

Action Research Report Rubric

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Action Research Report EDLD 5397 and EDLD 5398	Level 1 Does not meet the minimum criteria	Level 2 Approaches minimum criteria	Level 3 Meets minimum criteria	Level 4 Demonstrates target criteria
<p>Action Research Report</p> <p>Submission 1: EDLD 5397 Title Page, Section One, Section Two, Section Three Reference Section</p> <p>Final Submission: EDLD 5398 Title Page Abstract Section One Section Two Section Three Section Four Section Five Reference Section</p>	<p>Title Page</p> <ul style="list-style-type: none"> Title is unclear and vague, does not describe the problem and intervention, errors title and abbreviated title and OR <ul style="list-style-type: none"> There is no title page. OR Title page is not formatted according to the template. <p>Points 5397: 0 5398: 0</p>	<p>Title Page</p> <ul style="list-style-type: none"> Title is unclear and vague and/or does not describe the problem and intervention and/or does not describe what the report is about and/or describes the results. Title is more than 12 -14 words or less; and/or contains abbreviations, jargon, or acronyms The abbreviated title (running head) is more than 50 characters. Title page has more than two formatting errors. <p>Points 5397: 7 5398:</p>	<p>Title Page</p> <ul style="list-style-type: none"> Title describes the problem and intervention. Title describes what the report is about. Title avoids describing the results. Title is 12 -14 words or less; no abbreviations, jargon, or acronyms. The abbreviated title (running head) is a maximum of 50 characters. Title page is formatted according to the template with no more than two errors. <p>Points 5397: 8 5398:</p>	<p>Title Page</p> <ul style="list-style-type: none"> Title is specific, concise and clearly describes the problem and intervention. Title clearly indicates what the report is about. Title avoids describing the results. Title is 12-14 words or less; no abbreviations, jargon, or acronyms. The abbreviated title (running head) is a maximum of 50 characters. Title page is formatted according to the template. <p>Points 5397: 10 5398:</p>
<p>Abstract</p> <p><i>(Not required in EDLD 5397)</i></p>	<p>Abstract</p> <ul style="list-style-type: none"> No abstract or not clearly stated. The Abstract does not follow the guidelines and format of the template. <p>Points 5397: 0 5398: 0</p>	<p>Abstract</p> <ul style="list-style-type: none"> Abstract is incomplete or more than 250 words. The Abstract follows the guidelines and format of the template. <p>Points 5397: 0 5398:</p>	<p>Abstract</p> <ul style="list-style-type: none"> Abstract includes all required components in no more than 250 words. The Abstract follows the guidelines and format of the template. <p>Points 5397: 0 5398:</p>	<p>Abstract</p> <ul style="list-style-type: none"> Abstract is clearly articulated and concise. A description of the research study's purpose/problem statement, setting, subjects/ participants, methods and procedures, and a summary of results/findings is presented in no more than 250 words. The Abstract follows the guidelines and format of the template. <p>Points 5397: 0 5398:</p>
<p>Section One (Introduction) ELCC 5.1 SBEC c.4</p>	<p>Introduction Section</p> <ul style="list-style-type: none"> Candidate was not able to develop a vision of learning, based on relevant knowledge nor promote the success of students in terms of diversity and learner needs, AND/OR 	<p>Introduction Section</p> <ul style="list-style-type: none"> Candidate was able to develop a vision of learning that was somewhat clear, based on relevant knowledge and somewhat promoted the success of some students in terms of 	<p>Introduction Section</p> <ul style="list-style-type: none"> Candidate was able to develop a vision of learning based on relevant knowledge and promoted the success of most students in terms of diversity and learner needs. 	<p>Introduction Section</p> <ul style="list-style-type: none"> Candidate was able to develop a vision of learning that was very clear, based on relevant knowledge and promoted the success of all students in terms of diversity and learner needs.

