



Educational Psychology Program
Signature Assignment for EDCI 533
Action Research Proposal

Student Learning Outcome(s) Assessed:

SLO #3: Apply quantitative/ qualitative research methodology in educational research and evaluation.

Description of the Signature Assignment

Students will develop a research proposal that will serve as the basis for the action research project to be completed in EDCI 695 seminar in Curriculum and Instruction. The research proposal should be 10-12 pages in length and should include:

Introduction and significance of the topic

- Research Question: What are you trying to find out?
- Description of methodology to be used
- Proposed Timeline
- Review of literature (should include 10 sources)
- Definition of key terms
- Abstract (of plan)

Directions for Students

A research proposal, literature review paper/presentation, and a final exam project paper will be progressively submitted throughout the session. The research project will constitute a culminating project/final exam for the course. The theme/topic of a research project should have some relation to candidates' interests regarding a pedagogical intervention.

Scoring Rubric:

	4 Exceeds Expectations	3 Meets Expectations	2 Meets Some Expectations	1 Does Not Meet Expectations	0 Can't Score	Final Score
Introduction and Significance	In this section, candidate introduces and gives an overview of the research project. The introduction is a coherent piece of work, orienting the reader to the remainder of the study. Candidate identifies the problem or area of interest within the field of education. Candidate clearly articulates the significance of the topic within the field of education, and explains the practical implications for teachers. Candidate states the purpose of the paper/study; the importance of the study and briefly reviews the relevant literature.	In this section, candidate introduces and gives an overview of the research project. Candidate identifies the problem or area of interest. Candidate articulates the significance of the topic within the field of education, and explains the practical implications for teachers. Candidate states the purpose of the paper/study; the importance of the study and mentions relevant literature.	In this section, candidate introduces and gives a partial overview of the research project. Candidate identifies the problem or area of interest. Candidate fails to articulate the significance of the topic within the field of education, and does not explain the practical implications for teachers. Candidate fails to set the context for the reader to understand the action research project. Candidate is unclear about the purpose of the paper/study; the importance of the study and fails to mention the literature reviewed.	In this section, candidate fails to properly introduce the research project. Candidate inadequately identifies the problem or area of interest and fails to mention the literature reviewed. Candidate fails to articulate the significance of the topic within the field of education, and does not explain the practical implications for teachers. Candidate fails to set the context for the reader to understand the action research project. Candidate is extremely unclear about the purpose of the paper/study and the importance of the study.	Off-topic, missing, or incomplete	

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Literature Review	<p>Candidate sets the stage for the reader in light of what has already been done in connection with this study. Candidate identifies 10-15 sources of literature that thoroughly inform the research project/study. Candidate provides an in-depth description of empirical research related to the research project/study and how this new research fits within the established research tradition. When describing the research studies candidate includes the following: a) question or purpose of study; b) the number and type of participants; c) the treatment or conditions involved; d) the type of measures; e) the results and conclusions. Candidate ends this section with a brief summary of the major points covered. Summary is highly analytical, revealing gaps in the literature, the theoretical context, and the research context in which the study is embedded.</p>	<p>Candidate sets the stage for the reader in light of what has already been done in connection with this study. Candidate identifies 10 sources of literature that inform the research project/study. Candidate provides an in-depth description of empirical research related to the research project/study. When describing the research studies candidate includes the following: a) question or purpose of study; b) the number and type of participants; c) the treatment or conditions involved; d) the type of measures; e) the results and conclusions. Candidate ends this section with a brief summary of the major points covered. Summary provides the research and theoretical context for the study.</p>	<p>Candidate sets the stage for the reader in light of what has already been done in connection with this study. Candidate identifies 8-10 sources of literature that partially inform the research project/study. Candidate provides a partial description of empirical research related to the research project/study. When describing the research studies candidate includes some, but not all of the following: a) question or purpose of study; b) the number and type of participants; c) the treatment or conditions involved; d) the type of measures; e) the results and conclusions. Summary and analysis are less analytical and do not provide the full context for the study.</p>	<p>Candidate does not adequately set the stage for the reader in light of what has already been done in connection with this study. Candidate identifies less than 10 sources of literature that do not adequately inform the research project/study, or that are off topic. Candidate provides a partial description of empirical research related to the research project/study, and often fails to make connections. When describing the research studies candidate fails to include most of the following: a) question or purpose of study; b) the number and type of participants; c) the treatment or conditions involved; d) the type of measures; e) the results and conclusions.</p>	<p>Off-topic, missing, or incomplete</p>	

