Assessment 3 – M.Ed. in Reading – Action Research Project Rubric

Criteria	Target (3 pts)	Acceptable (2 pts)	Unacceptable (1 pt)
Clear Rationale Identification of the problem	Clearly formulated question; question is the focus of the inquiry and the problem being investigated; identifies the problems with literacy instruction that led to the inquiry	Clearly formulated question; question is the focus of the inquiry and the problem being investigated; makes some attempt to identify the problems with literacy instruction that led to the inquiry	The question is unclear and leads to little focus on the problem being addressed; makes some attempt to identify the problems with literacy instruction that led to the inquiry but does not clearly connect to the research question
Description of the Context	A minimum of 2 diverse students are selected as participants; provides a description of the students' literacy skills and other pertinent background information; provides a description of the classroom context (reading program and/or curriculum being used, and the schedule used for literacy instruction)	A minimum of 2 diverse students are selected as participants; provides a description of the students' literacy skills and other pertinent background information; some attempt to describe the classroom context (reading program and/or curriculum being used, and the schedule used for literacy instruction)	A minimum of 2 students are selected as participants; does not clearly identify how the students are diverse; little or no description of the students' literacy skills and other pertinent background information; little or no attempt to describe the classroom context (reading program and/or curriculum being used, and the schedule used for literacy instruction)
Research & Resources	A variety of resources, materials, and activities were used to help address the problem; more than 5 resources used; implementation involved a wide range of instructional approaches; includes excerpts of all resource materials and research used	A variety of resources, materials, and activities were used to help address the problem; a minimum of 5 resources used; some attempt to use different instructional approaches during implementation; includes some excerpts of the resource materials and research used	Few resources, materials, and activities were used to help address the problem; less than 5 sources used; little or no attempt to use different instructional approaches during implementation; includes little or no excerpts of the resource materials and research used
Data Collection Evidence of Student Outcomes	Comprehensive description of the data collection procedures used; includes 6 weeks of data; data was obtained from minimum of 2 students; includes a range of examples of student work that emerged from implementation; evidence that on-going assessments was used to evaluate students' literacy proficiencies in relation to the implementation; data collected was used to closely examine students' literacy skills and development in different areas (oral language, writing, reading, listening); ethical research	Some attempt to describe the procedures used and data collected; includes 6 weeks of data; data was obtained from minimum of 2 students; includes some examples of student work that emerged from implementation; some attempt to use on-going assessments to evaluate students' literacy proficiencies in relation to the implementation; attempts made to collect data to closely examine students' literacy skills and development in different areas (oral language, writing, reading, listening); ethical research	Limited or no description of the data collection procedures; less than 6 weeks of data collection; data was obtained from 1 or 2 students; includes little or no examples of student work that emerged from implementation; little or no attempt to use on-going assessments to evaluate students' literacy proficiencies in relation to the implementation; little or no attempt made to collect data to closely examine students' literacy skills and development in different areas (oral language, writing, reading,

	practices used (ex: students' identities protected)	practices used (ex: students' identities protected)	listening); ethical research practices used (ex: students' identities protected)
Teacher Reflections	Conducted weekly; identifies the instructional choices made and why strategies were selected; documents the decision making process by showing - how student work is used to guide instructional decisions, - how research and/or resources helped with the implementation process, - insights on what worked and what didn't, - how activities were modified to meet the diverse needs of students, and - insights on the modifications, adjustments, and adaptations used In-depth analysis of the data collected; course readings are used to explain decisions made , insights gained, and/or students' outcomes	Conducted weekly; provides a brief description of the practices relating to each area identified at the Target Level; attempts to analyze information obtained to determine strengths and weakness in each area identified at the Target Level; provides more of a summary of the information obtained through the inquiry; some attempt to use course readings to explain decisions made , insights gained, and/or students' outcomes	Conducted weekly; inconsistent report of the practices – describes some areas and overlooks others identified at the Target Level; presents a summary of the activities with little or no evidence of analysis; little or no use of course readings to explain decisions made , insights gained, and/or students' outcomes
Mechanics (Spelling & Grammar)	Appropriate spelling and grammar	Appropriate spelling and grammar	Many spelling and grammatical errors
Organization & APA	Well organized; no errors in APA format (cover page, abstract, sub-sections, page #s, reference page, running head, header, font size, margins, appendices, etc.); APA writing style used appropriately for citations within the text	Well organized; less than 3 errors in APA format (cover page, abstract, sub-sections, page #s, reference page, running head, header, font size, margins, appendices, etc.); APA writing style used appropriately for citations within the text	Poor organization ; more than 3 errors in APA format; many errors when citing within the text

Grading Scale
21-19 = A
18-16= A-
15-13=B+
12-10=B
9-7= B- (revise and resubmit assignment)
7 – 0 = F

Action Research Project[1] and Reflection
The purpose of this assignment is to foster teacher inquiry. This self-directed assignment will help you explore what will happen when you implement a new approach for literacy instruction in your classroom. Through this action research project you will have to opportunity to review current trends in a particular area, identify practices that have worked effectively, implement activities to support the literacy development of students, and reflect on the process by looking at student work.

You will manage your work using an electronic portfolio found on Blackboard. Upload each component of your project on Blackboard. Use a journal to reflect on the following: how strategies were implemented, decision making, students' practices and comments, how resources were used, what worked and what did not, how activities were modified or adapted and why those changes were done.

After we have completed the written report, complete and upload your reflection (survey) on the project.

Your report should be **no more than 10 pages** including references, but excluding appendices.

REMINDER: Use Cheng library resources (e.g. Curriculum & Materials Department; online databases).

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**Tips for Successful Completion of the
Action Research Project**
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Identify the problem
Formulate a question based on the problem you want to examine. Identify your interest in the problem. Identify current problems with literacy instruction. Formulate a question you want to answer through this project.

Conduct Research/ Identify Resources
Adequate resources and materials should be identified to help implement the strategy. Resources can include journal articles, website pages, lesson plans, and/or professional texts

Intervention/ Implementation
Review what others have done in relation to this problem. What strategies are you going to use to address this problem? Keep a reflective journal during the process. A wide variety of resources and activities should be used.

Collect Data / Evidence of Student Outcome
Data can include examples of student work, lesson plans, assessments used to evaluate students' literacy proficiencies in relation to the strategy taught, or examine of the students' literacy skills and development in different areas (oral language, writing, reading,

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[1] Portfolios will not be returned. Please include copies of original materials.

listening). Attach copies of your data as appendices to your report. To protect students' identities, please remove names and any identifying information. Collect a **minimum of 2 weeks** of data; try to make these two consecutive weeks.

Report
Prepare a written narrative report. In your report be sure to describe the context: characteristics of the students – select students from diverse backgrounds (at least 2 students); the reading program (and/or curriculum) being used, or the schedule for literacy instruction; any other information relevant to your inquiry. Use insights from your reflective journal and data collected through implementation of the intervention to document the process. Discuss your findings – the results of your intervention.

Implications/ Recommendations
What are the implications of this study for literacy instruction? Make recommendations to other teachers and policy makers (e.g. the principal, the superintendent).

Examples of Action Research Topics
Literature circles, guided reading, writing conferencing, reading strategies, reading and writing connection, learning centers, running records and miscue analysis