

Rubric for Basic or Experimental Research

Create@State

Basic or Experimental Research: Basic research, also known as pure or fundamental research, aims to expand knowledge and understanding of a subject without any specific practical application in mind. Experimental research involves manipulating variables to determine cause-and-effect relationships; it often includes the use of control groups and random assignments.

Criteria	Outstanding	Good	Fair	Improvement Needed	Unsatisfactory
Value	4 points	3 points	2 points	1 point	0 points
Research Purpose & Problem Q: Is the purpose of the project clearly defined? Are the research goals clear and relevant?	The purpose and problem are exceptionally clear, well-defined, and directly related to the relevant research goals.	The purpose is clear, but the problem definition could be more specific, well-defined, or unrelated to the research goals; OR the purpose is unclear, but the problem is well defined and related to the research goals.	The purpose and problem are both somewhat vague but are related to the research goals.	The purpose and problem are both vague and are not related to the research goals.	There are no clear purpose, problem, or research goals.
Methodological Approach Q: Is the methodology appropriate for basic or experimental research? Are the tools and techniques used well-suited to the objectives?	Methods are highly appropriate, with clear, detailed descriptions of the tools, techniques, and processes used for basic or experimental research.	Methods are appropriate for basic or experimental research but may lack detailed tools, techniques, or processes.	Methods are adequate for basic or experimental research, but some aspects are underdeveloped or not fully suited to the quality goals.	Methods are weak or not well-suited for basic or experimental research.	Methods are inappropriate or absent lacking: detailed descriptions of the tools, techniques, and process.
Findings & Outcomes Q: Are the findings clearly presented and connected to the objectives?	Findings and outcomes are clear, connected to the purpose of project; provides explanation of what was expected, discovered,	Findings and outcomes are clear, connected to the purpose of project but could be more specific or focused in the areas of; provides explanation of what	Findings and outcomes are interpreted correctly but without significant insight to; explanation of what was expected, discovered,	Findings and outcomes interpretation is unclear or weak or lacks connection to; explanation of what was expected,	Findings and outcomes are misinterpreted or unsupported or not related to the students' research topic missing; explanation of what was expected,

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	accomplished, collected, produced.	was expected, discovered, accomplished, collected, produced.	accomplished, collected, produced.	discovered, accomplished, collected, produced.	discovered, accomplished, collected, produced.
Contribution to the Student's Field of Study Q: How significant is the research in contributing to the student's academic field? Does it provide new insights, confirm existing theories, or open new avenues for exploration?	It clearly states how work advances knowledge in the students' field of study, provides new insights, confirms existing theories, opens new avenues for exploration, or meets a practical need. Addresses why this contribution is important.	It could offer more clarity in how work advances knowledge in the students' field of study, provides new insights, confirms existing theories, opens new avenues for exploration, or meets a practical need. Addresses why this contribution is important.	It could offer more clarity in how work advances knowledge in the students' field of study, provides new insights, confirms existing theories, opens new avenues for exploration, or meets a practical need, and doesn't address why this contribution is important.	Poorly articulated how work advances knowledge in the students' field of study, provides new insights, confirms existing theories, opens new avenues for exploration, or meets a practical need, and doesn't address why this contribution is important.	No evident contribution to how work advances knowledge in the students' field of study, provides new insights, confirms existing theories, opens new avenues for exploration, or meets a practical need.
Professional Writing Q: Does the poster display information in a discipline appropriate manner, and utilize succinct language? Are visual elements appropriate for the research category and presentation topic? Are references present?	The information presented is discipline appropriate, and language is succinct. Visuals are engaging and appropriate for the research category and presentation topic. References are present.	The information presented is discipline appropriate, and display methods are appropriate for the research category and presentation topic, but language could be more succinct, and visuals could be more engaging. References are present.	There is an overreliance on either text or visuals, but both are appropriate for the research category and presentation topic. References are present.	There is an overreliance on either text or visual elements. OR text or visual elements are inappropriate for the research category and presentation topic. References are present.	Missing visual elements. Insufficient text. References are missing.

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Revision #1

Created 2025-11-19 16:15:47 UTC by Kari Harris

Updated 2025-11-19 16:19:13 UTC by Kari Harris