally, the class will require students to devote a minimum of 6 hours to reading material and completing the necessary course requirements, such as but not limited to out-of-class discussions, readings, participating in clinic activities.  
[total instructor-directed activities=45 hrs and total out-of-class activities=90 hrs; grand total of approximately 135 hrs for the 3 credits]

I. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes): The complete listing of the standards associated with the PLOs, SLOs, assignments, and assessments are located on the PCOE website.

 Revised January 8, 2023
The School Psychology programs at Stephen F. Austin State University are dedicated to producing ethical, responsible, and competent school psychologists who employ scientific knowledge and methods of problem solving. The program’s philosophy of education holds that one learns best by engaging in practice. The mission of our program is to apply behavioral science knowledge and methods to the assessment and treatment of learning, behavior, and psychosocial problems in regular and special education populations in the public schools.

**Program Learning Outcomes (PLOs)**

1. **Human Diversity:** Candidates should demonstrate awareness and sensitivity when working professionally with diverse individuals, groups, and communities.
2. **Psychoeducational Foundations:** Candidates must demonstrate appropriate knowledge of the historical, political, and legal aspects, as well as policies and procedures that impact the fields of psychology and education.
3. **Content Knowledge:** Candidates must demonstrate the ability to apply knowledge of biological, psychological, sociocultural, ethical, and legal factors to understand both typical and atypical behavior.
4. **Research & Technology:** Candidates must demonstrate the ability to apply their knowledge of research, statistics, and evaluation methods to inform all areas of practice, from selecting appropriate methods for collecting information to making recommendations for interventions based on empirical evidence.
5. **Professional Skills and Dispositions:** Candidates must conduct themselves in a manner that reflects the values and attitudes associated with the American Psychological Association policies and guidelines. The candidate will demonstrate knowledge, skills, and professional work characteristics/dispositions, effectively applying them in practice.
6. **Application of Principles and Procedures:** Assessment should demonstrate candidates’ effective application of knowledge, skills, and dispositions in the practice of School and Health Service psychology. As part of this assessment, each candidate must document the ability to use both problem-solving (client-centered) and process-focused (consultee-centered) models of consultation.
7. **Communication:** The candidate must demonstrate proficiency in communication skills relevant to the field of psychology, both written and spoken. This may include, but is not limited to, effective writing for different purposes, proficient presentation skills for various audiences and purposes, and appropriate interpersonal skills.

**Student Learning Outcomes:**

By the end of the course, the successful student will have accomplished the following goals:

1. Understand psychometric theories and assumptions underlying scale construction
2. Evaluate and critique a psychological measure for its reliability, validity and biases
3. Identify a range of common psychological assessment tools
4. Discuss the legal and ethical issues in testing
5. Develop a valid and reliable questionnaire
6. Collect data using a created questionnaire
7. Communicate the results in a professional language

**III. Course Assignments, Activities, Instructional Strategies, use of Technology:**
Exam: In this course, there will be one in class exam based on the content presented in class lecture and the book. The in class exam is an important way to test your knowledge and encourage you to keep up with the material. The format of the exam will be short-answer (Communication; Empirical and Quantitative Skills)

Article Summaries: Students will complete 20 article summaries. To complete each article summary, students will locate a peer-reviewed article, read the article, and complete the Article Summary form. Article summaries will be submitted to the appropriate D2L Dropbox folder by Sunday, 5 pm, at the end of each week they are due (see course schedule below). (Critical Thinking; Communication)

Literature Review and Proposal: Students will write a 20 page research paper that includes a literature review of a topic of interest. Then, students will write a proposal study based on that literature review. The proposal study must include a purpose, hypotheses, and methods (see rubric in appendices). The final paper should follow APA format. Rough drafts of the paper will be due throughout the semester to provide feedback and assess progress (see schedule). The final paper should take into account feedback of all prior drafts as well as for the presentation (see below). (Communication; Empirical and Quantitative Skills)

Group Poster Research Project: Students in groups - will create a poster that includes a brief literature review, purpose, hypotheses, methods, results and discussion (see rubric in appendices). Students will need to develop a survey on a latent variable (more info in class) to complete this project. The final poster should follow APA format. Based on the data collected, students will analyze and interpret data to construct a results and discussion sections. Students will have to depend the results of the poster at the end of the term (Communication; Empirical and Quantitative Skills)

Topic Presentation**: Students in groups of two will lead a presentation topic in the area of clinical research (Communication; Empirical and Quantitative Skills). More information will be provided in class.

