

## Short Presentation EDRS 823

<b>Name</b> SUSAN	<b>Date</b> October 27, 2009
<b>Topic # 2</b> VALIDITY	<b>Points earned:</b> 7
<ol style="list-style-type: none"> <li>1. Setting (.5)</li> <li>2. Participants (.5)</li> <li>3. Methodology (1)</li> <li>4. Results (1)</li> <li>5. Description of how researchers conducted/completed the assigned topic (1)</li> <li>6. Your commentary about the assigned topic, to include what you identify as strengths (what the researchers did well), limitations (suggestions for improvements), personal conclusions, and why the topic is important (3)</li> </ol>	

UNSATISFACTORY	MINIMAL	GOOD	OUTSTANDING
<p>Student presents information in a vague, imprecise, and/or confusing sequence. Much of the content is inaccurate. Student has difficulty explaining content and accurately responding to questions about the content. Presentation accurately includes four or less of the requirements.</p> <p>Up to <b>3.9 pt</b></p>	<p>Student presents half of the information in a clear, accurate, and logical manner. Sequence is somewhat confusing. About half of the content is inaccurate and/or unclear. Student can accurately explain most content but has difficulty going beyond pre-written content and accurately responding to questions about the content. Presentation accurately includes five of the requirements.</p> <p>Up to <b>4 pts</b></p>	<p>Student presents most information in a clear, accurate, and logical sequence. Most of the content is accurate and clear. Student is at ease with accurately explaining content, and can elaborate for basic questions. Presentation accurately includes six of the requirements.</p> <p>Up to <b>5.5 pts</b></p>	<p>Student presents all information in a clear, accurate, and logical sequence. Student is clearly at ease with presenting to an audience, and responds to questions with clear and accurate explanations and elaboration. Presentation accurately includes comprehensive content on all six of the requirements.</p> <p>Up to <b>7 pts</b></p>

**NOTES:**

Susan,

You did quite a thorough job on the aspects of validity that could have been used in the article you selected for critique! Although social validity was conducted with the participants, you clearly had excellent (and practical and valuable) ideas of other sources for social validity that the authors could have used. Additionally, your point about the words in and of themselves being important was particularly good (how simple! But not noted – I’m sure inferred, don’t you think?).

Keep those areas in mind when you conduct your research, whether for this class or in the future. Very nice job!

Peggy