	<ul style="list-style-type: none"> • No introductory paragraph, AND/OR • Introduction section does not follow the guidelines or format of the template. <p>Points 5397: 0 5398: 0</p>	<p>diversity and learner needs.</p> <ul style="list-style-type: none"> • Does not provide the reader the necessary information to understand the study. • Incomplete or weak introductory paragraph. • Introduction section does not contain background information, problem statement, and/or significance of the study or the subsections are unclear. • Some background information is given. • Vaguely stated purpose of the study. • The listing of definitions is not included or all major terms and concepts are not defined. • The introduction section follows the guidelines and format of the template. <p>Points 5397: 22 5398:</p>	<ul style="list-style-type: none"> • Contains some superfluous information. • Strong introductory paragraph. • Does not pique the interest of the reader. The purpose of the report is stated in the first or second paragraph. • Introduction section contains background information, problem statement, and significance of the study. • Clearly stated the purpose of the study. • Includes a listing of definitions of major terms and concepts used. • Background information about the topic is given and related to the purpose of the study. • The introduction section follows the guidelines and format of the template. <p>Points 5397: 25 5398:</p>	<ul style="list-style-type: none"> • Provides the reader with the necessary information to understand the study. • Outstanding introductory paragraph; motivates the reader to want to know more about the study. • Piques the readers' interest and makes purpose of the report relevant. The purpose of the report is stated in the first or second paragraph. • Introduction section contains a detailed, well-articulated background information, problem statement, and significance of the study. • Background information is given about the topic. A critical analysis of the sources is provided. Information is integrated so that the project is the logical next step. • Outstanding purpose of the study was stated. • Includes a detailed listing of definitions of major terms and concepts used. • The introduction section follows the guidelines and format of the template. <p>Points 5397: 30 5398:</p>
<p>Section Two (Review of the Literature) ELCC 5.1 SBEC f.2, h.1</p>	<p>Review of the Literature Section</p> <ul style="list-style-type: none"> • The literature review section did not introduce the reader to the major issues and themes learned from current research surrounding the study. • The section did not support best practices or the identified problem with references. • It lacked synthesis and transitions. 	<p>Review of the Literature Section</p> <ul style="list-style-type: none"> • The literature review section only somewhat introduced the reader to the major issues and themes learned from current research surrounding the study. • The section only somewhat supports best practices and loosely relates to the study with 6 or fewer current references or the articles/ books used are not 	<p>Review of the Literature Section</p> <ul style="list-style-type: none"> • The literature review section introduced the reader to the major issues and themes learned from current research surrounding the study. • The section supported best with at least 8 current references, including research-based, peer reviewed studies or the section supported best with at least 10 current references, but 50% are not research- 	<p>Review of the Literature Section</p> <ul style="list-style-type: none"> • The literature review section clearly introduced the reader to the major issues and themes learned from current research surrounding the study. • The section clearly supported best practices with at least 10 current references, including 50% research-based, peer reviewed studies. • The literature review is well written,

	<ul style="list-style-type: none"> • If benchmark was used, it did not describe best practices and results from practice from another school. • There are few or no subtopic headings. • The introduction, body, or summary of the literature review is missing. • There is no literature review. <p>OR</p> <ul style="list-style-type: none"> • The review of the literature does not follow the guidelines and format of the template. 	<p>recognized as being of high quality.</p> <ul style="list-style-type: none"> • The literature review exhibits some synthesis and transitions. • If benchmark was used, it vaguely described the best practice and results from practice from another school. • The literature review describes one piece of literature after another; it is synthesized. • At least 3 subtopic headings are used, but each subtopic heading does not have at least 2 references and/or does not have at least two well developed synthesized paragraphs. • The review of the literature contains an introduction, body, and summary. • The review of the literature follows the guidelines and format of the template. 	<p>based, peer reviewed studies</p> <ul style="list-style-type: none"> • The literature review relates to the focus of the study and exhibits synthesis with logical transitions. • If benchmark was used, it described the best practice and results from practice from another school. • The literature review synthesized. • Minimum use of direct quotations. • At least 3 subtopic headings are used with at least 2 references for each subtopic heading. • The review of the literature contains an introduction, body, and summary. • The review of the literature follows the guidelines and format of the template. 	<p>exhibits seamless synthesis with logical transitions and relates clearly to focus of study.</p> <ul style="list-style-type: none"> • The literature review is synthesized. Direct quotations are rarely used. • Appropriate use of at least 3 subtopic headings is used with at least 2 references for each subtopic heading. At least two paragraphs per subheadings. • A summary of the literature review is well written and summarizes major contributions of significant studies and articles to the body of knowledge under review, maintaining the focus established in the introduction. • The review of the literature contains an introduction, body, and summary. • The review of the literature follows the guidelines and format of the template.
<p>Section Three (Design Section) ELCC 1.3 SBEC f.3, h.4</p>	<p>Design Section</p> <ul style="list-style-type: none"> • The Candidate was not able to conduct an intervention strategy or the planned intervention is not appropriate. • Subjects/ Participants – the target audience and/or setting are not described. • Procedures - Does not document intervention. • Data Collection and Analysis – No description of data collection or analysis techniques. <p>OR</p> <ul style="list-style-type: none"> • The Design Section does not guidelines and format of the template. 	<p>Design Section</p> <ul style="list-style-type: none"> • The Candidate was somewhat able to conduct an intervention strategy that demonstrated an improvement in instruction but did not meet the needs of diverse learners • The intervention was somewhat appropriate, but its effectiveness was not described. • Subjects/ Participants – the target audience and/or setting are somewhat described. • Procedures - The planned intervention is somewhat appropriate but does not describe its effectiveness. • Intervention is documented with little description. 	<p>Design Section</p> <ul style="list-style-type: none"> • The Candidate was able to conduct an intervention strategy that demonstrated an improvement in instruction and somewhat meeting the needs of diverse learners. • The intervention was appropriate and its effectiveness was somewhat specific, but clearly described. • Subjects/ Participants – the target audience and setting is described • Procedures - The planned intervention is appropriate and its effectiveness is somewhat specific, but clearly described. • Intervention is documented using some description. 	<p>Design Section</p> <ul style="list-style-type: none"> • The Candidate was clearly able to conduct an intervention strategy that demonstrated an improvement in instruction and meeting the needs of diverse learners. • The intervention was appropriate and its effectiveness specific and clearly described. • Subjects/ Participants – the target audience and setting are clearly described in detail. • Procedures - The planned intervention is appropriate and its effectiveness is specific and clearly described. • Intervention is documented clearly and in detail.
	<p>Points 5397: 0 5398: 0</p>	<p>Points 5397: 30 5398:</p>	<p>Points 5397: 34 5398:</p>	<p>Points 5397:40 5398:</p>