Peer- review Participation and Attendance: Students will be required to participate in discussions and in peer review of each other papers. (Personal Responsibility; Communication; Teamwork)

*Assignments will be submitted to the appropriate Dropbox folder on D2L. Late assignments will receive a 5% reduction in possible points each day they are late. Day 1 begins the minute following the time assignments are due. Day 2 begins 24 hours following the time assignments are due, and so on. Any required drafts of the Research Project not submitted on time will result in the above schedule of point reduction on the final Research Project assignment. Assignments not submitted by midnight on the last day of finals will be graded and recorded as a 0.

IV. Evaluation and Assessments (Grading):

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam</td>
<td>100</td>
</tr>
<tr>
<td>Group Poster Project</td>
<td>100</td>
</tr>
<tr>
<td>Peer Review Tasks</td>
<td>100</td>
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<tr>
<td>Presentation</td>
<td>100</td>
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<tr>
<td>Article Summaries</td>
<td>100</td>
</tr>
<tr>
<td>Final Lit. review and Proposal</td>
<td>100</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>600</strong></td>
</tr>
</tbody>
</table>

Revised January 8, 2023
### Grades

- **A** = 90.0–100
- **B** = 80–89.9
- **C** = 70–79.9
- **F** < 70

### V. Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>Week and Dates</th>
<th>Topics</th>
<th>Required Reading</th>
<th>Group Project Activities</th>
<th>Lit. Review and Proposal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 1/22/24</td>
<td>Syllabus review/Introduction</td>
<td>Syllabus</td>
<td>Group Selection</td>
<td>Initial discussion on research topic and library search</td>
</tr>
<tr>
<td>Week 2 1/29/24</td>
<td>Introduction to Psychometric Concepts/Literature Review process</td>
<td>Finch Chapter 1 Bell Chapters 2-6</td>
<td>Topic Selection and Discussion</td>
<td>Initial Article Search List</td>
</tr>
<tr>
<td>Week 3 2/05/24</td>
<td>NO FORMAL CLASS/Students will meet with Dr A individually</td>
<td>Meet briefly with Dr. A to discuss potential topics.</td>
<td>Meet briefly with Dr. A to discuss potential topics.</td>
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<tr>
<td>Week 4 2/12/24</td>
<td>Item Analysis/Research Questions, Hypotheses and Operationalization of Variables</td>
<td>Finch Chapter 2/Bell Chapter 7-8</td>
<td>Rationale, Purpose, Research Statement and operationalization of variables Gather support for the construct.</td>
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</tr>
<tr>
<td>Week 5 2/19/23</td>
<td>Reliability/Survey Construction</td>
<td><a href="https://www.sagepub.com/sites/default/files/upm-binaries/26101_7.pdf">https://www.sagepub.com/sites/default/files/upm-binaries/26101_7.pdf</a> Finch 3</td>
<td>Create Survey (get peer recommendations)</td>
<td>20 article summaries due</td>
</tr>
<tr>
<td>Week 6 2/26/23</td>
<td>Validity/Methods section</td>
<td>Finch 5/Bell Chapter 9</td>
<td>Develop Participants and Materials Sections Submit to IRB (informed consent)</td>
<td>Lit. Review Outline with references</td>
</tr>
<tr>
<td>Week 7 3/4/24</td>
<td>Issues with Scoring/ Results &amp; Discussion Sections</td>
<td>Finch 6/ Bell Chapter 10-14</td>
<td>Data Collection</td>
<td>Draft 1 lit. review Peer Review Draft 1</td>
</tr>
<tr>
<td>Week 8 3/11/24</td>
<td>SPRING BREAK</td>
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### VI. Readings (Required and recommended—including texts, websites, articles, etc.):

**Required:**

- IBM SPSS Statistics Grad Pack 29.0 STANDARD -Windows or Mac DOWNLOAD
Articles (provided by instructor)*:
A list of articles and publications will be included in D2L, and those will supplement the materials presented in class.

