



## **Curriculum and Instruction**

*Signature Assignment for EDCI 695*

*Action Research Study*

### **Student Learning Outcome(s) Assessed:**

SLO #6: Collect and analyze data appropriate for their action research questions and goals, utilizing academic research that informs the study.

### **Description of the Signature Assignment**

The vision for the research study is one in which the final report will be presented in the chapter form. This is with an understanding that the final paper is not the sole terminal product in a research project. The “action” that is being researched holds an equal if not more important final value. The Curriculum and Instruction (C&I) research studies have an educational leadership final project quality. In this academic tradition, the terminal paper has an important role, but the intervention or action is also highly considered.

### **Directions for Students (will vary by instructor)**

Candidates will identify a problem that can be best investigated in a classroom or school setting and is related to some aspect teaching and learning. Review research related to this problem citing references. Synthesize the research in such a way that summarizes what research has revealed about the nature of the problem. Based on the synthesis of research produced candidates are to develop and conduct a research study to extend our current understanding of the problem. This research study will be presented in the chapter form. The Curriculum and Instruction (C&I) research studies have an educational leadership final project quality. In this academic tradition, the terminal paper has an important role, but the intervention or action is also highly considered.

## Scoring Rubric:

Criteria	4 Exceeds Expectations	3 Meets Expectations	2 Meets Some Expectations	1 Does Not Meet Expectations	0 Unable to score or incomplete
<b>Chapter One Intro Overview Background</b>	In this section, candidate introduces and gives an overview of the research project. Candidate identifies the problem or area of interest and mentions the literature reviewed. Candidate sets the context for the reader to understand the action research project. Candidate states the purpose of the paper/study; the importance of the study and briefly describes relevant terminology. The introduction is a coherent piece of work, orienting the reader to the remainder of the study.	In this section, candidate introduces and gives an overview of the research project. Candidate identifies the problem or area of interest and mentions the literature reviewed. Candidate sets the context for the reader to understand the action research project. Candidate states the purpose of the paper/study; the importance of the study and briefly describes relevant terminology.	In this section, candidate introduces and gives a partial overview of the research project. Candidate identifies the problem or area of interest and mentions the literature reviewed. 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.	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 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
<b>Chapter Two Literature Review</b>	Candidate sets the stage for the reader in light of what has already been done in connection with this study. Candidate identifies 20-30 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.	Candidate sets the stage for the reader in light of what has already been done in connection with this study. Candidate identifies 15-20 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.	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 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.	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 5-10 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.	Off-topic, missing, or incomplete

Criteria	4 Exceeds Expectations	3 Meets Expectations	2 Meets Some Expectations	1 Does Not Meet Expectations	0 Unable to score or incomplete
Chapter Three Methodology	Candidate explains how the research project/study was designed and describes the process for conducting the research. Candidate describes the participants and the setting. Candidate clearly describes the following: 1) the teaching intervention and 2) 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. Candidate discusses any challenges encountered in conducting the research and adjustments made to the methodological approaches. Candidate discusses any researcher biases impacting the research. Candidate also includes a detailed description of how the data was analyzed to arrive at stated findings. In addition, candidate discusses his/her role as an action researcher and possibly participant observer.	Candidate explains how the research project/study was designed and describes the process for conducting the research. Candidate describes the participants and the setting with sufficient detail. Candidate adequately describes the following: 1) the teaching intervention and 2) 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. Candidate also includes a description of how the data was analyzed to arrive at stated findings. In addition, candidate discusses his/her role as an action researcher and possibly participant observer.	Candidate explains how the research project/study was designed and describes the process for conducting the research. Candidate describes the participants and the setting with limited detail. Candidate provides a limited description of the following: 1) the teaching intervention and 2) 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. Candidate provides a very limited description of how the data was analyzed to arrive at stated findings. Candidate fails to discuss his/her role as an action researcher and possibly participant observer.	Candidate fails to adequately explain how the research project/study was designed. A description of the process for conducting the research is missing. Candidate briefly mentions the participants and the setting. Candidate provides a little or no description of the following: 1) the teaching intervention and 2) 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. Candidate provides little or no description of how the data was analyzed to arrive at stated findings. Candidate fails to discuss his/her role as an action researcher and possibly participant observer.	Off-topic, missing, or incomplete