	4 Exceeds Expectations	3 Meets Expectations	2 Meets Some Expectations	1 Does Not Meet Expectations	0 Can't Score	Final Score
Action Research Design	<p>Candidate clearly describes and explains how the research project/study was designed. Candidate clearly describes the process for conducting the research including: 1) the process of data collection and analysis; how research instruments were developed; and any materials (particular curriculum, product, survey, observation protocols, checklists, rubrics or rating charts) used for the project/study; 2) Technical terms and words from action research methodology are clearly defined and explained; 3) Candidate provides compelling and accurate evidence of research design.</p>	<p>Candidate describes and explains how the research project/study was designed. Candidate describes the process for conducting the research including: 1) the process of gathering data; how research instruments were developed; and any materials (particular curriculum, product, survey, observation protocols, checklists, rubrics or rating charts) used for the project/study; 2) Technical terms and words from action research methodology are defined; 3) the teaching intervention. Candidate provides evidence of robust data gathering, and data analysis.</p>	<p>Candidate provides a limited description and explanation of how the research project/study was designed. Candidate inadequately describes the process for conducting the research. The process of gathering data, including how research instruments were developed; and any materials (particular curriculum, product, survey, observation protocols, checklists, rubrics or rating charts) used for the project/study is unclear; 2) Some but not all technical terms and words from action research methodology are defined; 3) The teaching intervention is not clearly described. Candidate fails to provide sufficient evidence of robust data gathering, and data analysis.</p>	<p>Candidate fails to provide a limited description and explanation of how the research project/study was designed. A description of the process for conducting the research is missing. Candidate provides little or no description or the process of gathering data, including how research instruments were developed; and any materials (particular curriculum, product, survey, observation protocols, checklists, rubrics or rating charts) used for the project/study is unclear; 2) Technical terms and words from action research methodology are not defined. The teaching intervention is not described. Candidate fails to provide evidence of robust data gathering, and data analysis. Either no evidence is provided, or there are numerous mistakes, omissions or oversimplification of data gathering, and data analysis.</p>	<p>Off-topic, missing, or incomplete</p>	

	4 Exceeds Expectations	3 Meets Expectations	2 Meets Some Expectations	1 Does Not Meet Expectations	0 Can't Score	Final Score
Implications of Action Research Study	The importance/relevance of this study are clearly stated. Candidate clearly articulates the implications of the potential results on classroom instruction and education.	Demonstrates an adequate ability to conduct an action research project. Project is an adequate application of research methods and theoretical grounding learned in the course.	Demonstrates marginal ability to conduct an action research project. Project is a marginal application of research methods and theoretical grounding learned in the course. Application of course content is inappropriate.	Demonstrates no ability to conduct an action research project. There is no application of research methods and theoretical grounding learned in the course. Application of course content is non-existent.	Nothing was submitted.	
Writing and Editing	Writing reflects depth of content and perceptiveness of the author at the graduate level. The paper is cogent, coherent, and well organized. Adheres to standard writing conventions and appearance is professional. Contains few or no spelling and grammatical errors. Writing is essentially error-free in terms of mechanics. Models the style and format appropriate to the assignment.	The paper is coherent, and well organized. Adheres to standard writing conventions and appearance is professional. While there may be minor errors, the paper follows normal conventions of spelling and grammar throughout and has been carefully proofread. Appropriate conventions for style and format are used consistently throughout. Demonstrates thoroughness and competence in documenting sources; the reader would have little difficulty referring back to cited sources.	The paper is well organized. Adheres to standard writing conventions and appearance is professional. Frequent errors in spelling, grammar (such as subject/verb agreements and tense), sentence structure and/or other writing conventions distract the reader. Writing does not consistently follow appropriate style and/or format. Source documentation is incomplete. It may be unclear which references are direct quotes and which are paraphrased.	The paper is not well organized. Does not adhere to standard writing conventions and appearance is professional. Writing contains numerous errors in spelling, grammar, and/or sentence structure which interfere with comprehension. Style and/or format are inappropriate for the assignment. Fails to demonstrate thoroughness and competence in documentation.	Off-topic, missing, or incomplete.	

Evaluation of EDCI 533 Signature Assignment

Candidate Name: _____ Score: _____/20

Criteria	Score				
Abstract and Introduction	0	1	2	3	4
Literature Review	0	1	2	3	4
Design	0	1	2	3	4
Anticipated Results and Educational Significance	0	1	2	3	4
Writing and Editing	0	1	2	3	4

Legend

Total Points	College of Education Assessment Scale Equivalent
18-20	4 (Exceeds Expectations)
16-17	3 (Meets Expectations)
14-15	2 (Meets Some Expectations)
12-13	1 (Does Not Meet Expectations)
0-11	0 (Can't Score)