VII. Course Evaluations:

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including:

1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and
3. Making decisions on faculty tenure, promotion, pay, and retention.

As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information: Found at http://www.sfasu.edu/policies/

Class Attendance and Excused Absence: Policy 6.7
Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports (including the first 12 day attendance report) and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 936-468-3004 as early as possible in the semester. Once verified, ODS will notify the
course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/

Student Academic Dishonesty: Policy 4.1
Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam; - falsifying or inventing of any information, including citations, on an assignment;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source;
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

Penalties for Academic Dishonesty
Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, resubmission of the work, make-up exam, failure of the course, or expulsion from the university.

Student Appeals
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Withheld Grades: Policy 5.5
At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Student Code of Conduct: Policy 10.4
Interference or disruption of students, faculty, administration, staff, the educational mission, or routine operations of the university is prohibited. Such activity includes, but is not limited to,
behavior in a classroom or instructional program that interferes with the instructor or presenter’s ability to conduct the class or program, or the ability of others to profit from the class or program. To remain in the vicinity of activity that is disrupting normal university functions when requested to leave by a university official is prohibited. Bystanders, if their presence incites or adds to the disruption, as well as more active participants in the disruptive activity, may be in violation of this policy as well. Engaging in physical violence of any nature against any person. This includes fighting; assaulting; battering; using a knife, gun, or other weapon; or acting in a manner that threatens or endangers the physical health or safety of any person or causes a reasonable apprehension of such harm.

The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program at SFA.

SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students mental health and wellness. Many of these resources are free, and all of them are confidential.

**On-campus Resources:**
SFASU Counseling Services  
www.sfasu.edu/counselingservices  
3rd Floor Rusk Building  
936-468-2401

SFASU Human Services Counseling Clinic  
www.sfasu.edu/humanservices/139.asp  
Human Services Room 202  
936-468-1041

**Crisis Resources:**
Burke 24-hour crisis line 1(800) 392-8343  
Suicide Prevention Lifeline  1(800) 273-TALK (8255)  
Crisis Text Line: Text HELLO to 741-741

**To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:**

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual’s self-reported criminal history. In addition, the agency obtains your name-based Texas
criminal history information. The service is provided to the requestor for a non-refundable fee. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification.
You are eligible to request a Preliminary Criminal History Evaluation if:

- You enrolled or planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification, and
- You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.

Additional information can be found at [https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_EvaluationFAQs/](https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_EvaluationFAQs/).

2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at [http://www.tx.nesinc.com/PageView.aspx?f=GEN_Tests.html](http://www.tx.nesinc.com/PageView.aspx?f=GEN_Tests.html). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.
Article Summary Form

Reference (APA):

Purpose/Research Questions:

What evidence is used to support research question/idea?:

Method:
  Subject(s):
  Setting(s):
  Dependent Variable(s):
  Independent Variable(s):
  Data Collection:
  Design:

Results:

How could we apply the findings in this article to our clinical work?:

What was something you found interesting?:

What was something you found confusing or unclear?:

What limitations did the authors describe? Possible solutions?:

Revised January 8, 2023
Lit. Review and Proposal Instructions

Approximately 40 pages, including title, references, tables and figures

As you are working on your proposal, keep in mind that the primary function of the individual research project primary is to demonstrate your ability to read and understand scholarly research and to use it to support your own ideas and opinions. The purpose of the group project is to demonstrate your ability to analyze data and come up with conclusions based on the data.

