



Education Specialist Program M.S. and Clear Credential Program

Signature Assignment for EDSP 546

Action Research Project Rubric

Student Learning Outcome(s) Assessed:

SLO #3: Engage in action research in order to improve practices within the classroom or at the school site.

Description of the Signature Assignment

Students will conduct an Action Research Project on a topic of interest related to their teaching. Once they have identified this topic of interest, they will conduct a literature review and plan for formal, systematic, and rigorous reflection on the topic. They will then conduct the project and report their findings, implications for practice, and plan for dissemination of this information at their school site.

Directions for Students

Action Research Project. This course will introduce the tenets of systematic action research practices as these serve to improve the quality of support services provided to individuals with disabilities. For this course, students will develop an Action Research Project as guided by the text for the class. This project will be conducted in 5 steps. All steps must be well-written, well organized, and reflective of APA format. Rubrics for each step of the project are available on BeachBoard. Please attach a copy of the grading rubric as the first page of the assignment at the time of submission.

Step 1 Topic identification:

The first step of this project will be the identification of a topic of interest that the student would like to focus on for the Action Research Project and a summary of key thoughts on the topic of interest. This topic must be something that can be turned into an action research project in a setting serving individuals with disabilities. Students must therefore spend time in a setting with individuals with disabilities for this assignment. The written summary of the topic should address why this topic is of interest to the student and why it would be of interest to others involved in the field of special education.

Step 2 Article Summaries:

The second part of the project will be to review the current research literature on the topic in order to link the Action Research Project to the existing professional knowledge base. At least 8 *peer-reviewed* research articles must be summarized for this step. These articles should primarily have been published within the last 10 years. It is suggested that students start their review by examining *Exceptional Children*, *Teaching Exceptional Children*, and *JASH*. For this step, students must submit eight short (1 page or less) article summaries with the full article citation. Students are strongly encouraged turn in a list of articles to the instructor for approval before completing the summaries.

Step 3 Literature Review:

The literature review must include 8 relevant and current research articles. A synthesis of the 8 articles must be provided comparing and contrasting the articles and identifying common themes. The Literature review needs to be logically organized and guide the refinement of the research question. The purpose of the student's study and the research question should be clearly stated at the end of the literature review.

Step 4 Methods:

The fourth step of the project will be to write the methods section of their action research project. This should include (a) participants, (b) setting, (c) measures, instruments and/ or materials (d) procedures, including description of planned intervention with student(s), timeline, and method(s) for gathering and recording data. Include sample student materials, instruments or data charts and materials, as appropriate.

Step 5 Results and Discussion:

The fifth step of the project includes data analysis and discussion of the results. Students should restate their original research question and how they proceeded with the data collection based upon their outline in step 4. Students should summarize their findings from the data collection activities and new understandings of their topic of interest that emerged from their data collection. Students should also compare their findings with the findings from the existing literature. Finally, students should describe how they will use what they have learned in their daily practice and how they will communicate their findings to others in their setting, essentially what “action” will take place based on your results.

****Step 6 Final Paper (30 points):**

The sixth and final step of the project will be to compile a final paper, which includes an introduction, literature review, methods, results, discussion, conclusion, and references.

Scoring Rubric:

Criteria	4 = Exceeds expectations	3 = Meets expectations	2 = Meets some expectations	1 = Does not meet expectations	0 = Unable to score; incomplete or missing work	Final Score				
Statement of Research Question	Research question is clear, observable, and measurable and relevant to the candidate's teaching context	Research question is clear, observable, measurable	Research question is somewhat clear	Research question is vague	Research question is missing					
	4	3	2	1	0					
Literature Review	Literature review incorporates a critical analysis and synthesis of at least 8 peer reviewed, current articles on the topic.	Literature review incorporates a synthesis of at least 8 peer reviewed, current articles on the topic.	Literature review is not a synthesis of articles; less than 8 peer reviewed articles included in the literature review; or articles are dated and tangentially related to topic.	Literature review is off-topic and difficult to follow.	Literature review is missing or incomplete					
	8	7	6	5	4	3	2	1	0	
Data Collection Plan	Data collection plan is thoroughly described, based on the literature review, well justified and involves rigorous reflection; triangulation of data sources	Data collection plan is well justified and involves rigorous reflection; uses at least 2 data sources that answer the question	Data collection plan indicates some evidence of reflection on the topic; uses at least 1 data source that answers the question	Unclear and unjustified data collection plan; minimal rigor evident, inadequate data sources	Data collection plan is missing or incomplete					
	8	7	6	5	4	3	2	1	0	
Results Discussion of Findings and Impact on Practice	Directly and completely addresses all parts of the research question using clearly presented, relevant and well justified data, Clearly explains how the findings will impact daily practice / policies in the classroom / school; and how these findings will be disseminated to others; uses the literature review to interpret findings in light of what is known in theory	Results stem from the data collected, are well justified and clearly presented, address the research question. Discusses how findings will impact practice, how findings will be disseminated, and relates findings to the literature review	Results stem from the data but statements on findings are not clearly justified or connected to data or the literature review. Minimal discussion of how findings will impact practice and how they will be disseminated.	Results are not connected to the data collected, difficult to follow, no implications for practice described	Results and discussion section is missing or incomplete					
	8	7	6	5	4	3	2	1	0	
Conventions of Writing, Organization, and APA Format	Uses proper conventions of writing, organization, and APA format	Multiple errors in conventions of writing, organization, or APA format			Final paper incomplete or does not comply with required format					
	2	1			0					
Total										

Legend

Total Points	College of Education Assessment Scale Equivalent
27-30	4 (Exceeds Expectations)
23-26	3 (Meets Expectations)
18-22	2 (Meets Some Expectations)
13-17	1 (Does Not Meet Expectations)
0-12	0 (Can't Score)