# Rubric for Observational Research

**Create@State**

**Observational, Descriptive, or Cross-Sectional Research: Research that collects data through observation where researchers observe subjects and record their behavior without intervening or manipulating variables or aims to describe the characteristics of a population, or collects data from a population at a single point in time to examine relationships or characteristics within that population research, researchers observe subjects and record their behavior without intervening or manipulating variables.**

| Criteria | Outstanding | Good | Fair | Improvement Needed | Unsatisfactory |
|---|---|---|---|---|---|
| **Value** | 4 points | 3 points | 2 points | 1 point | 0 point |
| **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 observational, descriptive, or cross-sectional 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 observational, descriptive, or cross-sectional research. | Methods are appropriate for observational, descriptive, or cross-sectional research but may lack detailed tools, techniques, or processes. | Methods are adequate for observational, descriptive, or cross-sectional research, but some aspects are underdeveloped or not fully suited to the quality goals. | Methods are weak or not well-suited for observational, descriptive, or cross-sectional research. | Methods are inappropriate or absent lacking: detailed descriptions of the tools, techniques, and process. |

*Let's Celebrate Research Together!*

Create@State

| | | | | | |
|---|---|---|---|---|---|
| **Findings & Outcomes**<br>**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, accomplished, collected, produced. | 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 was expected, discovered, accomplished, collected, produced. | Findings and outcomes are interpreted correctly but without significant insight to; explanation of what was expected, discovered, accomplished, collected, produced. | Findings and outcomes interpretation is unclear or weak or lacks connection to; explanation of what was expected, discovered, accomplished, collected, produced. | Findings and outcomes are misinterpreted or unsupported or not related to the students' research topic missing; explanation of what was expected, discovered, accomplished, collected, produced. |
| **Contribution to the Student's Field of Study**<br>**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**<br>**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. |

*Let's Celebrate Research Together!*

Revision #1
Created 2025-11-19 16:13:10 UTC by Kari Harris
Updated 2025-11-19 16:19:13 UTC by Kari Harris