

Appendix B

ACTION RESEARCH PROJECT
SCORING RUBRIC

<p>I. Introduction</p>	<p>The introduction is intended to present a framework for the AR project, including a statement of purpose for the project, an outline of the plan, a description of the setting, and the assumptions and limitations of the project.</p>		
<p>PERFORMANCE INDICATOR</p>	<p>LEVEL OF PERFORMANCE</p>		
	<p>Developing</p>	<p>Proficient</p>	<p>Advanced</p>
<p>Purpose of action research</p>	<p>The introduction implicitly describes the motivation for improving the teacher researcher's own situation</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>The introduction describes the motivation for improving the teacher researcher's own situation</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>The introduction includes a concise summary of a compelling motivation for improving the teacher researcher's own situation.</p> <p style="text-align: right;"><input type="checkbox"/></p>
<p>Description of the innovation</p>	<p>The introduction vaguely describes the innovation applied to improve the teacher researcher's own situation.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>The introduction adequately describes the innovation applied to improve the teacher researcher's own situation.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>The introduction provides a detailed description of the innovation applied to improve the teacher researcher's own situation.</p> <p style="text-align: right;"><input type="checkbox"/></p>
<p>Project goals</p>	<p>The introduction vaguely describes the objectives and goals of the innovation as it intends to improve the teacher researcher's own situation.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>The introduction describes the objectives and goals of the innovation as it intends to improve the teacher researcher's own situation.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>The introduction clearly describes the objectives and goals of the innovation as it intends to improve the teacher researcher's own situation.</p> <p style="text-align: right;"><input type="checkbox"/></p>
<p>Description of setting</p>	<p>The introduction includes a perfunctory description of the setting in which the project was applied.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>The introduction includes a thoughtful description of the setting in which the project was applied, which included the following: -Demographics -Classroom environment -Other relevant contextual information</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>The introduction includes a thoughtful description of the setting that not only includes student demographics, the classroom environment, and other relevant contextual information, but also presents a picture of the setting in which the project took place.</p> <p style="text-align: right;"><input type="checkbox"/></p>
<p>Assumptions and limitations</p>	<p>The introduction briefly mentions assumptions and limitations regarding the AR</p>	<p>The introduction includes specific assumptions and limitations of the AR</p>	<p>The introduction includes specific assumptions and limitations of the AR project</p>

	project. <input type="checkbox"/>	project and limitations that may exist for future implementations of the project. <input type="checkbox"/>	and assumptions and limitations that may exist for future implementation of the project. <input type="checkbox"/>
Reflections on the introduction	The introduction vaguely describes the innovation applied to improve the teacher researcher's own situation. <input type="checkbox"/>	The introduction adequately describes the innovation applied to improve the teacher researcher's own situation. <input type="checkbox"/>	The introduction provides a detailed description of the innovation applied to improve the teacher researcher's own situation. <input type="checkbox"/>
II. Review of Literature	The review of literature is intended to analyze critically a portion of a published body of knowledge through summary, classification, and comparison of prior research studies, professional articles, and theoretical articles.		
P E R F O R M A N C E I N D I C A T O R	LEVEL OF PERFORMANCE		
	Developing	Proficient	Advanced
Educational significance of the action research	The literature review implicitly reveals the educational significance for the AR project. <input type="checkbox"/>	The literature review explicitly reveals the need for the AR project, but the educational significance is only intuitively apparent. <input type="checkbox"/>	The literature review explicitly states the educational significance for the AR project and the need is apparent based on prior literature. <input type="checkbox"/>
Relevant literature	The literature includes less than eight nor more than 20 published sources and/or some of the sources are only tangentially relevant to the project. <input type="checkbox"/>	The literature includes a minimum of eight and maximum of 20 researched-based and practitioner-based credible sources that relate to the project. <input type="checkbox"/>	The literature includes a minimum of eight a maximum of 20 researched-based and practitioner-based credible sources related to the project, including seminal work on the topic. <input type="checkbox"/>
Definition of variables	The literature review includes definitions of the variables or factors relevant to the project. <input type="checkbox"/>	The literature review includes definitions of all relevant variables or factors in ways that are appropriate for the AR project. <input type="checkbox"/>	The literature review includes definitions of all relevant variables or factors in ways that are supported by the literature. <input type="checkbox"/>

