

## **Erasmus Mundus Joint Master Degree in Work, Organizational, and Personnel Psychology**

### **RUBRIC FOR THE EVALUATION OF STUDENTS IN RESEARCH TRAINING**

A rubric is an instrument whose main purpose is to share criteria about learning tasks and evaluation of students. This example describes a tool of the Erasmus Mundus Joint Master Degree in Work, Organizational, and Personnel Psychology (WOP-P) to define our expectations about the performance of students in research and the different levels of compliance.

More specifically, this rubric applies to the evaluation of research competencies that the student develops during the master. It is oriented to the acquisition process and evaluation of competencies associated with the position paper (project) and the research work.

**POSITION PAPER:**

Number	Competences	Excellent	Good	Fair	Poor
1  30%	<b>Introduction: conceptual / theoretical domain</b>  State of the art. Reviewing the literature on a selected topic.	Well formulated introduction with clear definition of key concepts  Comprehensive review of the literature: - use of quality evidence analyzing the previous research by describing the studies and empirical findings that support the thesis and focused problem.	Fairly well formulated introduction with some definition of key concepts.  Comprehensive review of the literature: - use of quality evidence - but does not adequately analyze the research findings, simply reports on the literature.	Introduction is not well- constructed and little or no definition of key concepts  Superficial review of the literature: - use of poor quality resources - do not describe the research findings and relies heavily on a few studies.	Lacks a proper introduction.  Superficial review of the literature that is poorly organized and lacks credibility based on the level of evidence and resources presented.
2  10%	<b>Purpose of Study</b> Elaborating research questions. Connecting theories and research objectives.	Very clearly stated: It connects <b>very well</b> the introduction and the statement of the problem.	Well stated: It connects <b>well</b> the introduction and the statement of the problem.	It is not clearly stated: It does not connect well the introduction and the statement of the problem.	Lacks a statement of the purpose of the study: It does not present the purpose of the study.
3  10%	<b>Research hypothesis</b>	All following criteria are meet: - Hypothesis is clearly stated. - Hypothesis is testable. - Hypothesis is based on previous research.	Only two of the following criteria are meet: - Hypothesis is clearly stated. - Hypothesis is testable. Hypothesis is based on previous research.	Only one of the following criteria are meet: - Hypothesis is clearly stated. - Hypothesis is testable. - Hypothesis is based on previous research.	None of the following criteria are meet: - Hypothesis is clearly stated. - Hypothesis is testable. - Hypothesis is based on previous research.

4 10%	<b>Method</b> Describe the information required when the sample has been collected, or say what they plan to do if the sample has not yet been collected.	All following information is present, complete and correct: - Sample description - Procedure/data collection - Measures description - Statistical analysis	All following information is present but not complete or well explained: - Sample description - Procedure/data collection - Measures description - Statistical analysis	Not all following information is present: - Sample description - Procedure/data collection - Measures description - Statistical analysis.	All following information is missing: - Sample description - Procedure/data collection - Measures description - Statistical analysis.
5 10%	<b>Relevance of the study</b>	Potential contributions (practical and theoretical) are established in detail.  They are connected to the research question	Potential contributions (practical and theoretical) are established in detail.  Nevertheless, they are NOT connected to the research question.	General contributions are established (no detail).  They are NOT connected to the research question.	The relevance of the study is missing.
6 5%	<b>Working plan</b>	It is specific, realistic and connected very well to the research.	It is specific and realistic.	It is general and/or unrealistic.	It is missing.
7 5%	<b>Use of APA guidelines</b>	APA format is used accurately and consistently in the paper, including References section.	APA format is used with minor errors in the paper, including References section.	There are frequent errors in APA format in the paper, including References section.	Format of the document is not recognizable as APA, including References section.
8 10%	<b>References</b>	- Identification of central works. Updating of the sources (recent sources).	- Identification of works but generals. - Fairly well updating of the sources (recent sources)	- Identification of works but generals. - Poor updating of the sources (old sources).	- The References section is missing.
9 10%	<b>Process (commitment and attitudes)</b>	All following criteria are meet: - Positive attitude and high commitment - Attends to regular meetings with the tutor - Overcomes obstacles that hamper goal achievement (independent and resolute)	Only two of the following criteria are meet: - Positive attitude and high commitment - Attends to regular meetings with the tutor - Overcomes obstacles that hamper goal achievement (independent and resolute)	Only one of the following criteria are meet: - Positive attitude and high commitment - Attends to regular meetings with the tutor - Overcomes obstacles that hamper goal achievement (independent and resolute)	None of the following criteria are meet: - Positive attitude and high commitment - Attends to regular meetings with the tutor - Overcomes obstacles that hamper goal achievement (independent and resolute)

