



Dual Language Development Program
Signature Assignment for EDCI 695
Action Research Study

Student Learning Outcome(s) Assessed:

SLO #7: Analyze and interpret data to address an action research question.

Description of the Signature Assignment

Candidates have developed a research plan in EDCI 533 (Fall semester) and begun data collection. Using that research plan, in this seminar candidates will:

- Complete all data collection (e.g. observations, writing assignments, tests, surveys)
- Update the Review of Literature, adding material from LING 650 as well as additional sources that will strengthen the interpretation of their data
- Analyze data in order to answer research questions
- Interpret findings from their action research study, making recommendations for instruction and/or future study
- Complete the written Action Research Study report following the outline for research studies in education (Abstract, Introduction, Literature Review, Methodology, Findings, Discussion)

Directions for Candidates

Candidates are provided with the following outline for the components of the Action Research Project Write-Up:

Title

Abstract

- Briefly and clearly states research question, purpose for study, methodology, and findings. Should not be more than one page.

Introduction

- Usually about 1 page, the introduction tells the reader the reason for doing the study. The compelling reason for the study may come from your own experience or may cite research or demographic data.

Review of Literature

- The Review of Literature situates your study in the professional literature. It should include (for our purposes) at least 12 citations. Some of these should describe research findings. It is a good idea to find at least one study that is similar to your study in some way. The Lit Review also includes definitions, from the professional literature, of key terms in your research question(s).
- The Lit Review sets up your research question and informs your analyses.

Research Question

- State your research question (and additional sub-questions, if you have them) as clearly and succinctly as possible.
- You **may revise** your research question so that it is clearly the question that is studied in your project.

Methodology

- The Methodology section includes a brief description of the
 - **Setting** in which the study was carried out & the time frame
 - **Participants** in the study (number, age, ethnicity, etc.)
 - **Data collection** procedures (only describe the data collection that was actually used for your study. You are doing a lot more in your classroom, but not all will end up being used for this study.)

Findings

- The Findings section presents and summarizes the data that you collected. Some of the data may be in tables, but there is always a description or explanation of what is being concluded from the tables. Narrative data (e.g. examples from observations or interviews) can be collected and used to support summary statements as well.
- Use headings to organize the findings. Under these headings there should be some summary statements about what you learned, backed up by evidence in the form of tables &/or anecdotal evidence. Triangulation—providing several different sources of data to support your conclusion—is recommended. The evidence should be as “objective” as possible.
- If you collected data that is not related to the research question at all, don’t include it.
- It is fine to write your study using “I” and describing what you and your students did.

Discussion

- This is where you interpret your findings. What do you think is the importance of your findings? Why do you think you see the patterns you see? You may want to refer back to sources in your Lit Review to help interpret your findings.
- Suggestions for practice and applications are good to include.
- Suggestions for future study are also common to include here.

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 (x2)
Format	All parts of study are in place Research question is clear & appropriate for field of language minority education Literature review is coherent, timely, & provides strong basis for study Citation conventions followed Research question contributes to knowledge in field Appropriate academic style Free from errors of mechanics & usage	All parts of study are in place Research question is clear & appropriate for field of language minority education Literature review is sufficient to provide support for research question Citation conventions followed Appropriate academic style Free from errors of mechanics & usage	Some parts of study are underdeveloped Research question may not address field of language minority education Literature review is inadequate in some areas &/or not up-to-date Citation conventions are not consistent Free from errors of mechanics & usage Academic style is inconsistent	Parts of study are missing Research question is unclear or not researchable Citation format not followed Organization is weak Includes errors of mechanics & usage Academic style is not followed		/8pts
Findings	Sources of data are clear Triangulation is effectively used Data addresses research questions Findings are thematically organized Findings are nuanced, with multiple examples	Sources of data are clear Triangulation evident Data addresses research questions	Some findings are reported Findings are from a single source Aspects of research question are not addressed	Few findings are reported Findings are not presented clearly Findings are inaccurate as reported		/8pts
Interpretation	Deep understanding of key theoretical frameworks & concepts in language minority education Describes relationships between published literature & own findings Makes suggestions for practice & research informed by theory & own findings	Uses key theoretical frameworks & concepts in language minority education Connects published literature to own findings Makes & supports suggestions for practice & research	Little attempt to interpret findings using published literature No suggestions for future practice	No interpretation of findings No suggestions for future practice No connections with published literature		/8pts
Total						/24

Legend

Total Points	College of Education Assessment Scale Equivalent
21-24	4 (Exceeds Expectations)
17-20	3 (Meets Expectations)
14-16	2 (Meets Some Expectations)
12-13	1 (Does Not Meet Expectations)
0-11	0 (Can't Score)