

ICL 7992 Master's Project Action Research Report Rubric
Fall 2007 – Spring 2008

ICL 7992 Instructors: To evaluate student performance on the 7992 course action research study and written report, please use the scoring criteria in the rubric below and record a score of 0, 1, or 2 for each of the 6 performance outcomes.

Performance Outcomes	Unacceptable Characteristics (0)	Acceptable Characteristics (1)	Optimal Characteristics (2)	Enter Score
Candidates demonstrate professional leadership as they reflect on personal, professional, and contextual variables to identify how they can change their work for the better. (<i>Professional Leadership</i>)	<ul style="list-style-type: none"> • Problem too broad or unclear • No specific examples given to provide rationale • Not related clearly to professional practice 	<ul style="list-style-type: none"> • Problem identified clearly • Personal and contextual rationales for the problem focus are discussed • Work context description includes basic facts • Evidence is presented showing the relationship between the problem and their work 	<ul style="list-style-type: none"> • Includes all Satisfactory characteristics • Personal and professional rationales include multiple examples • Has a rich description of setting and relationship of problem to their work context 	
Candidates use professional knowledge to make and implement a 6-week plan for improving their teaching. (<i>Professional and Pedagogical Knowledge & Skills</i>)	<ul style="list-style-type: none"> • Actions unclear • Actions are not based on relevant literature that includes theory, standards, best practices, and relevant research 	<ul style="list-style-type: none"> • Uses professional knowledge including standards, best practices, research and theory to plan actions to improve their teaching • Identifies specific actions, procedures, and activities taken while implementing their action plan 	<ul style="list-style-type: none"> • Includes all Satisfactory characteristics • Rationalizes general and specific actions citing standards, research, best practices or theories • Uses multiple examples of teaching actions and related responses by students to describe their plan in action 	
Candidates make and implement a 6-week plan for gathering evidence to assess their teaching, and for assessing the impact of their teaching on all students. (<i>Assessment and Impact on Student Learning</i>)	<ul style="list-style-type: none"> • Has only one source of evidence • Presents little or no evidence to document their own actions and the impact of their actions on all students • Presents little or no evidence of gathering or analyzing data in a usable way 	<ul style="list-style-type: none"> • Identifies and gathers multiple sources of relevant evidence to document changes in their teaching • Identifies and gathers multiple sources of relevant evidence to document the impact of their actions on all students 	<ul style="list-style-type: none"> • Includes all Satisfactory characteristics • Gathers different types of evidence about their practice and impact on all students • Gathers evidence over time • Gathers evidence from multiple sources 	
Candidates analyze evidence and draw conclusions about changes in their practice, and impact on all students. (<i>Assessment and Impact on Student Learning</i>)	<ul style="list-style-type: none"> • Does not connect evidence to changes in practice • Conclusions unfounded • Understanding of self study action research unclear 	<ul style="list-style-type: none"> • Analyzes evidence in appropriate and meaningful ways • Uses evidence to draw conclusions about efforts to change their teaching for the better • Uses evidence to draw conclusions about the impact of their teaching on all students • Understands the action research process 	<ul style="list-style-type: none"> • Includes all Satisfactory characteristics • Links conclusions from evidence to changes in future teaching • Generalizes how results from this specific study can be applied to other areas of their teaching 	

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Performance Outcomes	Unacceptable Characteristics (0)	Acceptable Characteristics (1)	Optimal Characteristics (2)	Enter Score
<p>Candidates demonstrate professional leadership by using the results of their self-study to identify new questions, and to improve the professional practice of others. <i>(Professional Leadership)</i></p>	<ul style="list-style-type: none"> • Does not identify relevant questions for further study • Does not identify specific or realistic plans for using the results of their study to improve the practice of others 	<ul style="list-style-type: none"> • Analyzes how study could have been improved upon • Generates meaningful questions for further study • Describes in one or two concrete actions they will take to use the results of their study to improve the practice of others at their school 	<ul style="list-style-type: none"> • Includes all Satisfactory characteristics • Generates relevant new questions and relates them future areas for improvement • Proposes realistic plans for using their results to improve professional practice beyond their school building • Demonstrates value of action research as a professional practice 	
<p>Candidates demonstrate professional leadership through effective written communication skills <i>(Professional Leadership)</i></p>	<ul style="list-style-type: none"> • APA format not followed for citations and references • Correct spelling, grammar, and writing mechanics not demonstrated 	<ul style="list-style-type: none"> • The research report demonstrates candidate ability to describe clearly the problem, the context and rationale, the action plan, and the results • APA format followed for citations and references • Correct spelling, grammar, and writing mechanics demonstrated 	<ul style="list-style-type: none"> • Includes all Satisfactory characteristics • The research report demonstrates candidate ability to engage the reader with rich details, examples, and clear logical thinking • Shows evidence of ability to think and write reflectively 	