Note: Late delivery penalizes 5% (if delivered within the two days after deadline).  
Late delivery penalizes 10% (if delivered three or more days after deadline).

Qualitative and complementary comments (tutors):

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**RESEARCH WORK:**

Number	Competences	Excellent	Good	Fair	Poor
1  5%	<b>Abstract</b>	Clearly states problem and question to be solved; clearly summarizes method, results, and conclusions.	Summarizes problem, method, results, and conclusions but lacks some details.	Is vague about the problem; does not provide a summary of the whole project.	Lacks an abstract.
2  15%	<b>Introduction: conceptual / theoretical domain</b>  State of the art. Reviewing the literature on a selected topic.	Well formulated introduction with clear definition of key concepts  Comprehensive review of the literature: - use of quality evidence analyzing the previous research by describing the studies and empirical findings that support the thesis and focused problem.	Fairly well formulated introduction with some definition of key concepts.  Comprehensive review of the literature: - use of quality evidence - but does not adequately analyze the research findings, simply reports on the literature.	Introduction is not well-constructed and little or no definition of key concepts  Superficial review of the literature: - use of poor quality resources - do not describe the research findings and relies heavily on a few studies.	Lacks a proper introduction.  Superficial review of the literature that is poorly organized and lacks credibility based on the level of evidence and resources presented.
3  5%	<b>Purpose of Study</b> Elaborating research questions. Connecting theories and research objectives.	Very clearly stated: It connects <b>very well</b> the introduction and the statement of the problem.	Well stated: It connects <b>well</b> the introduction and the statement of the problem.	It is not clearly stated: It does not connect well the introduction and the statement of the problem.	Lacks a statement of the purpose of the study: It does not present the purpose of the study.
4  5%	<b>Research hypothesis</b>	All following criteria are meet: - Hypothesis is clearly stated. - Hypothesis is testable. - Hypothesis is based on previous research.	Only two of the following criteria are meet: - Hypothesis is clearly stated. - Hypothesis is testable. Hypothesis is based on previous research.	Only one of the following criteria are meet: - Hypothesis is clearly stated. - Hypothesis is testable. - Hypothesis is based on previous research.	None of the following criteria are meet: - Hypothesis is clearly stated. - Hypothesis is testable. - Hypothesis is based on previous research.

