

Institutional Review Board
IRB Registration - IRB00006274
Federal Wide Assurance - FWA00013010

Notification of Study Approval

March 5, 2019

Faculty Researcher(s)	Allan Shwedel
Research Study Title	Using Rubrics to Enhance Teaching & Learning: Performance & Assessment of Quizzes & Other Assign
Review Date	May 8, 2015
IRB Review Type	Exemption
IRB Review Action	Approved

The Institutional Review Board (IRB) at Salem State University approved the above named study based upon the final protocol with any revisions requested by the IRB.

As principal investigator and researcher, you are bound by the assurances outlined in the IRB application and agreed upon at application submission. Please notify the IRB in writing of any changes to the approved protocol or of any adverse or unexpected events. Continuing review is not required for exempt or expedited studies unless stipulated by the IRB at the time of approval or for proposals reviewed by the Full Board in which research participant interventions or interactions are complete, and the only remaining activities relate to data analysis.

The University appreciates your efforts to conduct research in compliance with the federal regulations effective January 21, 2019, institutional policy effective September 1, 2017 and the IRB Procedures Manual effective January 21, 2019, which have been established to ensure the protection of human subjects in research.

This research project has been reviewed by the Institutional Review Board at Salem State University in accordance with US Department of Health and Human Services Office of Human Research Protections 45 CFR part 46 and does not constitute approval by the host institution.

IRB Application

Approved, Exempt — May 8, 2015

1. PRINCIPAL INVESTIGATOR

1a.	Position	Faculty
1b.	First Name	Allan
1c.	Last Name	Shwedel
1d.	SSU Email Address	ashwedel@salemstate.edu
1e.	Phone Number	9785426643
1f.	Department	Secondary and Higher Education
1g.	CITI Certificate	(available within IRB system)

4. RESEARCH FUNDING

4a.	Is this research funded?	No
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5. PROJECT TITLE

5a.	Title	Using Rubrics to Enhance Teaching & Learning: Performance & Assessment of Quizzes & Other Assign
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6. PROJECT START/END DATE

6a.	Start Date	05/18/2015
6b.	End Date	06/26/2015

7. PARTICIPANTS

7a.	Expected Number of Participants	100
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8. PARTICIPANT POPULATION

8a.	Are any participants children or minors under the age of 18?	No
8b.	Are any participants prisoners which are confined in a correctional or detention facility?	No
8c.	Is pregnancy required as a prerequisite for participation?	No
8d.	Are any participants cognitively/mentally disabled and/or presumed to not be legally competent?	No
8e.	Are any participants economically or educationally disadvantaged?	No

8f.	Are any participants vulnerable to coercion or undue influence?	No
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9. RESEARCH PROJECT INFORMATION

9a.	Will your research involve the use of educational tests?	Yes
9b.	Will your research involve the use of survey procedures?	Yes
9c.	Will your research involve the use of interview procedures?	No
9d.	Will your research involve observation of public behavior in such a manner that human subjects cannot be identified directly (anonymous)?	No
9e.	Will your research be conducted in established or commonly accepted educational settings such as regular or special educational practices or research on effectiveness of or comparison among instructional techniques, curricula, or classroom methods?	Yes
9f.	Will your research involve the collection or study of publicly available data or documents?	No
9g.	Will your research involve the collection or study of secondary analysis recorded so that subjects cannot be identified directly (anonymous)?	No
9h.	Will participants be recorded on audio or video?	No
9i.	Will your research collaborate with a secondary organization such as a school or social agency?	Yes (secondary organization agreements available within IRB system)