Research question	The literature review includes research questions on which the inquiry was based. <input type="checkbox"/>	The literature review includes research questions on which the inquiry was based and relevant to the literature <input type="checkbox"/>	The literature review includes research questions on which the inquiry was based that are relevant to the literature and will add understanding to the body of research. <input type="checkbox"/>
Reflections on literature	The literature review includes thoughts on the relevance of the literature in light of personal experience. <input type="checkbox"/>	The literature review includes a thoughtful reflection on the relevance of the literature in light of personal experience. <input type="checkbox"/>	The literature review includes a thoughtful and detailed reflection on the meaning and relevance of the literature in light of personal experience. <input type="checkbox"/>
III. Methodology	The methodology portion of the AR project presents the overall action research paradigm, the particular methodology, and the specific methods used. Each should be described and justified.		
PERFORMANCE INDICATOR	LEVEL OF PERFORMANCE		
	Developing	Proficient	Advanced
Summary	The section includes a cursory description of the project and methods utilized. <input type="checkbox"/>	The section includes an adequate narrative of the projects and methods used. <input type="checkbox"/>	The section includes a detailed account of the project methods and methods used. <input type="checkbox"/>
Alignment of materials	The materials created for the project loosely match the intended goals. <input type="checkbox"/>	The materials created adequately reflect the established goals. <input type="checkbox"/>	The materials clearly align with the intended goals. <input type="checkbox"/>
Quality	The materials created for the project apply only to the situation of the teacher researcher. <input type="checkbox"/>	The materials created for the project may be used in situations other than that of this project. <input type="checkbox"/>	The materials created for the project are of publishable quality that other teachers would be interested in using. <input type="checkbox"/>
Reliability of instruments	Any instrument(s) developed by the teacher researcher for data collection have an implicit mean to insure another teacher researcher would obtain the same <input type="checkbox"/>	The instrument(s) developed by the teacher include a rubric or other such means for ensuring that others using the same instrument would obtain <input type="checkbox"/>	Any instrument(s) used to collect data include a rubric or other such explicit means as well as a determination that other people did obtain similar measures. <input type="checkbox"/>

	measures. <input type="checkbox"/>	similar measures. <input type="checkbox"/>	 <input type="checkbox"/>
Validity of instruments	Any instrument(s) developed by the teacher to collect data are intuitively linked to the intended goals and materials of the project. <input type="checkbox"/>	Any instrument(s) developed by the teacher to collect data are adequately related to the intended goals and materials of the project. <input type="checkbox"/>	Any instrument(s) developed by the teacher to collect data are explicitly related to the intended goals and materials of the project. <input type="checkbox"/>

IV. Data Analyses	The data analysis section is intended to organize and present the data collected to determine the effectiveness of the action research project.
PERFORMANCE INDICATOR	LEVEL OF PERFORMANCE

	Developing	Proficient	Advanced
Credibility of evidence	The narrative provides some basis for drawing conclusions. <input type="checkbox"/>	The narrative of the data analyses is compelling enough to draw appropriate conclusions. <input type="checkbox"/>	The narrative of the data analyses provides external criteria that compel convincing conclusions. <input type="checkbox"/>
Objectivity of evidence	The narrative of the data provides some basis that the evidence is unbiased. <input type="checkbox"/>	The narrative of the data provides an adequate basis that the conclusions reflect unbiased findings. <input type="checkbox"/>	The narrative of the data provides an external basis that the conclusions reflect unbiased findings. <input type="checkbox"/>
Transferability of evidence	The narrative of the data analyses provides a description of the contexts in which the data were gathered. <input type="checkbox"/>	The narrative of the data analyses provides enough description to determine whether the conclusions might be found for the teacher researcher in a similar context in the future. <input type="checkbox"/>	The narrative of the data analyses provides enough description to determine whether the conclusions might be found for the teacher researcher in other places at other times. <input type="checkbox"/>
Triangulation of evidence	The data are collected from at most two instruments. <input type="checkbox"/>	The data are collected from a variety of instruments that provide different perspectives of the project. <input type="checkbox"/>	The data are collected from a variety of complementary instruments that provide multiple perspectives on the project. <input type="checkbox"/>