Your papers should be typed and double spaced (times new roman style, 12 font, 1inch margins across the paper) and should be organized as follows:

a. **Title** must be appropriate for your research project.

b. **Abstract**: (75-120 words)

c. **Literature Review**: Discussion of the scientific evidence that led you to your study purpose and research questions. Here, you will discuss at least 20 articles that are relevant to supporting your research question(s). At least half of your articles should be published within the last 5 years.

   i. To effectively use the content of the journal articles to support your ideas, be sure to clearly describe 1) the topic of the research being reported, 2) the research method used (and how these methods may have affected the results), 3) the researcher’s conclusions, and 4) future research questions raised by the research.

   ii. In the last paragraphs of the literature review of your paper, summarize the research findings and briefly state how the research relates to the topic of your paper and provide a rationale for the study. In this same paragraph, you should clearly and concisely describe the purpose of your study, any research questions, and various SPECIFIC hypotheses on which you are basing your proposal/study.

d. **Methods**: Here you will present your participants, materials and procedures. Be specific – another researcher should be able to read your proposal and run your study.

e. **References**: All the books and journal articles used for your paper should be listed alphabetically in a bibliography at the end. **You should follow the style manual of the American Psychological Association (APA) - seventh edition.**

f. Any tables and figures should follow the style manual of the American Psychological Association (APA) - seventh edition.
## Grading Rubric