10. PROJECT ABSTRACT

<p>10a.</p>	<p>Summarize the goals, purpose, and methodology of your research and hypothesis to be tested.</p>	<p>Professor Allan Shwedel, from Salem State University, and Professor Tetiana Zubenko from Petro Mohyla Black Sea State University want to explore ways to help students improve their learning and performance on in-class quizzes and other assignments such as written papers and oral presentations. Rubrics are a type of educational tool that have been used by educators for assessing student work at the classroom, school, district, state, and national and international levels. Sometimes rubrics are given to students before a written assignment is to be turned in, but apparently it is very uncommon for rubrics to be given to students as part of the instructions for responding to open-ended questions on a quiz, or any other exam for that matter. The purpose of this study is to determine the effectiveness, if any, of providing a rubric to students who are answering open-ended questions on a quiz and other types of course assignments. The participants in this study will be university students in Ukraine who are majoring English or other World languages. The basic hypothesis being tested is:</p> <p>When students receive a rubric for an open-ended quiz or other assignment, they will score higher on that quiz or assignment than they do on other quizzes or assignments when they do not receive a rubric.</p>
<p>10b.</p>	<p>State the procedures for participants. (i.e. what they will be asked to do)</p>	<p>This study is part of ongoing classroom practice for English and World language majors at Petro Mohyla Black Sea State University. The students will have completed a unit of study, for example a specific set of English vocabulary words and then be given a short in-class quiz or other assignment on the unit. In some cases students will have a rubric when they are taking the quiz or completing an assignment and in other cases they will not have a rubric. In cases where they do have the rubric, after the quiz or other assignment has been turned in they will complete a very short survey about the experience using the rubric and their expected grade on the quiz or assignment. The quiz typically takes about 30 minutes and the survey will take about 5 minutes. (Please see the attached copy of the survey items.) The survey will be in English. It is anticipated that students will respond in English but they will have the option to respond in Ukrainian. The survey will be modified slightly depending on the nature of the specific course assignment.</p>
<p>10c.</p>	<p>Upload copies of research protocols and/or data collection instruments.</p>	<p><i>Survey about the Vocabulary Quiz_5-2-15.docx</i> (available within IRB system)</p>
<p>10d.</p>	<p>Provide information on research participants, including how participants are chosen and the criteria for selection or exclusion.</p>	<p>Since this study is part of ongoing classroom practice for English and other World language majors at Petro Mohyla Black Sea State University, all of the students in Professor Zubenko's target English Language classes or other World language professors classes will participate in the intervention aspect of the study, i.e., use or non-use of the rubric. Students will have the option to complete or not complete the survey. This is explained in the disclosure letter that will be given to students. If feasible and time permits, other faculty may take part in this study and similarly to Professor Zubenko's classes, all of the students will participate in the intervention but they will be given the option of completing the survey or declining to participate. There will be slight variations in the disclosure letter and survey to correspond to the nature of the course assignment.</p>

10e.	Provide information on how confidentiality and/or anonymity of research participants and their data will be ensured.	Students will have their names on both their quizzes or other assignments and their surveys so that the actual grade can be matched with the survey comments. However, procedurally, students will put their survey responses in an envelope at the front of the classroom and then a designated student will take the sealed envelope to the Dean's office where it will remain sealed until all of the grades have been entered in the university's paper-based tracking system. To protect confidentiality within the class, students who opt out of the survey phase will still be given a survey and asked to turn it in even if nothing is written on it. Once the survey responses have been matched with quiz or other assignment grades, the data, e.g., quiz grades and survey responses will be transferred to EXCEL type spreadsheet with names and any other identifying information removed. At that point, the surveys themselves will be discarded and only the transcribed, anonymous information will be available for subsequent analysis and report preparation.
10f.	State nature and amount of potential risk involved in participation, and how risk will be minimized if necessary.	As part of regular classroom practice, there is essentially no risk involved in the inclusion of the rubric for some quizzes or other assignments. In the very unlikely event that the inclusion of the rubric does negatively affect performance, the scores of those quizzes or assignments will be excluded from the student's overall average. In terms of the survey, the items only relate to opinions about the use of the rubric thus the questions themselves do not ask for intimate personal information. Also since the course instructor will not see the responses until after grades have been entered, the responses will not affect their grade. Finally, since names and other identifiers will not be entered into the database, students' responses and grades will be anonymous.
10g.	Describe the potential benefit to the research participant and/or society of the proposed research, and how this outweighs the risks.	It is hypothesized that rubrics will enhance performance and thus, students may end up receiving higher course grades but this is not guaranteed. In fact, students will be told that there is no direct benefit as a result of their participation since the researchers have no idea about the potential magnitude on performance from the use of a rubric. If the results are positive, the findings may influence other faculty to begin to use and share scoring rubrics with their students.
10h.	Explain the consent process and how it will take place.	Students will be given a disclosure letter that explains the study. The disclosure letter will indicate that students can opt out of the survey phase of the study. The disclosure form will be customized to correspond to the particular type of course assignment in which a rubric is being used. The form that will be used for Professor Zubenko's class has been uploaded.
10i.	Upload a copy of the informed consent form or disclosure statement.	<i>Disclosure Statement_Using_Rubrics_5-1-15.docx</i> (available within IRB system)