V. Summary and Discussion	The summary and discussion is intended to summarize the results of the data analyses in the context on the teacher researcher's own situation as well as discuss the implications of the results on educational policy and future research.		
PERFORMANCE INDICATOR	LEVEL OF PERFORMANCE		
	Developing	Proficient	Advanced
Implications for personal practice	The summary and discussion contains implications for the teacher researcher's practice, including what was learned. <input data-bbox="695 835 768 888" type="checkbox"/>	The summary and discussion contains an attentive discussion on the implications for the teacher researcher's practice, including what was learned and how the project will impact future instructional practices. <input data-bbox="995 835 1068 888" type="checkbox"/>	The summary and discussion contains a thoughtful and thorough discussion on the implications for the teacher researcher's practice, including details of what was learned and specific ways the action research project will impact future instructional practices. <input data-bbox="1320 835 1393 888" type="checkbox"/>
Implications for educational policy	The summary and discussion contains implications for other teacher researchers' practice. <input data-bbox="703 1129 776 1182" type="checkbox"/>	The summary and discussion contains a thoughtful discussion for other teacher researchers' practice. <input data-bbox="1003 1129 1076 1182" type="checkbox"/>	The summary and discussion contains a thoughtful and thorough discussion for other teacher researchers' practice, including appropriate suggestions for educational policy. <input data-bbox="1328 1129 1401 1182" type="checkbox"/>
Implications for future research	The summary and discussion includes other questions that arose as a result of the project. <input data-bbox="703 1465 776 1518" type="checkbox"/>	The summary and discussion contains a discussion on the results of the project in the context of research discussed in the review of literature as well as other questions that arose as a result of the project. <input data-bbox="1003 1465 1076 1518" type="checkbox"/>	The summary and discussion includes a detailed discussion of the project results and outcomes in the context of research discussed in the review of literature as well as other potential AR projects that directly result from this project. <input data-bbox="1328 1465 1401 1518" type="checkbox"/>
Discussion of changes	The summary and discussions includes some examples of ways the project and methods of investigation could be changed to improve the action research. <input data-bbox="703 1759 776 1812" type="checkbox"/>	The summary and discussions contains a discussion on the ways the project methods and investigation could be changed to improve the action research. <input data-bbox="1003 1759 1076 1812" type="checkbox"/>	The summary and discussions contains a detailed discussion on the ways the project and methods of investigation could be changed to improve the action research with reference to the literature. <input data-bbox="1328 1759 1401 1812" type="checkbox"/>

Presentation of Action Research Project	The written AR document is intended to be a professional presentation that reflects scholarly work and effort.		
PERFORMANCE INDICATOR	LEVEL OF PERFORMANCE		
	Developing	Proficient	Advanced

Written Communication	The document contains instances where conventions of writing and adherence to APA style are not followed. <input type="checkbox"/>	The document follows all of the conventions of writing (e.g., spelling, grammar, sentence structure) and adheres to APA format and style. <input type="checkbox"/>	The document follows all of the conventions of writing (e.g., spelling, grammar, sentence structure) and adheres to APA format and style, as well as explicit and unambiguous language. <input type="checkbox"/>
Appearance	The document is organized, neat, and professional in appearance. <input type="checkbox"/>	The document is organized, neat, and professional in appearance and is appropriately bound. <input type="checkbox"/>	The document is organized, neat, and professional in appearance and is professionally bound. <input type="checkbox"/>
Oral Presentation ₁	Presenter(s) unable to accurately discuss information related to topic or simply read information from paper. <input type="checkbox"/>	Presenter(s) informed when speaking about the material while referencing notes. <input type="checkbox"/>	Presenter informed when speaking (without reference to notes) about the material. <input type="checkbox"/>
Oral Presentation ₂	Presentation was planned but lacked coherence. <input type="checkbox"/>	Presentation was planned and coherent. <input type="checkbox"/>	Presentation was well-planned, coherent, and thoughtfully presented. <input type="checkbox"/>
Oral Presentation ₃	Presentation contained some (i.e., pictures and charts). concepts. <input type="checkbox"/>	Presentation contained visuals including pictures, diagrams, photographs, and charts. <input type="checkbox"/>	Presentation included visuals such as pictures, diagrams, photographs, videos, flow charts, and other media are used appropriately to support/enhance the presentation. <input type="checkbox"/>
Professionalism of Presentation	Thoughts do not flow, presentation was not clear, nor did it engage audience <input type="checkbox"/>	Thoughts articulated clearly, although presentation did not engage audience <input type="checkbox"/>	Presentation is organized and the interest level of the audience is maintained. <input type="checkbox"/>