		<ul style="list-style-type: none"> Data Collection and Analysis – incomplete or unclear description of data collection and analysis with limited detail. The Design Section follows the guidelines and format of the template. 	<ul style="list-style-type: none"> Data Collection - Provides explanation of data collection and analysis The Design Section follows the guidelines and format of the template. 	<ul style="list-style-type: none"> Data Collection and Analysis - Provides clear and detailed explanation of data collection and analysis The Design Section follows the guidelines and format of the template.
	Points 5397: 0 5398: 0	Points 5397: 22 5398:	Points 5397: 25 5398:	Points 5397: 30 5398:
Section Four (Findings) ELCC 1.2 SBEC f.2, g.1 <i>(Not required in EDDL 5397)</i>	Findings <ul style="list-style-type: none"> There is no Findings section OR <ul style="list-style-type: none"> The Findings section does not follow the format of the template. 	Findings <ul style="list-style-type: none"> Incomplete or weak introductory paragraph. Findings are presented in an unorganized manner. Some data not presented in a logical manner. Incomplete or weak summary paragraph. Insufficient or unclear presentation of figures/tables. Figures and tables are not described in the narrative text. The introduction, or body, or summary of the findings section is missing. The Findings Section follows the guidelines and format of the template. 	Findings <ul style="list-style-type: none"> Strong introductory paragraph. Findings are presented organized around the problem statement(s), but are not complete based on analysis, with most findings presented as both narrative text and in figures and tables. Most data presented in a logical manner to enable reader to draw conclusions. Sufficient and clear presentation of figures/tables. Some figures and tables are described in the narrative text. Strong summary paragraph. The Findings Section follows the guidelines and format of the template. 	Findings <ul style="list-style-type: none"> Outstanding introductory paragraph. Findings are presented as a synthesis of data, as both narrative text and in figures and tables. Data is presented in a logical manner to enable the reader to draw conclusions. Findings are organized around the problem statement(s). Evidence is provided from data sources to support findings. Comprehensive presentation of figures/tables. All figures and tables are described in the narrative text. Outstanding summary paragraph. The Findings Section follows the guidelines and format of the template.
	Points 5397: 0 5398: 0	Points 5397: 0 5398:	Points 5397: 0 5398:	Points 5397: 0 5398:
Section Five (Conclusions and Recommendations) ELCC 4.1 SBEC f.3. e.1 <i>(Not required in EDDL 5397)</i>	Conclusions and Recommendations <ul style="list-style-type: none"> No introductory statement summarizing the project. There are no Conclusions presented There is no reflection or there is little reflection on the process followed. The project is minimally evaluated 	Conclusions and Recommendations <ul style="list-style-type: none"> Incomplete or weak introductory statement summarizing the project. Limited and unsupported conclusions The reflection is adequate, with some attempt to evaluate the process. The analysis of project is 	Conclusions and Recommendations <ul style="list-style-type: none"> Strong introductory statement summarizing the project. Accurate conclusions supported by the data and clearly linked to the Review of the Literature. The reflection is very good, with an obvious attempt to evaluate the process. The analysis 	Conclusions and Recommendations <ul style="list-style-type: none"> Outstanding introductory statement briefly summarizing the project. Insightful conclusions supported by the data and clearly linked to the Review of the Literature. The reflection is thoughtful and clearly demonstrates a thorough and honest