Criteria	4 Exceeds Expectations	3 Meets Expectations	2 Meets Some Expectations	1 Does Not Meet Expectations	0 Unable to score or incomplete
Chapter Four Findings	<p>In this section the candidate begins by restating the research question(s). The candidate describes in detail the data that answers the research question(s). Candidate explains what he/she found out from doing the research. Candidate clearly explains how she/he arrived at the findings and what the results were after the analysis of data. The candidate describes themes and patterns and uses illustrative examples. The candidate makes extensive use of tables, graphs, figures and artwork. Candidate is able to clearly articulate what he/she found from conducting the study and what the data tells about the research topic.</p>	<p>In this section the candidate begins by restating the research question(s). The candidate describes the data that answers the research question(s). Candidate explains what he/she found out from doing the research. Candidate explains how she/he arrived at the findings and what the results were after the analysis of data. The candidate describes themes and patterns and uses illustrative examples. The candidate uses tables, graphs, figures and artwork as necessary. Candidate is able to articulate what he/she found from conducting the study and what the data tells about the research topic.</p>	<p>In this section the candidate begins by restating the research question(s). The candidate provides a narrow description of the data that answers the research question(s). Candidate explains what he/she found out from doing the research. Candidate provides a limited explanation of how she/he arrived at the findings and what the results were after the analysis of data. The candidate provides a limited description of themes and patterns and uses some illustrative examples. The candidate makes limited use of tables, graphs, figures and artwork. Candidate is unable to articulate what he/she found from conducting the study and what the data tells about the research topic.</p>	<p>In this section the candidate fails to restate the research question(s). The candidate fails to describe the data that answers the research question(s). Candidate provides little or no explanation regarding what he/she found out from doing the research. Candidate fails to explain how she/he arrived at the findings and what the results were after the analysis of data. The candidate provides little or no description of themes and patterns. And illustrative examples are missing. The candidate fails to use tables, graphs, figures and artwork. Candidate is unable to articulate what he/she found from conducting the study and what the data tells about the research topic.</p>	<p>Off-topic, missing, or incomplete</p>

Criteria	4 Exceeds Expectations	3 Meets Expectations	2 Meets Some Expectations	1 Does Not Meet Expectations	0 Unable to score or incomplete
<b>Chapter Five Discussion</b>	In this section, the candidate begins with a brief overview of the research/study as well as a summary of the findings. Next, the candidate concludes from the findings. Candidate moves beyond the data to describe what importance, for instance, the findings have to the field of education? Candidate clearly articulates what importance these findings have to the specific field from whence this research emerges. The candidate describes the limitations of the study. The candidate provides a clear and detailed description of what other teaching professionals can carry away from this action research project to improve educational settings in general.	In this section, the candidate begins with a brief overview of the research/study as well as a summary of the findings. Next, the candidate concludes from the findings. Candidate moves beyond the data to describe what importance, for instance, the findings have to the field of education? Candidate articulates what importance these findings have to the specific field from whence this research emerges. The candidate briefly describes the limitations of the study. The candidate describes what other teaching professionals can carry away from this action research project to improve educational settings in general.	In this section, the candidate begins with a brief overview of the research/study as well as a summary of the findings. Next, the candidate concludes from the findings. Candidate fails to move beyond the data to describe what importance the findings have to the field of education. Candidate fails to articulate what importance these findings have to the specific field from whence this research emerges. The candidate provides little or no description regarding the limitations of the study. The candidate provides a very limited discussion of what other teaching professionals can carry away from this action research project to improve educational settings in general.	In this section, the candidate begins with a brief overview of the research/study as well as a summary of the findings. Next, the candidate concludes from the findings. Candidate fails to move beyond the data to describe what importance the findings have to the field of education. Candidate fails to articulate what importance these findings have to the specific field from whence this research emerges. The candidate fails to describe the limitations of the study. The candidate omits a discussion about what other teaching professionals can carry away from this action research project to improve educational settings in general.	Off-topic, missing, or incomplete
<b>Writing and Editing</b>	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 695 Signature Assignment  
 Candidate Name \_\_\_\_\_

Criteria	Score				
Chapter 1: Introduction/Overview/Background	0	1	2	3	4
Chapter 2: Literature Review	0	1	2	3	4
Chapter 3: Methodology	0	1	2	3	4
Chapter 4: Findings	0	1	2	3	4
Chapter 5: Discussion	0	1	2	3	4
Writing and Editing	0	1	2	3	4

**Legend**

Total Points	College of Education Assessment Scale Equivalent
<b>22-24</b>	4 (Exceeds Expectations)
<b>17-21</b>	3 (Meets Expectations)
<b>11-16</b>	2 (Meets Some Expectations)
<b>6-10</b>	1 (Does Not Meet Expectations)
<b>0-5</b>	0 (Can't Score)