<table>
<thead>
<tr>
<th>Criteria:</th>
<th>Exceptional (5)</th>
<th>Proficient (4)</th>
<th>Competent (3)</th>
<th>Basic (2)</th>
<th>Limited (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content &amp; Depth</strong></td>
<td>Demonstrates an exceptional understanding of the topic, incorporating a comprehensive range of high-quality sources that are relevant, current, and significant to the research question. Provides a nuanced synthesis of the literature, identifying patterns, gaps, and relationships.</td>
<td>Exhibits a proficient understanding of the topic, integrating a variety of relevant sources that contribute to a solid foundation for the research question. Presents a well-structured synthesis of the literature with clear identification of key themes.</td>
<td>Displays a competent understanding of the topic, utilizing sources that contribute adequately to the foundation for the research question. Presents a clear summary of the literature with some identification of key themes.</td>
<td>Shows a basic understanding of the topic, with limited integration of relevant sources. The literature review may lack depth, and there may be a need for more comprehensive coverage of the research question.</td>
<td>Demonstrates a limited understanding of the topic, relying on few and possibly irrelevant sources. The literature review lacks depth and coherence, hindering a clear understanding of the research question.</td>
</tr>
<tr>
<td><strong>Organization &amp; Structure</strong></td>
<td>Presents a well-organized and logically structured literature review with clear sections and smooth transitions. The sequence of ideas enhances the reader's understanding of the topic.</td>
<td>Displays a well-organized literature review with a clear structure that facilitates the reader's comprehension. Transitions between sections are generally smooth.</td>
<td>Shows a generally organized literature review with identifiable sections. Some transitions may be less smooth, impacting the overall flow.</td>
<td>Demonstrates a basic organization of the literature review, but the structure may be unclear at times. Transitions between sections are abrupt or lacking.</td>
<td>Lacks a clear organizational structure, making it difficult for the reader to follow the development of ideas. Transitions between sections are unclear or absent.</td>
</tr>
<tr>
<td><strong>Critical Analysis</strong></td>
<td>Provides an outstanding critical analysis of the literature, evaluating the strengths, weaknesses, and limitations of individual studies. Demonstrates the ability to synthesize information critically and discerningly.</td>
<td>Displays a proficient critical analysis, identifying strengths, weaknesses, and limitations of individual studies. The synthesis of information shows a good level of critical engagement.</td>
<td>Presents a competent critical analysis, identifying some strengths, weaknesses, and limitations of individual studies. The synthesis demonstrates a reasonable level of critical engagement.</td>
<td>Offers a basic critical analysis, recognizing some strengths and weaknesses of individual studies. The synthesis may lack depth or thorough exploration.</td>
<td>Provides a limited critical analysis, with minimal recognition of strengths and weaknesses of individual studies. The synthesis lacks critical depth and insight.</td>
</tr>
<tr>
<td>Clarity &amp; Style</td>
<td>Exhibits exceptional clarity in writing, with precise and concise language. Maintains an engaging and coherent writing style, effectively communicating complex ideas.</td>
<td>Demonstrates a proficient level of clarity in writing, with clear and concise language. Maintains a generally engaging writing style that effectively communicates ideas.</td>
<td>Shows a competent level of clarity in writing, but some sections may be verbose or lack precision. The writing style is generally clear, facilitating understanding.</td>
<td>Presents a basic level of clarity in writing, with occasional verbosity or lack of precision. The writing style may hinder complete comprehension.</td>
<td>Lacks clarity in writing, with frequent verbosity or imprecise language. The writing style may hinder the reader's understanding.</td>
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<tr>
<td>APA Style &amp; Citations</td>
<td>Adheres to APA style with exceptional accuracy throughout the literature review. Citations are consistently accurate, and the reference list is impeccable.</td>
<td>Adheres to APA style with a high degree of accuracy throughout the literature review. Citations are generally accurate, and the reference list is well-constructed.</td>
<td>Follows APA style with some accuracy throughout the literature review. Citations are generally accurate, but there may be occasional errors or inconsistencies.</td>
<td>Demonstrates a basic adherence to APA style, but there are notable errors in citations or formatting. The reference list may lack consistency.</td>
<td>Displays a limited adherence to APA style, with frequent errors in citations and formatting. The reference list may be incomplete or inaccurately constructed.</td>
</tr>
<tr>
<td>Research Questions or Hypotheses</td>
<td>Formulates exceptional, well-defined, and insightful research questions or hypotheses that directly address the research problem. The questions/hypotheses are clear, focused, and align with the study's objectives.</td>
<td>Formulates proficient and well-defined research questions or hypotheses that directly address the research problem. The questions/hypotheses are clear and align with the study's objectives.</td>
<td>Formulates competent and clearly stated research questions or hypotheses that address the research problem. The questions/hypotheses align with the study's objectives.</td>
<td>Formulates basic research questions or hypotheses, which may lack specificity or clarity. The alignment with the study's objectives is somewhat unclear.</td>
<td>Formulates limited or unclear research questions or hypotheses that do not effectively address the research problem. The lack of specificity and alignment with objectives is evident.</td>
</tr>
<tr>
<td>Methodology</td>
<td>Designs an exceptional and highly detailed methodology that is well-aligned with the research questions or hypotheses. Clearly justifies the chosen research design, sampling method, data collection, and analysis procedures.</td>
<td>Designs a proficient and well-detailed methodology that aligns with the research questions or hypotheses. Provides solid justifications for the chosen research design, sampling method, data collection, and analysis procedures.</td>
<td>Designs a competent methodology with sufficient detail, aligning with the research questions or hypotheses. Provides reasonable justifications for the chosen research design, sampling method, data collection, and analysis procedures.</td>
<td>Designs a basic methodology with limited detail. Justifications for the chosen research design, sampling method, data collection, and analysis procedures are present but may lack depth.</td>
<td>Designs a limited or unclear methodology with inadequate detail. Justifications for the chosen research design, sampling method, data collection, and analysis procedures are unclear or absent.</td>
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</tbody>
</table>

**Comments:**
**Total Points: __________**
Presentations Rubric

**Visual Aid /10**
Successful use of power point or poster to illustrate ideas

**Content /30**
Comprehensively explained, both written and orally:

**Clarity /10**
Successfully explained the topic

**Handling of questions /20**
Successfully responded to questions and concerns

**Total Points:** __________