	<p>or not evaluated at all. There is little or no learning evident.</p> <ul style="list-style-type: none"> • There are no recommendations. • There are no Concluding Remarks. <p>OR</p> <ul style="list-style-type: none"> • The Conclusions and Recommendations Section does not follow the guidelines and format of the template. 	<p>incomplete or superficial. The learning journey is marginal.</p> <ul style="list-style-type: none"> • Recommendations are vague, and/or impartially developed and/or not connected to the conclusion and/or not supported by the findings, and/or do not include lessons learned and/or no mention of what additional research is needed. • Concluding Remarks are vague and lack transitions between body of the report and the concluding remarks. • The Conclusions and Recommendations Section follows guidelines and the format of the template. 	<p>of project quality is reasonable. The learning journey is obvious.</p> <ul style="list-style-type: none"> • Recommendations are adequate, flow from the conclusion, and supported by the findings, include lessons learned and what additional research is needed. • Concluding Remarks are adequate with good transitions between the body of the report and the concluding remarks. • The Conclusions and Recommendations Section follows guidelines and the format of the template. 	<p>evaluation of process and critical appraisal. The learning journey is comprehensive and readily apparent.</p> <ul style="list-style-type: none"> • Recommendations are well thought-out, flow from the conclusion and supported by the findings, include lessons learned and what additional research is needed. • Concluding Remarks are thoughtful and specific with excellent transitions between body of the report and the concluding remarks. • The Conclusions and Recommendations Section follows the guidelines and format of the template.
	<p>Points 5397: 0 5398: 0</p>	<p>Points 5397: 0 5398:</p>	<p>Points 5397: 0 5398:</p>	<p>Points 5397: 0 5398:</p>
<p>Reference Section</p>	<p>Reference Section</p> <ul style="list-style-type: none"> • There is no reference section, OR • There are less than 10 references that match text citations, OR • The Reference section does not follow the guidelines and format of the template. 	<p>Reference Section</p> <ul style="list-style-type: none"> • Most references chosen are not appropriate or scholarly with regard to the focus of the study. • There are at least 10 references, but all references are not current (less than 10 years old), and/or less than 50 % are peer-reviewed. • References do not match text citations. • References are not formatted according to APA style (more than two errors). • The Reference section follows the guidelines and format of the template. 	<p>Reference Section</p> <ul style="list-style-type: none"> • Some references chosen are not appropriate or scholarly with regard to the focus of the study. • There are at least 10 current references (no more than 10 years old), but less than 50 % are peer-reviewed. • References match text citations. • References are formatted according to APA style with no more than two APA errors. • The Reference section follows the guidelines and format of the template. 	<p>Reference Section</p> <ul style="list-style-type: none"> • References chosen are appropriate and scholarly with regard to the focus of the study. • There are at least 10 current references (no more than 10 years old), at least 50 % are peer-reviewed. • References accurately match text citations – all cited sources in text are present in references and no references not cited in the body are present in the reference section. • References are correctly formatted according to APA style. • The Reference section follows the guidelines and format of the template.
	<p>Points 5397: 0 5398: 0</p>	<p>Points 5397: 11 5398:</p>	<p>Points 5397: 13 5398:</p>	<p>Points 5397: 15 5398:</p>

<p>General Use of APA style and Clarity of Writing</p>	<p>General Use of APA style and Clarity of Writing</p> <ul style="list-style-type: none"> • Surface errors disrupt the meaning of the paper and make the paper difficult to read. • Paper lacks well organized paragraphs. • Extensive proof-reading needed. • Does not adhere APA style. • In-text citations are not consistent with APA style. • Multiple problems with mechanics and grammar exist. • Numerous errors with spacing and formatting. <p>Points 5397: 0 5398: 0</p>	<p>General Use of APA style and Clarity of Writing</p> <ul style="list-style-type: none"> • Surface errors disrupt the meaning of the paper and make the paper difficult to read. • Some paragraphs well organized. • Many inappropriate word usage errors (effect vs affect) • Adheres to APA style inconsistently. • In-text citations may exist, but are not consistent with APA style. • Multiple problems with mechanics and grammar exist. • Numerous errors with spacing and formatting. <p>Points 5397: 11 5398:</p>	<p>General Use of APA style and Clarity of Writing</p> <ul style="list-style-type: none"> • Paper read adequately. • Most paragraphs well organized. • Some inappropriate word usage errors (effect vs affect) • Adheres to APA style with minor violations. • Few problems with mechanics and grammar exist. • Some minor errors with spacing and formatting. <p>Points 5397: 13 5398:</p>	<p>General Use of APA style and Clarity of Writing</p> <ul style="list-style-type: none"> • Writing is very easy to understand, clear, and not vague. • Paragraphs well organized. • Appropriate word selection. • Adheres to APA style accurately and consistently; citations within the paper follow APA format. • Double-spaced throughout. • Pages are numbered correctly • The paper is typed in 12-point Times New Roman font. • The paper is polished and grammatically error free. <p>Points 5397: 15 5398:</p> <p>----- TOTAL POINTS: 5397: 140 5398:</p>
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