5  10%	<b>Method</b>	<p>All following information is present, complete and correct:</p> <ul style="list-style-type: none"> <li>- Sample description</li> <li>- Procedure/data collection</li> <li>- Measures description</li> <li>- Statistical analysis</li> </ul>	<p>All following information is present but not complete or well explained:</p> <ul style="list-style-type: none"> <li>- Sample description</li> <li>- Procedure/data collection</li> <li>- Measures description</li> <li>- Statistical analysis</li> </ul>	<p>Not all following information is present:</p> <ul style="list-style-type: none"> <li>- Sample description</li> <li>- Procedure/data collection</li> <li>- Measures description</li> <li>- Statistical analysis.</li> </ul>	<p>All following information is missing:</p> <ul style="list-style-type: none"> <li>- Sample description</li> <li>- Procedure/data collection</li> <li>- Measures description</li> <li>- Statistical analysis.</li> </ul>
6  15%	<b>Results</b>	<p>All following criteria are meet:</p> <ul style="list-style-type: none"> <li>- Results clearly explained</li> <li>- in a comprehensive level of detail</li> <li>- well organized (e.g., following the order of the hypotheses).</li> <li>- Tables/figures clearly and concisely convey the data.</li> </ul>	<p>Only three of the following criteria are meet:</p> <ul style="list-style-type: none"> <li>- Results clearly explained</li> <li>- in a comprehensive level of detail</li> <li>- well organized (e.g., following the order of the hypotheses).</li> <li>- Tables/figures clearly and concisely convey the data.</li> </ul>	<p>Only one or two of the following criteria are meet:</p> <ul style="list-style-type: none"> <li>- Results clearly explained</li> <li>- in a comprehensive level of detail</li> <li>- well organized (e.g., following the order of the hypotheses).</li> <li>- Tables/figures clearly and concisely convey the data.</li> </ul>	<p>None of the following criteria are meet:</p> <ul style="list-style-type: none"> <li>- Results clearly explained</li> <li>- in a comprehensive level of detail</li> <li>- well organized (e.g., following the order of the hypotheses).</li> <li>- Tables/figures clearly and concisely convey the data.</li> </ul>
7  15%	<b>Conclusions and Discussion</b>	<p>Thoughtful and insightful interpretation of results.</p> <ul style="list-style-type: none"> <li>- Address how results supported/refuted the hypotheses.</li> <li>- Insightful discussion of how the study relates to and/or enhances the field of study.</li> </ul> <p>Thoughtful and insightful suggestions for further research in this area</p>	<p>Adequate interpretation of results.</p> <ul style="list-style-type: none"> <li>- Do not thoroughly address how results supported/refuted the hypotheses.</li> <li>- Adequate discussion of how the study relates to and/or enhances the field of study.</li> </ul> <p>Adequate suggestions for further research in this area.</p>	<p>Poor interpretation of results.</p> <ul style="list-style-type: none"> <li>- Do not adequately address how results supported/refuted the hypotheses.</li> <li>- Limited discussion of how the study relates to and/or enhances the field of study.</li> </ul> <p>Poor suggestions for further research in this area.</p>	<p>Interpretations of results is missing.</p> <ul style="list-style-type: none"> <li>- Do not address how results supported/refuted the hypotheses.</li> <li>- Absent discussion of how the study relates to and/or enhances the field of study.</li> </ul> <p>Absent suggestions for further research in this area.</p>

8 5%	<b>Use of APA guidelines</b>	APA format is used accurately and consistently in the paper, including References section.	APA format is used with minor errors in the paper, including References section.	There are frequent errors in APA format in the paper, including References section.	Format of the document is not recognizable as APA, including References section.
9 5%	<b>References</b>	<ul style="list-style-type: none"> <li>- Identification of central works.</li> <li>- Updating of the sources (recent sources).</li> </ul>	<ul style="list-style-type: none"> <li>- Identification of works but generals.</li> <li>- Fairly well updating of the sources (recent sources).</li> </ul>	<ul style="list-style-type: none"> <li>- Identification of works but generals.</li> <li>- Poor updating of the sources (old sources).</li> </ul>	<ul style="list-style-type: none"> <li>- The References section is missing.</li> </ul>
10 10%	<b>Feedback from the Position Paper</b>	Clearly reported and completely addressed.	Well reported but not completely addressed.	Poorly reported and/or addressed.	Lacks a section with this information.
11 10%	<b>Process (commitment and attitudes)</b>	<p>All following criteria are meet:</p> <ul style="list-style-type: none"> <li>- Positive attitude and high commitment</li> <li>- Attends to regular meetings with the tutor</li> <li>- Overcomes obstacles that hamper goal achievement (independent and resolute)</li> </ul>	<p>Only two of the following criteria are meet:</p> <ul style="list-style-type: none"> <li>- Positive attitude and high commitment</li> <li>- Attends to regular meetings with the tutor</li> <li>- Overcomes obstacles that hamper goal achievement (independent and resolute)</li> </ul>	<p>Only one of the following criteria are meet:</p> <ul style="list-style-type: none"> <li>- Positive attitude and high commitment</li> <li>- Attends to regular meetings with the tutor</li> <li>- Overcomes obstacles that hamper goal achievement (independent and resolute)</li> </ul>	<p>None of the following criteria are meet:</p> <ul style="list-style-type: none"> <li>- Positive attitude and high commitment</li> <li>- Attends to regular meetings with the tutor</li> <li>- Overcomes obstacles that hamper goal achievement (independent and resolute)</li> </ul>

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