

**Assessment # 3: Action Research Project:
Developmental Portfolio on Teaching and Learning**

(The elements highlighted in yellow are used to assess diversity outcomes)

Action Research Project – Rubric

Criteria and IRA Standards Addressed		Target (3 pts)	Acceptable (2 pts)	Unacceptable (1 pt)
1	1. Clear Rationale Identification of the problem 1.1, 1.2, 1.3	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
2	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)
3	Research & Resources 1.1, 1.2, 1.3, 5.1	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
4	Data Collection Evidence of Student Outcomes 1.4, 3.1, 3.3, 3.4, 4.1, 4.2, 4.4	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	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	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

		language, writing, reading, listening); ethical research practices used (ex: students' identities protected)	areas (oral language, writing, reading, listening); ethical research practices used (ex: students' identities protected)	different areas (oral language, writing, reading, listening); ethical research practices used (ex: students' identities protected)
5	Teacher Reflections 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.4, 5.3	<p>Conducted weekly; identifies the instructional choices made and why strategies were selected; documents the decision making process by showing</p> <ul style="list-style-type: none"> • 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 <p>In-depth analysis of the data</p>	<p>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</p>	<p>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</p>

		collected; course readings are used to explain decisions made , insights gained, and/or students' outcomes		
6	Mechanics (Spelling & Grammar)	Appropriate spelling and grammar	Appropriate spelling and grammar	Many spelling and grammatical errors
7	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

Key to Rubric Elements

Element 1: Clear Rationale/ Identification of the Problem

Element 2: Description of the Context

Element 3: Research & Resources

Element 4: Data Collection/ Evidence of Student Outcomes

Element 5: Teacher Reflections

Element 6: Mechanics

Element 7: Organization & APA